

COURSE DESCRIPTION

In the 20th and 21st centuries, authors have experimented with new ways of writing, and the number of voices counted as American has multiplied dramatically. In this course, we'll continue the survey of American literature you began in LE I with keen attention to the ways that American authors have sought to "make it new" since 1900.

Three major trends will emerge in the course of our readings: the emergence of new forms of literary experiment; authors' probing of "the color line," which W.E.B. Dubois famously called "the problem of the Twentieth Century"; and the complex ways in which authors have adapted American vernaculars to the expression and exploration of identity.

We'll also continue to work on developing your skills as writers, close readers, speakers, and participants in conversation. In LE II, we'll work to add depth to the structures of argumentation emphasized in LE I and to fashion the style of sentences, paragraphs, and documents in ways that will help readers perceive your ideas as cohesive, coherent, and persuasive.

REQUIRED TEXTS AND MATERIALS

- Your laptop, which you must have with you and which will be used regularly in class
- Pen and paper
- Various short readings, distributed as pdfs on Moodle
- Books distributed in class

INSTRUCTOR

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CLASS MEETINGS

Section 4: Mod 3 ABD
Section 10: Mod 7 ABD

USUAL OFFICE HOURS

A: 9-10 a.m., 3:15-3:45 p.m.
B: 1-2 p.m.
I: 1:30 p.m. - 3:30 p.m.
C: 9-11 a.m., 2:15-3:30 p.m.
D: 9-10 a.m., 1:20-2:15 p.m.

LEARNING OBJECTIVES ENGLISH LEARNING STANDARDS

- Students will understand conventions of poetry, drama, and fiction as genres and be able to explain their uses and effects [English A.1, B.4].
- Students will evaluate the influence of historical context on form, style, and point of view [English A.5].
- Students will work collaboratively to come to an understanding of readings [English E.1-2, E.4-5].
- Students will develop greater autonomy as readers and writers by generating and responding to their own substantive questions about authors and literary works [English A.3-7, B.1, C.1, D.1].
- Students will experience writing as an incremental and recursive process by drafting, critiquing, and revising expository works [English B.2-3, C.3-5, D.2, D.4, E.3].
- Students will use research to provide an historical perspective on readings and to relate readings to contemporary issues [English A.8-9, C.2, D.1-4].
- Students will reflect upon literacy learning as a lifelong endeavor and set goals for themselves as literacy learners based on their strengths, needs, and aspirations [English C.1, D.1, E.3, E.5].

STANDARDS OF SIGNIFICANT LEARNING (SSLS)

- I.A: Develop automaticity in skills, concepts, and processes that support and enable complex thought.
- I.B: Construct questions which further understanding, forge connections, and deepen meaning.
- II.B: Find and analyze ambiguities inherent within any set of textual, social, physical, or theoretical circumstances.
- III.A: Use appropriate technologies as extensions of the mind.
- III.B: Recognize, pursue, and explain substantive connections within and among areas of knowledge.
- III.C: Recreate the beautiful conceptions that give coherence to structures of thought.
- IV.A: Construct and support judgments based on evidence.
- IV.B: Write and speak with power, economy, and elegance.
- IV.D: Develop an aesthetic awareness and capability.
- V.B: Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions.

GRADING CATEGORIES

Essays	60%
Presentations and Projects	20%
Homework/Process	10%
Participation	10%

ASSESSMENT TYPES

In the course of the semester, you'll write at least four major essays. Assuming you get your work in on time and you complete the required revision memos, you'll have an opportunity to revise three of those essays for an improved grade.

My sections of LE II place a particular emphasis on presentations, which ask you to communicate your ideas individually or in groups, and on projects, which frequently involve modes of communication beyond writing. Both projects and presentations frequently involve collaboration with a small group.

Homework will involve scaffolding for larger projects and exploratory writing in forums and/or blog posts.

If necessary, occasional low-stakes quizzes will be designed to assess the care with which you have read assigned readings. Such quizzes would factor into your participation grade.

Active participation is a key part of any English class. The ability of the class to hold a sophisticated conversation about the texts we'll read depends on your preparedness for class, willingness to share, and enthusiasm for posing thought-provoking questions to your classmates.

GRADING

I grade assignments using letter grades rather than points. Generally, A is the highest grade awarded in the class. To translate letter grades into numbers, assume that A = 95, A- = 92, B+ = 88, B = 85, and so on. Using those translated numbers, the English department calculates final grades that roughly signify the following:

- A (90-100): Exceeds course requirements
- B (80-89): Meets course requirements
- C (70-79): Credit awarded but needs improvement
- D (69 or below): Does not meet course requirements; no Academy credit awarded.

Your semester grade will be calculated based on the accumulation of grades in the categories for the entire semester.

Instructors in the English department do not round quarter or semester grades.

REVISIONS

Excellent writing almost never emerges whole from the writer's mind on the first try. The strongest writers use an iterative process of planning, drafting, and revision. We'll spend time in class even before your essays are due producing multiple drafts. As long as you get your essays in by the deadline, however, you will have an opportunity to revise three of them for an improved grade.

"Revision" is not the same as "editing." Merely correcting a few superficial convention or style errors will not improve your grade. Rather, you should expect to rethink, restructure, and rewrite during the revision process.

To receive credit for revisions, you must complete and submit a 250-300 word revision memo along with the revised essay. Detailed requirements of the revision memo are posted on Moodle. All revised essays and revision memos will be due no more than two weeks after the graded original is returned to you.

LATE ESSAYS AND PROJECTS

Until the last two weeks of the semester, penalties for late work are assessed as follows:

0 - 24 hours: no revisions

24 -72 hours: no revisions; penalty of one letter grade

72-168 hours: no revisions; penalty of two letter grades

168+ hours: essay/project receives half credit

All work due in the last two weeks of class must be turned in within 72 hours of the due time to receive any credit. Minor homework assignments may not be turned in late. Unless there are severe extenuating circumstances, you should plan on presenting presentations on the day for which you are scheduled.

ATTENDANCE

Whether or not you are present in class, you are responsible for class activities, presentations, and assignments. Please refer to the student handbook for the full attendance/tardy policy.

ACADEMIC HONESTY

Writing classrooms depend on trust between students, peers, and teachers. It is always better to contact me about the difficulties you're having with an assignment than to plagiarize. I trust my students, but that trust is matched by the seriousness with which I take academic honesty. Instances of academic dishonesty will be forwarded to the Residence Life office for disciplinary action.

LAPTOPS

We will use laptops regularly in this class, and you will need to use your laptop to access and annotate electronic texts. In general, I permit laptop use in class—but if I notice a pattern of distraction, I will ask you to forego your laptop in favor of printed copies of texts. If I ask you to bring printed copies of texts, you must have a printed copy of each text each day.

TECHNOLOGY EXCUSES

You live on a campus inundated with computers, and there are countless free ways to back up your work automatically—use Google Drive, Dropbox, or the like. Unless a technology problem is a system-wide failure, IMSA's fault, or my fault, please don't share it with me as an excuse. If you plan ahead and have good backup plans, you won't lose access to up-to-date copies of your work.

WHAT YOU CAN EXPECT FROM ME

RESPECT: I assume that my students have ideas to contribute to our discussions and to the world. Even when students have difficulties in class, I believe in their capacity to improve their thinking, writing, and communication. I will strive to take your ideas seriously and to fully acknowledge you as a person with a complex life.

HELP AND GUIDANCE: I want you to succeed in my class, and I have chosen this profession because I want to work with you inside and outside of class to make that happen. If you are confused by an assignment or are struggling with something we are doing in class, stop by my office so we can talk about it. If you are having trouble understanding something, contact me early and often. Plan ahead so if you need help, you have time to get it.

AVAILABILITY: I will respond to clear, self-contained questions direct to my IMSA email within 24 hours during the working week. I will make myself available during office hours.

ENTHUSIASM FOR YOUR IDEAS: As a teacher, I am interested in helping you understand my ideas and the ideas of authors. I'm even more interested, however, in helping you hone and communicate your own ideas. If you're having trouble connecting the content of the course with the things that interest and concern you most, please come see me during office hours so I can help you find the connections.

USEFUL FEEDBACK: I will spend a lot of time crafting comments and feedback on your assignments. It is important to me that you do your best to understand that feedback and produce work that responds to it. If you have trouble understanding my comments on your work, please see me during office hours.

HIGH STANDARDS: I believe that writing and literature are serious, important stuff that will be crucial to your life, education, and career whether you end up being a biologist, a mathematician, a doctor, an engineer, a teacher, or a novelist. Grades in my class are not "given," and points in my class are not "lost" from some arbitrary beginning point. Instead, grades in my class are earned through hard work and the difficult process of completing excellent assignments and projects.

WHAT I EXPECT FROM YOU

CONSISTENT ATTENDANCE AND SIGNIFICANT PARTICIPATION: At the scheduled start time of class, you should be in your seat and ready for a conversation. Come prepared with questions and observations about the text, and be willing to share those questions and observations in small groups and in the large-group conversation.

RESPECTFUL ENGAGEMENT WITH CLASSMATES' IDEAS: Discussions of literature—and contemporary ways of thinking about literature—can involve challenging, contentious topics. Even when you disagree with your classmates, it is absolutely crucial to the success of our conversations that you treat them with respect. I will treat you like adults, and I expect you to treat your classmates like adults engaged in a respectful conversation.

HONESTY: I assume that you will tell me the truth and that your work represents your own effort. Please match my respect with your honesty.

COMMITMENT TO PROCESS: You will probably enjoy many of the texts we read in this class, but there are some you may not enjoy. Even if you realize a certain text is not your cup of tea, work through it and try to find what's interesting about it, even if it's hard. Similarly, commit to improving your writing, whether you believe you are a strong writer or a weak one. All of us, including me, still have lots to learn when it comes to writing.

WILLINGNESS TO SEEK HELP: I love nothing more than helping students improve their work. I can only do so, however, if students seek out my help. Taking advantage of my help—and, as importantly—the help of tutors at the writing center—will help you become a stronger writer, thinker, and communicator.