

Fall 2020

## LIT 320-SL1: American Literature

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L. Castronova American Literary Survey (ESL) LIT 320 (SL 1) Fall, 2020  
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## C O U R S E S Y L L A B U S

Course Textbook: Abcarian, Richard, et al. LITERATURE – THE HUMAN EXPERIENCE. Shorter 12<sup>th</sup> Edition. New York: Bedford/St. Martin's, 2018  
ISBN: 978- 1 319 05471- 7

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**COURSE DESCRIPTION:** Welcome to LIT 320 (SL- 1), an American Literary Survey course for international students. In this course, students will examine American poetry and fiction, and they will also study a play (a selection from the American theater collection). Through the voices of a diverse selection of American writers, students will gain a grasp of literary works that mirror the American experience. Through the study of these works, students will improve their grasp of the English language. In addition, they will gain greater insights into American culture and the issues in this country. The various voices and concerns of the writers selected will serve us well as their works will shine a light on some aspect of American life and the issues and challenges that accompany it.

**COURSE REQUIREMENTS:** Attendance (online OR face to face) is mandatory. Our sessions will take place just once each week. Therefore, it is necessary for students to not only attend but also be punctual and participate in each of our meetings. (This applies to face-to-face OR online sessions).

Students will need to earn a passing average on any quizzes, essays or tests given on the literature in question. We are aiming for each student to develop critical thinking in regard to what he or she believes each writer's intended message might be. All assignments will be given in advance in reference to the readings due the following week. **BE SURE TO READ YOUR SYLLABUS** for a basic overview of these assignments! If changes in assignments occur, I will be sure to contact you with an email well in advance (or I will tell you in person in a face to face class session). Via email, I will keep you informed of any course-related information.

Students are required to pass both the mid-term and the final exams. (No surprises here: the mid-term exam will cover all literary works from the first

session to the mid-term point. The final exam will cover all works from the mid-term point to our last class session.)

**Oral Presentation** - Each student will be required to deliver a presentation (about five minutes in length). The topic will be something that all students will find relatable. I will assist each student in the planning of this presentation.

**Research Paper** - Research means “to search again.” It refers to conducting a study on what information is available on a particular topic. In the case of this course, the student, as a researcher, will need to write an informative paper in response to that topic, allowing his or her own voice to sound through but to also present researched information on the subject as well. (More details will be given in class)

In a nutshell: A) Select a topic (from a list that the instructor will provide)

B) Conduct some research on this topic (with a plan to acknowledge and cite ALL sources carefully.)

C) Formulate a thesis question which you will aim to answer with your paper. Next: write the response to your research question in the form of a research paper.)

So....to “recap”.....attendance matters as does participation, a midterm and a final exam need to be passed (along with any quizzes that may be given), an oral presentation will be delivered, and a research paper needs to be written.

Hopefully, attentive students will leave LIT 320 (ESL) with a better understanding of the American literary works we have discussed, and they will also emerge with a better grasp of speaking and writing in English (in the form of analytical writing about literature).

## **COURSE CALENDAR**

**Week 1 - Monday, September 7, 2020 NO CLASS Labor Day holiday**

**Week 2 - FIRST SESSION- Monday, September 14, 2020 Introduction to the course. Student introductions. Reading a story (to be given by the instructor). Students will then write a diagnostic writing sample in response to this American short story which will be read in class (or online) just before the writing. The writing session will take place right after the reading. After students have offered their written interpretation/analysis of the story, we will discuss it. The idea is to allow the instructor to have a chance to see each person’s interpretative or analytical skills BEFORE the discussion of the story). I want to see each student’s writing skills. Readings for next week (Homework**

**For Week 3 (SECOND SESSION ) September 21<sup>st</sup>, 2020:**

**American State of Mind: Emma Lazarus THE NEW COLOSSUS (p. 536)  
(continued)**

**Benjamin Franklin (The Way to Wealth) Success Manual (Online reading)**

**Star Spangled Banner ( to be given to students)**

**Voices in American poetry: Point of view—**

**Walt Whitman - When I Heard the Learn'd Astronomer p. 11 (poem) 12-16  
(information about poetry)**

**Robert Frost poems - pages 173, 640, 897, 898, 900**

**Lawrence Ferlinghetti - p. 177 Student diagnostic essays will be returned.  
Coverage/discussion of the works assigned above.**

**Next Readings for THIRD SESSION:**

**Relationships and Realizations –**

**Robert Hayden - Those Winter Sundays p. 656, Theodore Roethke- My  
Papa's Waltz p. 655, Robert Mezey - My Mother p. 191, Philip Larkin- This Be  
The Verse pg 178 Audre Lorde – Hanging Fire p.178-179**

**Marge Piercy - Barbie Doll p. 513**

**Langston Hughes poems - pages 189, 251, 359, 367**

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**Week 4 - THIRD SESSION - September 28<sup>th</sup> - Discussion of the works above**

**NEXT readings (for FOURTH SESSION) African- American stories:**

**Zora Neale Hurston - SWEAT pages 584-593**

**Alice Walker - Everyday Use pages 480-487**

**On Racist Society:**

**Flannery O'Connor - "Everything That Rises Must Converge" (online)**

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**Week 5 - FOURTH SESSION - October 5<sup>th</sup>**

**Discussion of the works above**

Next readings (for Fifth Session) Coming of Age in America: Innocence and Experience

John Updike A & P pages 94-99 (continued)

Joyce Carol Oates - Where Are you Going, Where Have You Been? Pages 608-621

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Week 6 FIFTH SESSION - October 12<sup>th</sup> Discussion of the above-mentioned works. NEXT assignment for Sixth Session: Novella by John Steinbeck (online) OF MICE AND MEN

Week 7 - SIXTH SESSION - October 19<sup>th</sup> - Discussion of Steinbeck's novella (short novel).

From fiction to film--- OF MICE AND MEN.

Homework for Week 8- October 26<sup>th</sup> (SEVENTH SESSION): review all works covered up to this point in time. Research topics will be given for students to consider. LIT 320 S

MID TERM EXAM.....

will be on MONDAY, Oct. 26<sup>th</sup> so.....

Week 8 - SEVENTH SESSION - Monday, October 26<sup>th</sup> - MID TERM exam covering all works up to this point. Students will also be asked to offer a possible research topic choice and a thesis question from the given list.

Homework for Week 9 (Eighth Session) : Feminist Literature in America

Kate Chopin, The Storm pages 579-583 and Story Of An Hour pages 843-845

Charlotte Perkins Gilman, The Yellow Wallpaper

Week 9 - EIGHTH SESSION Nov. 2<sup>nd</sup> - Feminist Literature writers (assigned above) will be covered during Week 9, session 8). NEXT Reading assignment (for our Ninth Session) will be Ethan Canin's The Palace Thief (online story)

Week 10 - NINTH SESSION - Nov. 9<sup>th</sup> Ethan Canin's The Palace Thief discussion/quiz.

From fiction to film . Readings for Week 11- Session 10:

Shirley Jackson – The Lottery pages 315-321 and Jack London To Build a Fire (online) Conferences on student presentations which will be due on Nov. 30<sup>th</sup>.

**Week 11 - TENTH SESSION - Nov. 16<sup>th</sup> Discussion of the above-named stories**

**and from fiction to film for: To Build A Fire. Research Papers need to be completed as these will be due for Week 12 - 11<sup>th</sup> Session).**

**Week 12 – 11<sup>th</sup> SESSION - Nov. 23<sup>rd</sup> - Research Papers due. Review of plans for each student's oral presentation which is due next.....**

**Week 13 - 12<sup>th</sup> SESSION Nov. 30<sup>th</sup> Student Oral Presentations are due.**

**Week 14 – 13<sup>th</sup> SESSION - December 7<sup>th</sup> (Last class) DEATH OF A SALESMAN**

**(FYI....Arthur Miller's play, DEATH OF A SALESMAN, is available online or in any library. You are asked to read the text BEFORE we watch the play together. Themes and issues in the play will be discussed before we watch! Be sure to do this essential reading.**

**THE FINAL EXAM will cover all readings we have discussed from the session after the mid term point up to the last class. The exam schedule will depend on the registrar's instructions. Ordinarily, this class meets as a face to face weekly session, and the final exam is on the same day of the week that the class usually meets, and it's in the same room, during final exam time. However, I am not sure of what scheduling will look like this semester. Stay tuned. I will be sure to let you know the exam details. No worries! Just keep up with the readings.**

**Wishing you an enjoyable semester!**

# University Policy on Academic Integrity

## Section 1. Purpose

New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. The university expects that its graduates will assume positions of leadership within their professions and communities. Within this context, the university strives to develop and maintain a high level of ethics and honesty among all members of its community. Imperative to this goal is the commitment to truth and academic integrity. This commitment is confirmed in this NJIT University policy on Academic Integrity.

The essential quality of this Policy is that each student shall demonstrate honesty and integrity in the completion of all assignments and in the participation of the learning process. Adherence to the University policy on Academic Integrity promotes the level of integrity required within the university and professional communities and assures students that their work is being judged fairly with the work of others. This Policy defines those behaviors which violate the principles of academic integrity, describes a range of appropriate sanctions for offenses, and identifies a method for promoting the principle of academic integrity on campus.

## Section 2. Definitions

*Terms defined in the Student Code of Conduct also apply to the University Policy on Academic Integrity.*

### Academic Dishonesty

The list below contains some general parameters that define academic dishonesty. While the definitions include examples, the examples themselves cannot be listed exhaustively. Therefore, the list of examples is not all inclusive.

#### **Cheating is defined as:**

Intentionally using, providing or attempting to use or provide unauthorized assistance, materials, information or study aids in any academic exercise, or preventing, or attempting to prevent, another from using authorized assistance and/or materials.

- Copying answers from or looking at another student's exam.
- Using or possessing any material not expressly permitted during an exam, such as notes, books, prohibited calculators.
- Using electronic devices such as cell phones, digital cameras, PDA's, data storage devices, computers, internet, or other electronic devices unless expressly permitted.
- Having someone else take an exam for you or asking someone for answers to a test/exam.
- Possessing tests, notes, materials, or property belonging to or generating from faculty, staff, and students without permission.
- Submission of purchased term papers or projects done by others.

Intentionally or knowingly helping or attempting to help another person commit an act of academic dishonesty.

- Working with others on a take home exam without instructor approval.
- Selling papers or exams.
- Taking an exam for someone else.
- Offering answers or information related to tests, exams, or assignments without prior instructor knowledge.

**Fabrication is defined as:**

Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.

- Citing nonexistent or irrelevant works.
- Making up citations on a bibliography or works cited page.
- Skewing data in accord with what you think results should be.
- Changing answers after an exam has been returned.

**Plagiarism is defined as:**

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one's own without appropriate citation or credit.

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Copying from a source without quotations or appropriate documentation.
- Copying from any source and altering a word or phrase to avoid exact quotation.
- Cloning someone else's ideas without attribution.
- Having someone else write a paper for you.
- Utilizing an image for a paper or project without attribution.

**Section 3. Reporting, Investigation, and Adjudication Process**

1. Faculty members will refer any allegations of Academic Dishonesty to The Dean and Students Office. If at any time, a student makes a charge of a violation of the Academic Integrity Policy concerning another student to an instructor, that instructor is obligated to report the matter to the Dean of Students without delay. If the maximum sanction for the alleged offense is below suspension, the Dean of Students reserves the right to appoint the Faculty member as the Investigator and/or Hearing Officer.
2. Faculty members who observe any cheating will confiscate all materials used in the alleged violation.
3. Dean of Students or designee will investigate the matter to determine whether a violation is likely to have occurred. While the initial report/allegation may be verbal, a signed written statement is required for adjudication.
4. If a student refutes the academic integrity allegation, the Dean of Students or designee will initiate the adjudication procedures. A hearing will proceed as outlined in the Student Code of Conduct.
5. Students who are accused of academic dishonesty will have the option to resolve the matter through an Administrative Hearing or a Hearing Board.

**Section 4. Course Failure: XF Sanction System**

1. A student who fails a course due to academic integrity violations will be assigned a grade of "XF" in that course and placed on probation for a period to be determined by the sanctioning authority. The "XF" will be treated in the same way as an "F" for the purposes of Grade Point Average, course repeatability, and determination of academic standing.
2. Once the probationary period has passed, the student may petition the Dean of Students Office to remove the "X" portion of the grade after successful completion of

the Academic Integrity Seminar Series. The student will be assigned the series for the semester following the adjudication of the academic integrity allegation. A student will be permitted two attempts to successfully complete the Academic Integrity Series. If a student fails to successfully complete the Academic Integrity Series, the "X" will remain permanently.

3. Notation on the student's transcript shall read, "Failure due to Academic Dishonesty."
4. Students with the "XF" designation will be prohibited from officially representing the university, holding office in a student organization or representative body, and may be relieved from student employment at NJIT.
5. Students receiving more than one "XF" grade may be expelled from the university.

## **Section 5. Violation Levels and Sanctions**

### **1. Violations Levels/Maximum Sanction**

**Level 1.** These are the most serious violations for which the sanction may result in expulsion from the university. Student organizations engaged in a violation(s) may face revocation of official recognition from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning, may include conspiring with others or involve a substantial part of credit awarded in the course (normally one third or more). Examples may include, but are not limited to:

- a. Premeditated, conspiratorial cheating on any examination.
- b. Taking an examination for another student.
- c. Unauthorized obtaining or transmitting of examination material before an examination.
- d. Plagiarizing, in full or significant/substantial part written, oral or graphic work which was authored or prepared by another.

#### **Maximum Sanction: Expulsion.**

**Level 2.** These are serious violations for which sanctions may result in a suspension for one or two semesters from the university. Student organizations may face temporary suspension from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning or involve a significant part of credit awarded in the course (normally one quarter to less than one-third). Examples may include, but are not limited to:

- a. Premeditated cheating on an examination.
- b. Plagiarizing, in part, written, oral or graphic work which was authored or prepared by another.
- c. Permitting one's work to be submitted by another student for his/her credit.
- d. Giving or receiving unfair aid in the completion of an assignment.

#### **Maximum Sanction: Suspension and educational sanction.**

**Level 3.** These are violations which may result in failure of the course and mandatory attendance to the Academic Integrity Workshop Series.

Examples may include but are not limited to:

- a. Cheating on an examination (not premeditated).

- b. Altering any work after it had been graded, and re-submitting it for further credit.
- c. Copying laboratory projects; falsely reporting, or tampering with laboratory data.
- d. Failing to acknowledge that the work submitted for credit is the work of a collaboration.
- e. Giving or receiving unfair aid in the completion of an assignment.
- f. Permitting another student to copy work during an examination.
- g. Submission of the same work for more than one course without the permission of the instructor(s).
- h. Using material prohibited from the examination, e.g. calculator when prohibited by Instructor.

**Maximum Sanction: Failure in the course and/or suspension for one semester**

**Level 4.** These are violations which may result in the failure of the specific work submitted. These violations of academic integrity may occur because of ignorance or inexperience on the part of the individual(s) committing the violation and involve a minor part of the credit awarded in the course.

Examples include:

- a. Copying minor homework assignment(s) and submitting same for credit.
- b. Failure to properly acknowledge or document references on submitted work which represents a minor part of the credits to be awarded in the course.
- c. Impeding student access to reference material, i.e. keeping referenced material
- d. Giving or receiving unfair aid in the completion of an assignment.

**Maximum Sanction: Failure in the specific work submitted and educational sanctions.**

## 2. List of Possible Sanctions

Sanctions include, but are not limited to, one or more of the following and may, but need not, involve suspension or expulsion:

- Failure of a course.
- A grade of XF for the course.
- Failure in specific work submitted.
- Disciplinary probation.
- Required attendance to the Academic Integrity Workshop Series.
- Suspension for one or more semesters.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.

Sanctions for a given violation may be imposed differently on those with more or less experience as students. Thus, violations of academic integrity by graduate students may be penalized more severely than the same violations by inexperienced undergraduate students.