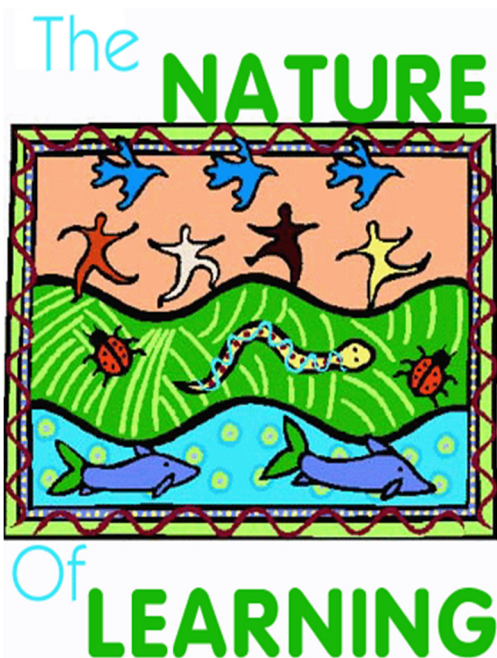


Class Description: Establishing purposeful reading and writing environments and assessment practices that motivate students to engage meaningfully with the full American canon are a challenging task for the burgeoning teacher at any level. We all inherit a host of obstacles concerning student reading and writing when we enter a classroom, but, as Kelly Gallagher points out, “well-trained teachers . . . produce students who [read and] write better” regardless of the hurdles they face. But, how can area specific theoretical lenses be used meaningfully in different learning environments? How do you teach American texts in their historical contexts with authentic purpose and current relevance, especially those from earlier periods? And, perhaps the more pressing question, how can you get student commitment to the task of becoming a discerning reader and writer of texts with that sweeping trajectory of literary history in mind?



In response to these concerns, this course will integrate the theoretical and the pragmatic as we study representative American texts and strategize instructional methods and pedagogical practices that lead to informed and intrinsically motivated communities of learners in both collegiate and secondary environs. In the end, students will achieve a textured, broad understanding of their professional teaching selves as “Americanists” within a community of teachers dedicated to fostering shared knowledge.

ENGL 6385

Teaching American Literature

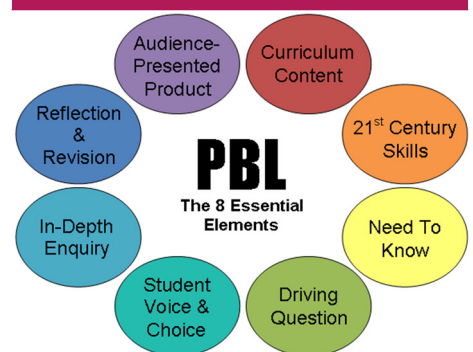
CRN 50984, Sec.01
T/TH 2:00-4:30
PAFF 309

Dr. Rebecca Harrison

Email: rharriso@westga.edu
Phone: 678-839-4868
Office: TLC 2225

Office Hours:
T/R 12:30-1:30
& by appointment.

“You cannot teach today the same way you did yesterday to prepare students for tomorrow.”—J. Dewey



Course Objectives: Students will develop competency with

- innovative approaches to the teaching of American literature from the colonial period through the twentieth century.
- supplementing practices aimed at diversifying the traditional American canon.
- conveying authors and works in the context of the appropriate literary period, genre, mode, and cultural/historical moment.
- developing active pedagogical strategies that promote deep reading and increasingly independent analytical skills across Bloom’s taxonomy and student learning types.
- creating, implementing, and reflecting upon meaningful assessments.
- engaging in meaningful secondary research to facilitate understanding of contemporary critical currents on the texts and pedagogical practices and to demonstrate their critical fluency.

Required Texts & Materials (Please purchase listed editions.):

- *Beasts of the Southern Wild* (Directed by Benh Zeitlin).
- Derounian-Stodola, Kathryn. *Women’s Indian Captivity Narratives*, Penguin (978-0140436716).
- Foster, Hannah. *The Coquette*, Oxford UP (978-0195042399).
- Welty, Eudora. *Delta Wedding*. Mariner (978-0156252805).
- All other primary and pedagogical/critical reading will be distributed electronically or via handouts. I expect you to print out all e-copies and bring them to class.
- A class notebook and a two pocket folder for submitting work.

Attendance: As a summer class, we will move quickly and intently; thus, attendance and punctuality are mandatory and key to your success in this course. Arrive to class on time having completed any reading/writing assignments and be prepared to participate in class discussions and group work. As this class meets just 16 times, including the final exam day, a student is allowed **only two (2)** absences over the course of the summer semester. Be aware that **no distinction exists between excused and unexcused absences**. Students who miss more than two classes will no longer be able to pass the class. In addition, students should be aware that if they elect to withdrawal before the mid-point, they will receive a “W.” If they withdrawal after the mid-point, they will receive a “WF.” Please note that tardiness counts against your two allotted absences at a rate of 0.5 per day late. In other words, if you are late to class twice, it will count as one missed class period. In addition, tardiness will negatively affect your class participation grade and may result in missed in-class work that cannot be made up.

FYI—University policy regarding severe weather and emergency closings is posted at <https://www.westga.edu/police/policies.php>; official announcements about class and/or examination cancellations will be made by the university President and posted on the UWG homepage.

Assignments & Grade Distribution: In-class presentations, group work, and other activities will complement class discussions on a regular basis. As the semester progresses, I will discuss and/or distribute specific guidelines for each assignment. Please Note: You must complete all assignment to pass this course.

- (40%) Projects I and II (20% each).
- (35%) Culminating Teaching Portfolio (including scaffolding components).
- (10%) Student Driven Unit Presentation.
- (15%) Class participation.

Grading Summary:

Papers will be graded according to the following scale:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	

Paper Format: All papers must be typed, double-spaced, use standard 1 inch margins, and conform to all MLA guidelines. Please use Times New Roman 12 point font, and submit your work in a clearly labeled two pocket folder when it is due.

Make-Up Work & Recycled Papers:

- In-class work cannot be made up and will count as zeros in the daily grade component.
- Recycled papers (i.e. turning in papers written for other professors) are not permissible in this class and will result in an automatic zero for the assignment.
- Pedagogy projects from your own classrooms—work you have already done, in other words—may *not* be utilized for class projects.

Late Assignments: All assignments are due at the start of class on the date specified in the course schedule. If you must miss a class on a date when an assignment is due, you need to make prior arrangements with me to submit your work on time. Late assignments are subject to a ***five point deduction*** for ***each day*** submitted after the due date; you must notify me if you plan on turning in late work.

Optional Revision Policy: You may revise either or both of the first two projects for resubmission. If the revised assignment receives a higher grade, it will be used in your final grade calculation in place of the original. Any revision you elect to do must be

- meaningful; in other words, it needs to address my content feedback and not just the grammar and mechanical notes.
- submitted along with a) ***a revision summary report*** and b) ***the original, graded assignment*** in order to be considered.

Revised papers are due no later than the start of the final exam period; however, you may turn them in at any point before that date as well.

Conferences: Each student is ***required*** to attend ***at least one*** conference with me during the course of the semester about the final project. Having that said, my office door is ***always*** open to you. Please come by during the hours noted on this syllabus whenever you have questions concerning class discussions, need advice or help with reading/writing assignments, etc. If you cannot attend my scheduled office hours, email me for an alternative appointment.

Class Decorum: Throughout the semester, we will examine controversial topics, materials, and our critical reactions to them. Everyone in this class has both the right and the responsibility to express his or her opinions in class discussions and to treat one another's ideas respectfully and seriously, even if – or especially if – you disagree. Consequently, ill-spirited discussions, unmerited comments, and intolerance are not permitted in the classroom. Also, please raise your hand when you would like to have the floor. This facilitates structured discussion and equal participation.

Controversial Language: Some of these texts contain offensive language as they reflect a racially charged and prejudicial period of American history; this language does not necessarily reflect the personal opinion of the author. While we will squarely address these issues, I prefer that you do not employ this language in class discussions.

Disruptive Behavior: Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—arriving late for class, ***sleeping*** (or the appearance of it) in class, allowing cell phones to ring, ***text-messaging***, frequently leaving class, and speaking disrespectfully to the instructor and/or to other students. Each dismissal of this kind will count as an absence and ***will be applied*** toward the attendance requirements policy above.

Breaks: Given that this class is a graduate seminar, we will have a scheduled class break at approximately 3:10 p.m. each day. Save snack runs, leg stretching, and other such business for the scheduled break. Also, please return promptly to class by the designated time to avoid missing important material.

Email: In accordance with university policy, all email correspondence must take place through the UWG email system. Please check your account regularly as I will email the class often. Also, keep in mind that email is professional correspondence; thus, remember to properly address your audience, use the same standards of writing that you would in any paper you write, and sign your email.

Plagiarism: Plagiarism is a serious offense with severe consequences. The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. The use of another individual's words, phrases, or ideas without proper citation *will result* in the following at my discretion (*no questions*): a zero on the assignment, possible failure of this course, and/or an official academic dishonesty report filed with UWG. In sum, as members of the West Georgia community, I expect you to abide by the university honor code <http://www.westga.edu/undergrad/1762.htm>.

Special Accommodations: Students in the UWG community have a right to equal access to classes and materials, regardless of special needs, whether temporary or permanent. Students with needs on file with Accessibility Services will be accommodated in this class per West Georgia regulations. Please see me immediately for arrangements. Accessibility services may be reached at (770) 839-6428 or see <https://www.westga.edu/accessibility/>

Students should review the full common syllabus policies for UWG at

<https://www.westga.edu/UWGSyllabusPolicies/>

Information about the regulations governing campus carry at UWG can be found at

<https://www.westga.edu/police/campus-carry.php>

Reading Schedule

This schedule provides a *tentative* layout of in-class and out-of-class activities and assignments. As it is based on the estimated progress of our class, some modification (including additions, postponements, or deletions) will be necessary as we move through the semester.

Class Date	Assignments	Due Dates & Notes
R 5/31	American Literature and the Word and World of Inquiry Based Learning.	
T 6/5	(Post)Colonial Encounters: Read Stodola's "Introduction" (xi-xxviii) and Mary Rowlandson "A True History" (3-51) in <i>Women's Indian Captivity Narratives</i> ; also read Louise Erdrich "Captivity" and Sherman Alexie "Captivity" (e-copies provided).	
R 6/7	Critical and Pedagogical Plurality: Read <ul style="list-style-type: none"> ▪ "Up and Down with Mary Rowlandson" by Yael Ben-Zvi (hardcopy handout), ▪ "Columbus Did What?: Postcolonialism in the Literature Classroom" by Deborah Appleman, ▪ "What is Inquiry-Guided Learning" by Virginia Lee, (et al), and ▪ the Ken Bain reading (e-copies of pedagogy readings provided). 	

T 6/12	<p>(De)Constructing Gender in America—A Prism of Possibilities: Read</p> <ul style="list-style-type: none"> • Hannah Dustan “A Notable Exploit” in <i>Women’s Indian Captivity Narratives</i> (55-60) and • the three Dustan (Duston/Dustin) in other contexts readings: Hawthorne “The Duston Family,” Whittier “The Mother’s Revenge,” and Thoreau “Retelling” from <i>A Week on the Concord</i>. (FYI—Full text versions are at: www.hawthorneinsalem.org/Literature/NativeAmericans&Blacks/HannahDuston/Literature.html) • Abraham Panther “The Panther Captivity” in <i>Women’s Indian Captivity Narratives</i>. 	
R 6/14	<p>In-Service Workshop I: Dr. Angela Insenga, “Questions Not Answers: Teaching Students to Inquire.” Read: Kate Chopin “The Story of an Hour” and accompanying pedagogy reading (e-copies provided).</p>	
T 6/19	<p>The Rhetoric of Liberty, Liberating Didactics, and the Perilous Nature of Interpretation:</p> <ul style="list-style-type: none"> • Read Judith Sargent Murray “On the Equality of the Sexes,” including the supplement (e-copy provided). • Read Hannah Foster <i>The Coquette</i> (through page 96). 	Due: Project One.
R 6/21	<p>Foster (97 to end).</p> <p>In-Service Workshop II: Dr. Patrick Erben “Online Resources for Teaching the Early American Novel, or the Resourceful Americanist.” Read</p> <ul style="list-style-type: none"> • the "Introduction" to <i>Amelia; or the Faithless Briton</i> (1789) at http://jto.common-place.org/just-teach-one-homepage/amelia-or-the-faithless-briton-1789/ and • the primary text, <i>Amelia; or the Faithless Briton</i> (1789), at http://jto.common-place.org/wp-content/uploads/sites/2/2013/01/Amelia-1787-with-headnote.pdf • Also, please read the posted teaching reflections on the site along with • <i>Thoughts upon Female Education</i> (1787) and Miss Ann Negus, from "The Valedictory Oration," Delivered at the commencement of the Young Ladies' Academy of Philadelphia (1794) (e-copies provided). 	FYI—6/25 is the last day to withdraw with a grade of W.
T 6/26	<p>Modernity and Complex Webs of Themes and Characterization: Read Eudora Welty <i>Delta Wedding</i> (1-90).</p>	
R 6/28	<p>Continue reading Welty <i>Delta Wedding</i> (91-197) and also read today’s “Active Learning” pedagogy packet (e-copy provided).</p>	
T 7/3	<p>Continue reading Eudora Welty <i>Delta Wedding</i> (198-247).</p>	
R 7/5	<p>Multimodality and Teaching Literature: Read the full “Teaching with Digital Technology” packet (e-copy provided).</p>	Due: Project Two.
T 7/10	<p>Lucy Alibar and Benh Zeitlin <i>Beasts of the Southern Wild</i>. Prescreen the film at least twice <i>before</i> class.</p>	
R 7/12	<p>In-Service Workshop III: Ms. Jessica Bohlen, "Inquiry: A Transformative Approach to Secondary English." Read excerpts from General George S. Patton’s Speech and <i>Slaughterhouse-Five</i> by Kurt Vonnegut (e-copies provided).</p> <p>Also for today, please read the “Sustainability” pedagogy packet (e-copy provided).</p>	

T 7/17	Inquiry in Practice. Student Directed Unit (Assignments TBA).	
R 7/19	Inquiry in Practice. Student Directed Unit (Assignments TBA) & Course Evals.	
M 7/23	Inquiry in Practice. Student Directed Unit (Assignments TBA). (FYI—We will meet during the exam block 3 to 5; attendance is required.)	Due: Final Projects and Any Optional Revision(s).
<i>Reading Schedule Updated on 6/15/18.</i>		

Please Note: In the event West Georgia closes due to inclement weather, you should continue your out-of-class assignments according to this schedule.

