ENGLISH 333.001.17514
Modern American Literature
Policy Statement/Fall 2019
Dr. Christine Butterworth-McDermott
SFASU English Department
Ferguson 181/TR 9:30-10:45am

Where To Reach Me:
1) E-mail: mcdermotc@sfasu.edu (this is the easiest & best way to communicate with me)
2) Phone: 2059; leave a message.
3) Office: Liberal Arts 227
4) Office Hours: WF 10-11; TR 11-12 & by appointment (I have office hours M evenings from 5-6 for graduate students only).

Official Course Description:
A close study of American Literature from 1914 to 1945. The course will cover literary schools of the period and major authors, such as Frost, Williams, Stevens, H.D., Faulkner, Porter, Hemingway, Dos Passos, and Fitzgerald. Prerequisite: 9 semester hours of English

ENGL 333 “Modern American Literature” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete a significant amount of weekly reading of primary and/or secondary source material. The weekly reading will be accompanied by such assignments as reading quizzes, in-class and out-of-class writings, and class presentations. The amount of writing will average between 16-24 pages over the semester and will, at times, require substantial research. The required outside of class workload will average 6 hours per week.

Required Materials For This Course:

Books:
- Behind a Mask, Louisa May Alcott (free ebook: http://www.gutenberg.org/files/8677/8677-h/8677-h.htm). This is also available in book form.
- Summer, Edith Wharton; 978-0451525666 (Candice Waid, Introduction, Penguin)
- Sun Also Rises, Ernest Hemingway, 9780743297332 (Scribner)
- Passing, Nella Larsen, 978-0142437278 (Davis, editor; Penguin)
- So Big, Edna Ferber, 978-0061859984 (Harper Collins)
- Tender Is the Night, F. Scott Fitzgerald 978-0684801544 (Scribner)
- Laura, Vera Caspary, 978-1558615052 (Feminist Press, CUNY)
Additional items:
- Various handouts provided to you on Kate Chopin, Gertrude Stein, Sherwood Anderson, Dorothy Parker, Jean Toomer, Zora Neale Hurston, Kay Boyle & other Modernist authors
- Enthusiasm and the ability to talk in class discussion.
- Ability to keep up with reading.

PROGRAM LEARNING OUTCOMES:
As this course may be taken to fulfill a requirement within the English major, the following Program Learning Outcomes will be achieved:

1. The student will demonstrate the ability to read complex texts, closely and accurately. We will read novels of the period, as well as several short works, and discuss these at length. Through class discussion, papers, and exam answers, you will demonstrate your engagement with the texts.

2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. We will read and discuss secondary sources on each of the novels. You will write two papers which will evaluate some of these sources. The criticism will also help generate exam answers.

3. The student will demonstrate knowledge of literary history in regard to a particular period of literature—in this case the move to Modernist concerns regarding sexuality and gender construction. I will give you the backdrop of the period through lecture notes. Social and cultural contexts (the growth in technology and industry, urban growth, religious questioning, the changes in gender roles) are key to understanding the literature of this time period. In papers and exams, you should be able to articulate these historical/social/cultural influences.

4. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. The course is writing intensive and will require the ability to analyze primary texts, with possible assistance with secondary and tertiary sources. You will also be asked to apply what you have learned on exams.

My Goals for You:
- Familiarize you with a sample of (North) American Literature from the period of 1880-1950.
- Familiarize you with how “modernism” differs from “Victorian/19th Century literature” and “post-modernism”
Familiarize you with the aesthetic and historical shifts of the Modernist period
Familiarize you with some of the most important influences on American Modernism
To make you more confident in reading and responding to American Modernist literature.
To make you more confident in reading and responding to criticism on that literature
To allow you to articulate your own ideas about this period in literature.

**Grading Breakdown**
The course is writing intensive with two papers and two exams (mid-term & final). There are several quizzes & class discussion is essential for a high grade.

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Class Discussion</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Paper-1</td>
<td>10%</td>
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<td>Paper-2</td>
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<td>Paper-3</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>15%</td>
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<td>Final</td>
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**NOTE:** If a student fails two areas listed above, the student will receive a grade no higher than a D. This is regardless of other tabulations.

**ATTENDANCE (5%)**
If you aren’t here, I count you as absent. If you are asleep in my class, you are absent. Please plan your absences wisely and please inform me if there are extenuating circumstances to you not attending class.

- 0-2 absences = A
- 3 absences = B
- 4 absences = C
- 5 absences = D
- 6 absences = **fail the course**

Sleeping in class = 1 absence
Coming in late/leaving early = 1/2 absence

Being absent is **not an excuse for missed information or assignments**. You should either e-mail a classmate (or me) to find out what went on in class if you are not able to attend. You should pick up any missed packets or material. You must be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period. If there are any extenuating circumstances regarding your absence(s), please let me know so we can work things out.
Cell Phone Policy:

Phones must be kept in pockets, purses, or backpacks—unless you are waiting for a notification during a family emergency (please tell me before class begins). If you text in class, I will count you as absent and you will receive 0s on your participation grades. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.

CLASS DISCUSSION (10%)

Let me stress that I'm not looking for “right” answers, just tell me what you think. I like the classroom to be lively, so don’t hold back! If you do not wish to talk in class, know your participation grade (as long as you appear attentive) will be no higher than a C and your grade in the course will be no higher than a B. I grade participation on:

- Ability to discuss the works in class. After announcements or background information, I often start a class with the question “What did you think?”
- Ability to ask intelligent, thoughtful questions. If you do not understand the story, feel free to ask questions about what it means. Feel free to guess as well (oftentimes you won’t be as off base as you might think).
- Engagement with material (have you read?)
- Engagement with other students, particularly when they offer ideas (active listening)
- Respect for yourself, me, other students. Remember that, although we are talking about fictional plots and characters, they will often touch on a variety of issues that are part of the human character—and because of that, we get attached to them & what they mean. Tread gently but don’t shy away from your opinion either. There is always a chance that you will think that the person talking is a complete idiot, but then again, someone else may think the same of you, so you’re better off not showing it. Even if you don’t agree with someone, treat them well.

QUIZZES/ASSIGNMENTS (15%)

The purpose of quizzes is to help you learn to read stories and/or critical material for detail. They also give me a good idea of how well you’re doing with the reading. Reading daily also is as important to me as a paper, so you’ll see that quizzes in total are worth as much as a paper.

- Quizzes are always given at the beginning of class, before class discussion.
- Quizzes relate to the reading and are assigned on the syllabus every day. Some days we will skip a quiz. Also, I do drop the lowest quiz grade.
- Quizzes are structured as true-false, fill in the blank, multiple choice, one word or short answers OR as one question on the reading material which requires a short paragraph response.
- Group quizzes or assignments may be given on some days. I put you into a group of peers, you answer the question and present it to the class, and/or write down the answer. This group assignment will count as a quiz grade.
You’ll be expected to be able to name any of these: the author, when the story was written and/or published, when the story is set, the characters (their names, personal traits), aspects of the setting, important objects and events, the differences between the variants.

Ten question quizzes are graded like this: 10-9=A; 8=B; 7=C; 6=D; 5 or less=F. Paragraph answers are graded with A, B, C, D, F.

If you do poorly on a quiz, I will assume you have not read the assignment on that day which affects your attendance & participation grade.

There are several, so if you miss or do poorly on one or two, this will not dramatically affect your grade. However, failing several is a good indicator you are not reading and this will cause your grade to slip to below average.

If you are continually receiving poor grades on quizzes, but are reading the material, please see me for help.

Note: There are NO make-up quizzes.

PAPERS (40%)

You will be asked to write three short (3-5) papers about the main texts of the course. I will give you a handout and prompts for each paper well before the paper is due.

PAPER ONE (10%, EARLY MODERNISM; Pre-WWI):

Prompt Given: September 3
Paper Due: September 24

PAPER TWO (15%, WWI & MODERNISM):

Prompt Given: September 24
Paper Due: October 17

PAPER THREE (15%, SOCIAL & PSYCHOLOGY CONCERNS)

Prompt Given: October 17
Paper Due: November 20

I would urge you to be sensible in your approach to writing. We will probably joke a lot in class (I tend to be fairly irreverent) but when it comes to the paper, be as serious as possible. You don't want to use any kind of slang (dude instead of “man,” for example), and you probably don't want to say offensive things. In other words, remember your audience. It is academic.

All Papers Must:

- Be in essay form (intro, body of evidence, conclusion).
- Be typed, double-spaced in Times or Times New Roman 12, one inch margins.
- Have a standard heading: top LEFT corner of the page (your name, date, my name, class title).
- Have an original title that shares your essay’s topic/thesis (DO NOT use the title of the author’s story as your title).
- Include your last name and the page number on each subsequent page (in RIGHT hand corner).
- Be printed in clear ink on good quality paper (mimeo, copy paper, printer paper).
- Be stapled —this lowers the risk of pages of your paper being misplaced.
- Use passages/examples from the novel/story as support.
- Use parenthetical citation—i.e. (Fitzgerald 22).
- Use block quoting if quote is longer than 4 typed lines of text.
There is no mystery to writing papers: be professional in your approach, precise in your word choice, neat in your presentation, and follow the guidelines and examples. I am interested in different approaches, but make sure they can be supported by logical reasoning and examples from the story.

Always keep copies of what you write for your own protection. **Do not give me the original** of anything. In the event that your work should be lost, or misplaced, you want to make sure you have a back-up copy.

**I will FAIL the following:**
- Late papers & assignments (Papers **must** be ready at the start of class)
- Incomplete papers
- Papers not typed in standard format as listed above
- Papers with an abundance of spelling/grammatical errors
- Plagiarized papers will result in failure of the assignment and the course—as well as notification to the Chair & Dean.

**How I Grade Papers**
I grade on both content (logic, reasonable tone, use of examples) and form (spelling, verb tense agreements, and sentence structure). Although there will be several, none of my comments are meant to suggest you are a hopeless or stupid writer/student. Rather they are intended to help you improve your ability to articulate your thoughts on paper. Please feel free to ask me to explain any comments I have given you, especially if they do not make sense to you.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>best written, grammatically correct, insightful</td>
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<tr>
<td>B</td>
<td>well written, grammatically above average, above average argumentation but not exceptional</td>
</tr>
<tr>
<td>C</td>
<td>average, grammatical errors present, simplistic but not incorrect</td>
</tr>
<tr>
<td>D</td>
<td>written in fragments or run-ons, limited or with errors in terms of writing or in terms of meeting assignment requirements</td>
</tr>
<tr>
<td>F</td>
<td>plagiarized, grammatically unreadable, incomplete, does not fulfill assignment, not handed in by deadline.</td>
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**Note:** All students start off as “C” students and are such until they prove they are “above average” or “below average.”

**Exams (30%)**
There will be two exams: a closed-book, in-class **midterm (15%)** and a closed-book, in-class **final (15%)**. Each will test your knowledge of the material (texts, discussion, lecture notes, history of period). Each exam may consist of identification of important passages, short answer, or essay questions (there will be a choice of questions in each section to answer). **There are NO make-up exams, exams cannot be rescheduled.**
ETIQUETTE:
Please do the following and we’ll all have a happy semester! 😊

- Arrive on time. Coming in late can be disruptive—and it affects both your attendance grade and your participation grade.
- Listen when others are talking. If someone “has the floor,” he/she/they is usually trying to make a worthwhile point. It will be in your interest to listen because it is both polite and because it may show up as an exam question.
- Put away your phone/electronics. Texting, looking at the cell phone, etc. is obviously not acceptable in a learning environment, which requires all your senses. Clearly this would affect your participation grade.
- Be alert to expectations and due dates. I write them down on the board, tell you in class and usually on the assignment sheet/syllabus. If you choose not to do something, that is totally up to you, but you will be graded accordingly.
- Please do not pack up early. I will try to never hold class over the allotted time, but if I am talking or someone else is, don’t move. When I say “that’s it for today” you can start closing your book, putting stuff away, or zipping/unzipping your backpacks.
- Be kind. Don’t treat anyone in a way you wouldn’t like to be treated yourself. Arrogance, rudeness, prejudicial comments, general nastiness doesn’t fly here. We will be required due to the subject matter of the course to talk about some difficult subjects, so be understanding.

Email Etiquette:
An email is like any form of communication. It is a good idea to put your best foot forward. Here are some tips.

- Make sure you have a subject line; “English 333” in the subject line is helpful, or “Breanne from 333”
- A salutation is nice: “Hi, Dr. C.”
- Be succinct and to the point about what you need: “Could we set up an appointment to talk about why I keep failing quizzes?”
- Faculty are told in training not to open an email with an attachment if it doesn’t include a clear explanation in the body of the email. So a small note from you will do the trick. For example: Dear Dr. C, Here’s a copy of my paper. Cheers, Bob
- Make sure you have checked your email for spelling errors/typos
- Don’t use abbreviations (“U r annoying,” for example 😔).
- Expect an answer in 24 hours. So, try to avoid writing last minute. If you write an email at 3 am, I won’t answer it before class at 9:30 am. I usually don’t check non-personal email between the hours of 8 pm-9 am. If I don’t respond, I’ve either gotten swamped and/or missed it, please resend.
University Policies You Need to Know:

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were their own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
Psychological/medical needs

A faculty member is not a trained counselor. If you need emotional counseling (and several of us do), please make sure you take advantage of SFA’s free services.

**Contact:**

3rd Floor, Rusk Building  
Phone: 936-468-2401  
counseling@sfasu.edu  
Hours: M-F 8:00am-5:00 pm

**After hours resources:**

UPD: 936-468-2608  
MHMR CRISIS LINE: 1-800-392-8343  
911 for life threatening situations

If you fall ill, be sure to take care of yourself but inform your instructors if you must miss class. Take advantage of medical services offered on campus or go to urgent care.

If you have a temporary limiting situation or condition that requires extra care or management, make sure to contact the Students Rights and Responsibilities Office, as they can assist you with informing your teachers of your needs/absences while maintaining confidentiality. They are located in Rusk 315, Phone: 936-468-2703

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**Last Words**

College (and life!) can be very demanding. So, while keeping your goals in mind, also take the time to take care of yourself. You won’t succeed if you spread yourself too thin. So be good to you, and when things get bleak remember to relax and have fun! 😊

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**CALENDAR**  
*(Subject to Change as Necessary)*

**WEEK ONE**

8/27 T Introduction to course.  
**FOR NEXT TIME:** No reading; buy notebook, books, etc.

8/29 R Lecture on history  
**FOR NEXT TIME:** Read selection from Dickens (handout) & Kate Chopin.

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**WEEK TWO**

9/3 T Continue lecture. Discuss selection from Dickens.  
**FOR NEXT TIME:** Read Louisa May Alcott’s *Behind a Mask*, Chapters 1-6.
Quiz. Discuss Alcott’s *Behind a Mask*. **FOR NEXT TIME:** Read Louisa May Alcott’s *Behind a Mask*, Chapters 7-9.

**WEEK THREE**

9/10  T  Quiz. Discuss Alcott’s *Behind a Mask*.
     **FOR NEXT TIME:** Read Edith Wharton’s *Summer*, through Chapters 1-9 (to page 98)

9/12  R  Quiz. Discuss Wharton’s *Summer*.
     **FOR NEXT TIME:** Read Edith Wharton’s *Summer*, through Chapters 10-15 (to end)

**WEEK FOUR**

9/17  T  Quiz. Discuss Wharton’s *Summer*.
     **FOR NEXT TIME:** Read excerpt from Gertrude Stein & other influences (handout) and story by Anderson.

9/19  R  Quiz. Discuss Stein & influences

**WEEK FIVE**

9/24  T  **PAPER ONE DUE:** WWI Lecture.
     **FOR NEXT TIME:** Read Edna Ferber’s *So Big* (to page 74)

9/26  R  Quiz. Discuss Ferber’s *So Big*.
     **FOR NEXT TIME:** Read Edna Ferber’s *So Big* (to page 183)

**WEEK SIX**

10/3  T  Quiz. Discuss Ferber’s *So Big*.
     **FOR NEXT TIME:** Read Edna Ferber’s *So Big* (to end)

10/5  R  Quiz. Discuss Ferber’s *So Big*. **FOR NEXT TIME:** Read Ernest Hemingway’s *The Sun Also Rises*, through Chapters 1-6 (to page 125)

**WEEK SEVEN**

10/8  T  Quiz. Discuss Hemingway’s *The Sun Also Rises*.
     **FOR NEXT TIME:** Read Ernest Hemingway’s *The Sun Also Rises* (to end)

10/10  R  Quiz. Discuss Hemingway’s *The Sun Also Rises*.

**WEEK EIGHT**

10/15  T  **MIDTERM EXAM.**

10/17  R  **PAPER TWO DUE:** Lecture/Immigration & Harlem Renaissance. **FOR NEXT TIME:** Read stories by Dorothy Parker and Sin Sui Far (handout)

**WEEK NINE**

10/22  T  Discuss Parker & Far. **FOR NEXT TIME:** Read stories by Jean Toomer and Zora Neale Hurston (handout)
10/24 R Quiz. Discuss stories by Toomer & Hurston. **FOR NEXT TIME:** Read Nella Larson’s *Passing*, through Part One (page 47).

**WEEK TEN**
10/29 T Quiz. Discuss Larson’s *Passing*. **FOR NEXT TIME:** Read Nella Larson’s *Passing*, Parts Two and Three (page 122).

10/31 R Quiz. Discuss Larson’s *Passing.*
**FOR NEXT TIME:** Read William Faulkner’s short stories “Hair” and “Dry September”

**WEEK ELEVEN**
11/5 T Quiz. Discuss Faulkner’s stories
**FOR NEXT TIME:** Read F. Scott Fitzgerald’s *Tender is the Night*, Book I

11/7 R Quiz. Discuss *Tender is the Night*  
**FOR NEXT TIME:** Read F. Scott Fitzgerald’s *Tender is the Night*, Book II.

**WEEK TWELVE**
11/12 T Quiz, Discuss *Tender is the Night*. **FOR NEXT TIME:** Read F. Scott Fitzgerald’s *Tender is the Night*, Book III.

11/14 R Quiz, Discuss *Tender is the Night*. **FOR NEXT TIME:** Read stories by Kay Boyle and John Steinbeck.

**WEEK THIRTEEN**
11/18 T Quiz. Discuss Kay Boyle & John Steinbeck  
**FOR NEXT TIME:** Write Paper Three

11/20 R **PAPER THREE DUE in my office**
**FOR NEXT TIME:** Read Vera Caspary’s *Laura* through Part One through Three (1-121).

**WEEK FOURTEEN—THANKSGIVING BREAK**

**WEEK FIFTEEN**
12/2 T Quiz. Discuss Caspary’s *Laura*  
**FOR NEXT TIME:** Finish Vera Caspary’s *Laura*, Parts Four and Five (122-171).

12/4 R Quiz. Discuss Caspary’s *Laura*. Discuss final.

333 FINAL is DECEMBER 10, 8-10:30 AM