

**San José State University**  
**Department of English and Comparative Literature**  
**English 68B, American Literature Survey Part II, Section 1, Spring 2015**

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**Office Hours:** MW 8-9 AM and M 3-4 PM  
**Class Days/Time:** MW 10:30 to 11:45 AM  
**Classroom:** Boccardo Business Center Room 128  
**Course Website:** <https://sites.google.com/a/sjsu.edu/english-68b/>  
**Section Code Number:** 21200

**Course Description**

English 68B is the second course in SJSU's [English Department](#)'s two-semester lower-division survey sequence in American Literature, covering major American literary works and movements from the end of the Civil War to the present. Students will be asked to write in and outside class, to read extensively, and to show proficiency in basic library research skills, in writing persuasive and critical papers informed by basic research, and exhibiting mastery of the mechanics of writing.

**Required Text**

Volumes C, D, and E of the *Norton Anthology of American Literature*, 8th Edition. Ed. Nina Baym, et al. ISBN: 9780393913101.

**Recommended Text:**

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford. Print ISBN: 9781457667121. Electronic edition ISBN: 9781457633423 at [Bedford/St. Martin's](#).

**Course Goals and Student Learning Objectives**

Students shall:

- 1) demonstrate the ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

**Classroom Protocol**

Please turn off cell phones. Close laptops unless they are being used in a class activity or presentation by prior arrangement with the instructor. Students should come to class having read the day's assignment and prepared to discuss it in small groups or with the

full class; in either situation, students may be called upon by the instructor to answer a question, interpret a passage, make an observation or express an opinion.

### **Course Requirements**

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. See also University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Assignments: Descriptions**

#### **Quizzes and Exercises**

Quizzes will ask questions that must be answered from your personal experience of reading the texts. Exercises include individual or group activities.

#### **Explications**

Two close readings. The first must be on a passage from either Freeman’s “Revolt of Mother” or Howells’s “Editha.” The second must be on either Frost’s “Desert Places,” Stevens’ “The Snow Man,” or Hughes’ “The Weary Blues.” “Close reading” means patient explanation of meanings and implied meanings (you will need to look up historical references and unfamiliar words or allusions), symbols, tropes, sensory details, grammar, and any other features that contribute to the passage’s impact on a reader. 2-3 pp. for each explication, 12-pt. font, 1” margins.

#### **Essay**

An independent research project that you propose to the instructor based on your interest in an American author covered by this course. The essay must cite at least five secondary sources and focus on a work of poetry, drama, or fiction by the author you have chosen from the syllabus. Proposal (a paragraph) and final essay due dates are listed on the syllabus. 3-4 pp., 12-pt. font, 1” margins.

#### **Midterm and Final Exams**

Examinations will consist in three parts: a) Short Answers, including True and False questions, b) Passage Identifications, and c) an Essay Question.

### **Assignments: Weightings for Course Grade**

<b>Assignment</b>	<b>Learning Objectives</b>	<b>Weight</b>
Participation (Group Work, Quizzes, other assignments)	1, 2, 3, 5	20%
Explications	1, 3	20%
Midterm Examination	2, 3, 5	20%
Essay	1, 3, 4	15%
Final Examination	2, 3, 5	25%
<b>Totals</b>	<b>1, 2, 3, 4, 5</b>	<b>100%</b>

**Assignments: English Department Statements on Grading**

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. In this course, as in all English Department courses, the instructor will comment on and grade the quality of writing (grammar, organization, clarity, specificity, etc.) as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

### **SJSU Writing Center**



The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is located in 1) SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), 2) at the 1st floor entrance of Clark Hall, and 3) in the Living Learning Center (LLC) in Campus Village Housing Building B. See [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu>

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### Course Schedule

Jan. 26	Introduction to the course: Genres and Periods of American Literature
Jan. 28	Whitman, "Song of Myself" C:24-67.
Feb. 2	Dickinson, C:93-109.
Feb. 4	James, <i>Daisy Miller</i> , C:421-59.
Feb. 9	Twain, <i>Huckleberry Finn</i> , chapters 1-13, C:130-176.
Feb. 11	Twain, <i>Huckleberry Finn</i> , chapters 14-18, C:176-202. Critical Controversy Section, C:310-25.
Feb. 16	Dubois, <i>Souls of Black Folk</i> , C:885-94. Dunbar, C:1033-36. Freeman, "Revolt of Mother," C:662-72.
Feb. 18	Chopin, C:551-61. Gilman, "The Yellow Wallpaper," C:792-805.
Feb. 23	Crane, "The Open Boat," C:990-1006. Howells, "Editha," C:376-85.
Feb. 25	Masters, D:37-39. Robinson, D:41-44. Stein, <i>Tender Buttons</i> , D:203-13. <b>*Fiction Explication Due.</b>
March 2	Frost, D:231-52. Sandburg, D:279-81. <b>*Essay Proposal Due.</b>
March 4	Stevens, D:283-95. Williams, D:304-13.
March 9	Eliot, D:368-99.
March 11	Pound, D:316-34.
March 16	Cummings, D:638-46. Hughes, D:871-80.
March 18	<b>Midterm Examination.</b>
March 23	<b>Spring Break.</b>
March 25	<b>Spring Break.</b>
March 30	Fitzgerald, "Babylon Revisited," D:675-89. <b>*Poetry Explication Due.</b>
April 1	Faulkner, "A Rose For Emily," D:794-800. Steinbeck, "Leader of the People," D:882-91.
April 6	Hemingway, "The Snows of Kilimanjaro," D:826-42. Welty, "Petrified Man," E:52-61.
April 8	Miller, <i>Death of a Salesman</i> , E:238-68.
April 13	Miller, <i>Death of a Salesman</i> , E:268-303.
April 15	Ginsberg, "Howl," and "A Supermarket," E:492-501. Kerouac, <i>Big Sur</i> , E:353-71.
April 20	Updike, "Separating," E:637-45. Carver, "Cathedral," E:737-47.
April 22	Vonnegut, <i>Slaughterhouse Five</i> , E:375-85. Pynchon, "Entropy," E:725-36.
April 27	Clifton, E:706-10. Morrison, "Recitatif," E:609-23.
April 29	Kingston, "No Name Woman," E:793-801. Paley, "A Conversation With My Father," E:387-91.
May 4	Collins, E:830-37. Plath, "Blackberrying," E:631-32. Kinnell, E:514-19.
May 6	Lahiri, "Sexy," E:1223-39. Rich, "Diving Into the Wreck," E:573-5.
May 11	Alexie, "This Is What It Means. . ." E:1213-22.
May 13	Li-Young Lee, "This Room and Everything In It," E: 1170-71. Study Session. <b>*Essay Due.</b>
May 19	<b>Final Examination: 9:45 to Noon.</b>