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Office Hours: M 1:30-2:30, W 1:30-2:30

ENGL 348-W01  
Room: BKH-D 302  
MWF 11:30-12:20

### ENGL 348-W01: 20<sup>th</sup>-Century American Literature

In this course, we will explore how a variety of authors address the question of what it means to be an American, and to write as one, in the modern era. One of the ways we will focus our discussion is by considering the role location plays in fostering or challenging national identity. What happens when America transforms from a nation of farmers to a nation of urbanities? How does shared public space promote or possibly undermine democratic ideals? What about Americans writing about or from alternative spaces: the kitchen, the alley, the highway? We will simultaneously question how the location of our authors is involved in their authority to speak as an American. Is the true American author writing from the country or the city, from home or abroad? To answer these questions, we will combine close textual analysis with historical research to discover how the literature plays with, on, and against its context. We will also enter into conversation with literary critics and hone our skills of scholarly composition and revision. This course satisfies the W requirement.

#### Required Texts

Larsen, Nella. *The Complete Fiction of Nella Larsen*. Anchor Books. ISBN: 0-385-72100-5  
Moore, Marianne. *Complete Poems*. Penguin. 0 14 01.8851 7  
Miller, Arthur. *A View from the Bridge*. Penguin Plays. 0-14-048.135 4  
Williams, William Carlos. *Selected Poems*. Ed. Charles Tomlinson. New Directions. 13: 978-0-8112-0958-  
Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 2<sup>nd</sup> ed. 978-0393933611  
Frost, Robert. *The Poetry of Robert Frost*. Ed. Edward Connery Lathem. Holt. 978-0-8050-6986-0

#### Overview of Coursework

##### Attendance and Participation

Thoughtful, lively, and engaged conversation is at the heart of this class. You will receive no credit for attendance; I expect more from you than occupying a space in the classroom. Instead, you will receive a participation point for every day you contribute to discussion. All the members of this community benefit from your insights and vice versa, so we rely on one another to come prepared for conversation. I recommend walking through the door with reflections and questions already in hand.

When you contribute to discussion, I will take your name card and you will receive a point for the day. If your name card is still on your desk when you leave, you earned no points for the day. **I forgive 2 zeros for the semester.** These cover absences and/or days you do not contribute. Use them wisely. If you miss a day for an approved University function, it is your responsibility to schedule a meeting with me to

discuss the day's readings to earn your point. You must do so within a week of your absence in order to receive credit.

### Written Assignments

Detailed prompts will be provided for all written assignments. Follow those instructions very closely. Those assignments include:

Close Reading: 5-6 page detailed analysis of a poem or selections of poetry.

Dramatic Analysis: 5-6 page detailed analysis of a portion of dramatic text.

Article Analysis: 5-6 page summary and criticism of a scholarly article on a fictional text.

Annotated Bibliography and Thesis: 3 page critical annotated bibliography with a working thesis.

Final Paper: 7-10 page final that incorporates scholarly sources.

### **Grade Breakdown**

Close Reading: 15% Dramatic Analysis: 20% Article Analysis: 20% Annotated Bib: 5%  
Final Paper: 25% Participation: 15%

### **Grade Scale**

<b>0%</b>	<b>60%</b>	<b>60%</b>	<b>66%</b>	<b>70%</b>	<b>73%</b>	<b>76%</b>	<b>80%</b>	<b>83%</b>	<b>86%</b>	<b>90%</b>	<b>94%</b>	<b>97%</b>
<b>F</b>	<b>D-</b>	<b>D</b>	<b>D+</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>

### **Writing in 348**

*They Say/I Say* will serve as our primary text for matters of scholarly writing, though I will provide you will other materials on eCampus.

At the beginning of the semester, we will get started with some assessed but ungraded in-class writing to help you find your feet as a scholarly writer. I assess this work on a scale of 1 to 5, but these assessments do not factor into your final grade. They are markers to help you as you plan for revisions. If you submit drafts to me ahead of time, as I absolutely encourage you to do, I will also use this five point scale in my feedback. The scale works as follows:

**5:** This is an outstanding essay which reflects a perceptive and thoughtful response to the assignment. It is well organized with excellent development of its ideas and reflects the writer's command of appropriate rhetorical strategies. The prose is vigorous and fresh, and the writer is clearly in control of the standard conventions of American prose.

**4:** This is a very good essay that fulfills the assignment and shows evidence of clear thought and good planning. It is well organized with good supporting details. The writing is fluent, and there are only minor errors in the mechanics of writing which do not interfere with reading the essay.

**3:** This is a satisfactory essay which fulfills the assignment and is adequately developed. The writing is clear and coherent with relatively few errors in usage and mechanics, but the writer fails to demonstrate any particular strength which would distinguish an above-average essay.

**2:** This is a below-average essay which fulfills the assignment but exhibits major problems in writing. It may have difficulty with the presentation of ideas (e.g., lack of a clear thesis, weak organization, poor development of ideas, or inappropriate diction, poor spelling) or be marred by enough errors in the mechanics of writing to seriously distract the reader.

**1:** This is an essay that relates to the topic but is so poorly presented that it fails to fulfill the assignment. It fails to present its basic ideas, either because of poor organization and lack of clarity or because the writing reflects a lack of control over the basic conventions of standard American usage. Such an essay may have sentence boundary problems, poor use of idiom, inappropriate diction (words used incorrectly), agreement errors, or verb tense problems.

**0:** This is an essay that represents dishonest work by the student, principally the use of ideas or writing which are clearly not one's own work. Refer to the West Virginia University Undergraduate Catalog for the University policy on Academic Dishonesty.

### Drafts

We will do extensive guided workshopping of drafts in class. I also heartily welcome you to submit drafts in any stage to me before the paper is due. If you want me to comment on a draft, you need to also schedule a meeting with me. **I will not comment on drafts without a meeting.** I will need, at absolute minimum, 42 hours lead-time before our meeting. Please try to plan ahead, as my schedule can get very full, especially around midterms and finals.

### Formatting and Page Requirements

Format your paper as follows: 12 pt. Times New Roman, 1 inch margins, uploaded as .doc or .docx. Page limits expressed in a range (ex: 5-6) mean that you must minimally write a full five pages. **N.B.: Papers that do not meet the page limit cannot receive better than a C+.** If you are a line short, you will have failed to make the page limit and cannot receive better than a C+. Keep an eye on the details and ask me if you have any questions.

### Revisions

**You may revise any of the first three formal writing projects for up to a twenty percent increase over the initial grade. You may submit up to two revisions for each project.** Revisions are due one week after you receive the paper back from me. It is up to you to keep an eye on the calendar and submit your revision for review by 6 p.m. on eCampus no more than a week after receiving my comments. For revisions, we will use the Track Changes and Comment features in Microsoft Word. Mac users, please be advised that some versions of Word for Macs hide the marginal comments.

### Submissions and Late Work

All projects are to be uploaded to eCampus by the time noted in the assignment prompt—on the dot!

**I do not accept late work. Late work receives a zero. Computer difficulties are not an excuse for late work.** I therefore highly recommend that you upload your projects well before the due date in case of technical difficulties.

Everyone receives two Panic Cards for the semester. These Panic Cards entitle you to an extra 24 hours to submit your work, no questions asked. You may use them however you like (one for two projects or two for one). However, for every Panic Card you do not use, I will add a full percentage point to your overall grade at the end of the semester as a reward for your timely work. Weigh this in your decision-making process. **N.B. You cannot use a Panic Card for your final project.**

### Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code [http://studentlife.wvu.edu/office\\_of\\_student\\_conduct/student\\_conduct\\_code](http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

### **Classroom Policies**

Electronics All electronic devices must be turned off at the beginning of class and remain so during our time together. Using a device during class will erase your participation point for the day. For peer revision days, you are welcome to bring a laptop.

eCampus eCampus will serve as my primary way of communicating with you throughout the semester. I will provide supplemental readings, links, and videos on this site, and any changes to the schedule can be found in the Announcements section. If you miss a class, PowerPoints from lecture segments can also be found there. It is your responsibility to check eCampus every day.

Accountability Partners On the first day of class, you will be assigned an accountability partner. Make sure you have a reliable way of contacting your A. P. (Email is usually the best.) If you have a question about the syllabus or a project, or if you miss a day of class and want to get caught up, the first person you will contact is your A.P. Most questions can be solved this way. Do not contact me until you've spoken with your A.P. first.

Inclusivity The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>

Office Hours Please come and see me during my office hours (listed above). If these times are inconvenient, please contact me and I will try to accommodate your schedule.

Email I can be easily reached via email. I check my email between 8 a.m. and 6 p.m. Monday through Friday. If we have an exam, I will also add hours on the weekend and will let you know about these ahead of time. Please remember that emails are both letters and professional communications. I do not reply to improperly formatted emails. Craft your prose accordingly. I will be using your Mix accounts. It is your responsibility to check your email daily.

Emergencies Emergencies can arise during the semester. Your wellness and safety is my top priority. I am happy to help you access WVU resources as needed. In terms of coursework, if you would like me to consider an extension due to an extreme emergency (serious illness, etc.), be prepared to provide me with paperwork. We will then meet and create a reasonable completion schedule together.

### Work Schedule

I reserve the right to amend this schedule and syllabus. If I do so, I will inform you of it ahead of time. Lists of specific readings are available on eCampus. When class discussions go well, as I hope they will, we often get behind, so please keep your eye on the readings list as it will most likely evolve during the semester. I will notify you in class and via eCampus of these alterations.

### **Schedule**

W Jan 8 Welcome. Syllabus	F Feb 14 Moore
F Jan 10 American Assumptions. How to Read a Poem Like a Poem.	M Feb 17 Moore
	W Feb 19 Moore
M Jan 13 WCW	F Feb 21 Moore
W Jan 15 WCW	
F Jan 17 WCW	M Feb 24 In-Class Writing Lab
	W Feb 26 In-Class Revision Circles. Bring draft to class.
M Jan 20 MLK DAY. No Class.	F Feb 28 No Class. Papers due via eCampus by 6 p.m.
W Jan 22 WCW.	
F Jan 24 WCW, How to Write About a Poem	
	M Mar 3 Intro to Miller / Thinking Spatially in Dramatic Texts
M Jan 27 In-Class Writing Lab	W Mar 5 AVB
W Jan 29 Intro to Frost	F Mar 7 AVB
F Jan 31 Frost	
	M Mar 10 Spring Break
M Feb 3 Frost	W Mar 12 Spring Break
W Feb 5 Frost	F Mar 14 Spring Break
F Feb 7 Frost	
	M Mar 17 AVB
M Feb In-Class Writing Lab	W Mar 19 AVB
W Feb 12 Intro to Moore	

F Mar 21 In-Class Revision Circles. Bring draft to class.

M Mar 24 Intro to Larsen. AVB Paper Due via eCampus by 6 p.m.

W Mar 26 Larsen.

F Mar 28 Larsen.

M Mar 31 Larsen

W Apr 2 Larsen

F Apr 4 Larsen / TSIS Scholarly Sources

M Apr 7 In-class Revision Circles. Bring Draft.

W Apr 9 Comparative Approaches to American Spaces. Larsen Paper Due via eCampus by 6 p.m.

F Apr 11. American Spaces Cont. Approaches to Annotated Bibliographies.

M Apr 14 American Spaces Cont. Crafting a Comparative Thesis.

W Apr 16 The Ultimate American. Thesis and Annotated Bib due via eCampus by 6 p.m.

F Apr 18 Good Friday. No Class.

M Apr 21 Conferences

W Apr 23 Conferences

F Apr 25 In-class Revision Circle. Bring draft of final paper.

Final Paper Due by end of final exam period.