Winthrop University  
Spring 2011 Course Syllabus  
ENGL 200: Special Topics in Literature

Coming of Age: Novels of Formation in British and American Literature

**Instructor:** Amanda L. Hiner, Ph.D.  
**Office Location:** Bancroft 218  
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**Office Hours:** MW, 10:00 – 11:30 a.m.,  
T 8:30 – 11:00 a.m., and by apt.  
**Class Hours:** TR 12:30 – 1:45 p.m.  
**Section Number:** 003  
**Credit Hours:** Three (3)  
**Class Location:** Owens 204  
**Instructor Website:** http://faculty.winthrop.edu/hinera

**Required Texts:**
Additional essays, short poems and/or short stories provided for you in PDF format through the class listserv or through the class website.

**Recommended Texts:**

**Optional Text:**

**Course Description**
*Coming of Age* will study the development of the Bildungsroman, or novel of formation, in nineteenth and twentieth century British and American literature. The Bildungsroman, sometimes referred to as the novel of education, relates closely to the traditional heroic or quest narrative, and features a young protagonist’s progression toward social acceptance, increased knowledge, and physical and spiritual maturation. With a quick glance back at the Continental prototypes of the form, we will move quickly into a study of two foundational nineteenth-century British novels of formation, Dickens’ *Great Expectations* and Bronte’s *Jane Eyre*. We will then examine the expression of female identity formation in the twentieth-century American novels *Their Eyes Were Watching God*, by Hurston, and *The Woman Warrior*, by Kingston, and of male identity formation in short stories and poems by McCormick, Tucker, and others. Our study will be illuminated by our consideration of critical essays on the genre and on adolescent identity formation, and of additional short poems and short stories addressing the themes of childhood and maturation. This course provides a valuable opportunity for students to familiarize themselves with the literary terms, literary periods, and historical contexts surrounding and informing nineteenth- and twentieth-century novels of formation, while also allowing them to immerse themselves in the compelling topics of childhood, maturation, identity formation, education, loss of innocence, and intellectual and spiritual growth.
Goals and Objectives of the Course

This course will allow students to achieve the following core goals for Winthrop Department of English Courses:

Knowledge of Literature:

- Knowledge of various forms of written texts (including fiction, non-fiction, poetry, essay, and novels) (Goal 1.1).
- Knowledge of male and female English and American authors of recognized importance drawn from a variety of cultural, ethnic, and racial backgrounds (Goal 1.2).
- Knowledge of major periods in the history of English and American literature in terms of cultural contexts, styles, dominant genres, language, and subject matter (Goal 1.3).
- Knowledge of major similarities and differences among English and American literatures (Goal 1.3).
- An understanding of the role that literature plays in the development and understanding of human cultures (Goal 1.5).
- Knowledge of the standard terminology of literary analysis (Goal 1.6).
- Knowledge of standard reference tools, methods, and forms of documentation in scholarly research (Goal 1.7).
- The ability to read and interpret an unfamiliar literary text of average difficulty with comprehension of its content and relevant literary characteristics (Goal 1.8).

Composing and Communication Skills:

- The ability to construct persuasive arguments based on careful analysis and deliberation using a voice and format suitable for the intended audience (Goal 3.5).
- The ability to write research papers on appropriate topics, demonstrating correct use of standard reference tools, methods, and technology and providing proper documentation of sources (Goal 3.6).
- The mastery of writing skills as measured by the English Department’s Rubric for Writing/English Courses (Goal 3.7).
- The ability to speak clearly, confidently, and in conformity with current standards of usage (Goal 3.8).

Critical Analysis:

- The ability to analyze critically and interpret written texts in terms of historical period, national origin, content, cultural context, tone, implied meaning, humor, structure, style, language, themes, form and mode, and rhetorical strategies (Goal 4.2)

Technology Skills:

- The ability to use technology to prepare documents (advanced word processing) (Goal 5.1).
- The ability to use technology to learn content (Goal 5.2).

A complete list of goals for all Winthrop Department of English courses, including those which meet requirements for NCATE certification, may be viewed at www.winthrop.edu/english/goals/index.htm.

Touchstone Core Goals:

In addition, this course meets the following Touchstone Core Goals:

- Achieving the ability to read, write, and speak standard English (Goal 1.1).
- Achieving the ability to analyze written, spoken, and nonverbal messages from a variety of disciplines (Goal 1.2).
- Understanding and practicing rhetorical techniques and styles by writing (Goal 1.3).
- Analyzing and using a variety of information gathering techniques (Goal 3.2).
- Conducting independent research (Goal 3.3).
• Using computers, the library, and other information sources competently (Goals 3.4 and 3.5).
• Analyzing diverse cultures, historical periods and artistic expressions (Goal 4.1).
• Understanding cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles (Goal 4.2).
• Studying the discipline and techniques involved in artistic creations (Goal 6.2).
• Examining problems, issues, and choices that confront citizens of the world (Goal 7.2).

Student Learning Outcomes:

Learning Objectives Related to the Humanities and Arts Perspective:
By the end of the semester, students will be able to:
1. Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints.
2. Critically evaluate diverse intellectual and/or cultural viewpoints.
3. Critically evaluate aesthetic process and/or performance.
4. Demonstrate knowledge of creative process and aesthetic values.
5. Engage in the creative process through composition and/or performance.
6. Demonstrate knowledge of the history of the arts.
7. Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
8. Demonstrate knowledge of and appreciation for diverse values and beliefs.
9. Critically evaluate material in a variety of formats (e.g. written, aural, visual, etc.).
10. Gather information and to develop and effectively communicate ideas in Standard English.
11. Conduct independent research and/or analysis.

Knowledge
By the end of the semester, students will be able to:
• Identify the role that literature plays in the development and understanding of human cultures (Humanities LO 7, 8, 9).
• Describe how the selected readings reflect and reinforce “the diversity of ideas, institutions, philosophies, moral codes, and ethical principles” (Touchstone Goal #4; Humanities LO 2, 8, 9, 10).

Skills
By the end of the semester, students will be able to:
• Demonstrate their ability to read critically and to write analytically (through successful completion of tests, papers, and other graded work) (Humanities LO 12).
• Demonstrate a basic understanding of the processes appropriate to composing in a variety of forms and for a variety of audiences and purposes (Humanities LO 12).
• Apply the skills of literary research, including MLA documentation and research sources (Humanities LO 13, 14).
• Incorporate appropriate literary terminology in discussions of assigned works.

Attitudes
By the end of the semester, students will be able to:
• Recognize literature as a source of wonder and insight (Humanities LO 3, 4, 9, 10).

Assigned Reading and Research

This course will demand careful and attentive reading of all assigned novels, short stories and poems, and critical essays and handouts provided in class, through the class website, or through the class listserv. Students will be assigned occasional in-class writing assignments, reading quizzes, and group discussion exercises in response to the daily reading material. Students will be expected to come to class prepared to discuss and write about all assigned texts.
Assigned Papers and Activities

1. Two four to five page response papers 15% each
2. One five to seven page researched paper 25%
3. Final Exam (comprehensive) 20%
4. Class Participation/Reading Quizzes 10%
5. Reading Journal Entries (ten 1-2 typed pages each) 15%

The final exam will be a comprehensive, in-class, written exam consisting of short answer, identification, and essay questions. The short response papers will consist of close readings and analyses of selected literary works, and will be thesis- and argument-driven. The longer research paper will analyze an assigned novel in light of at least two scholarly, critical sources, and will feature a unique, assertive, and focused position (thesis) on the work in question. The Reading Journal Entries will be turned in through Turnitin.com, and will consist of one-to-two page informal responses to the assigned readings. Students will receive detailed instructions for these assignments in class handouts and on my class webpage.

Grading of Assignments

All essays will be graded in accordance with the English Department’s published Rubric for Writing/English Courses, available at http://www2.winthrop.edu/english/rubric.htm, on my faculty website, and provided for students in class. The “Class Participation” grade will be determined by your verbal participation in class and in small group work and by your performance on the in-class writing assignments and reading quizzes. I will assess your in-class verbal participation against the Verbal Participation Rubric provided for you in class. Your essay grades and your final grade will be based on the following plus/minus 100 point scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
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<td>A-</td>
<td>87 – 90%</td>
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<td>B+</td>
<td>83 – 87%</td>
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<tr>
<td>B</td>
<td>80 – 83%</td>
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<td>B-</td>
<td>77 – 80%</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
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<td>D-</td>
<td>60 – 63%</td>
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<td>F</td>
<td>Below 60%</td>
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Attendance Policy

Once your grade has been determined by the plus/minus grading scale, the following attendance policy will affect your final grade in the course: Three absences (excused or unexcused) or less will have no effect your final grade in the course. Four absences will subtract two percentage points from your final grade, and five absences will subtract four percentage points. Six absences will subtract six percentage points from your final grade. Seven or more absences (equal to 25% of the course) will result in a grade of “N,” “F,” or “U,” whichever is appropriate. If you arrive after roll is taken, it is your responsibility to remind me after class that you should be marked “present.”

Late Paper Policy

All due dates for essays, assignments, and readings are noted in the syllabus. You should note that you will lose one half letter grade (5 percentage points) for each calendar day an essay is turned in late. You may not make up an assignment which is specifically designed to be done in class (e.g. in class writing assignments, in-class group discussion activities, etc.). All essays must be submitted to Turnitin by midnight on the day they are due in class. Late submissions to Turnitin will receive the same late paper penalty as a late hard-copy submission. No paper will be graded that has not been successfully submitted to Turnitin.
Revision and Draft Policy

You may choose one graded essay to submit for a revised grade. Your revision grade will be an average of the original grade and the final grade on the essay. I will not accept any revisions after the noted revision due date. I will be happy to comment on and provide feedback on drafts submitted to me in my office or in class up to 48 hours prior to the paper’s due date. I will not accept drafts for review two days (or less) before the paper is due. I will make every attempt to return drafts to you within 48 hours of receiving them. I will not proofread or make sentence-level corrections on your papers, but will comment on any weaknesses or strengths I see in the draft.

Plagiarism and Academic Honesty

Plagiarism refers to the act of presenting someone else’s thoughts, words, ideas, or lines of argument as your own. Plagiarism is a serious academic offense which can result in failure in a course and, whether intentional or not, is a violation of the Code of Student Conduct (see http://www.winthrop.edu/studentaffairs/judicial/judcode.htm). You are encouraged to print and read a copy of the English Department’s document The Correct Use of Borrowed Information, which thoroughly explains the scope of this academic violation (see www.winthrop.edu/english/plagiarism.htm). This document is also included in your Prentice Hall Handbook

Duplicate Submission of Papers

You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance. This is to conform to the Student Code of Conduct, §V, which states: “Academic misconduct includes but is not limited to . . . presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved” (www.winthrop.edu/studentaffairs/Judicial/judcode.htm).

Student Code of Conduct

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

Use of Technology

Winthrop automatically generates a listserv for each class using the Winthrop e-mail addresses of all students enrolled in a class on the first day of instruction. If you add the class late or if you prefer to use an alternate e-mail address, you must personally enroll in the listserv. You can find the instructions for doing so at http://www.winthrop.edu/acc/imailsrv.asp. All students are required to enroll in the class listserv by the second class period. All materials distributed on the class website or listserv must be printed out, read, and brought to class. All cell phones must be set to “vibrate” and put away in backpacks during class. No texting or cell phone use is permitted during class time.

Instructor Availability

You can expect me to be available as a resource from which to draw and to obtain feedback. I am very responsive to email questions as long as I know who the email is from and have all information necessary to provide a complete answer. While I do check my email and voicemail regularly, including weekends (if I am in town), I do not necessarily check them more than once a day or late in the evenings. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Please plan your time accordingly to maximize the probability that you will receive a response in time for it to be useful.

Writing Center

The Writing Center, located in 242 Bancroft Hall, provides free consultation and tutoring. You are encouraged to seek assistance there when drafting or revising your essays. Please call the Writing Center to schedule an
appointment well in advance of your assignment due date (x2138); you may access the Writing Center website at www.winthrop.edu/wcenter.

**Turnitin.com**

In order to be graded, papers must be submitted to Turnitin.com by midnight on the day the paper is due in class. “I couldn’t get Turnitin to work” does not constitute an excuse for late submission of a paper. The normal late paper policy will apply to all papers not submitted to Turnitin on time. Student tutorials for using turnitin.com are available at [http://www.winthrop.edu/dacus/About/studentTIIinstructions.htm](http://www.winthrop.edu/dacus/About/studentTIIinstructions.htm).

**Turnitin Class I.D.:** 3725107  
**Turnitin Class Password:** Hiner003

**Syllabus Change Policy**

In the event that I must make minor changes in the syllabus or reading schedule, I will notify you of those changes in writing, in class, and through the class listserv. It is your responsibility to follow the most recent and updated course syllabus.

**Students with Disabilities**

Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first assignment or paper.

**Expectations for Classroom Behavior/Safe Zones Statement**

The classroom environment should provide a safe environment for exploring ideas and challenging assumptions. Students are expected to listen respectfully to the voices of other individuals and to share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect and civility. It is my expectation that all students consider the classroom a safe and friendly environment and that students will be treated with care and kindness. Classroom behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of the class will not be tolerated in this course. Students who engage in disruptive behavior will be subject to sanctions as specified in the Student Conduct Code.

**Time and Location of Final Exam**

Winthrop University policy requires that all classes meet during their scheduled final examination period. This schedule can be found on the Records and Registration website at [http://www.winthrop.edu/recandreg/calendars/default.htm](http://www.winthrop.edu/recandreg/calendars/default.htm). Winthrop University policy specifies that personal conflicts such as travel plans and work schedules do not warrant a change in examination time. You are responsible for checking the time of your final examination and for making arrangements to be there.

The final exam will consist of a twenty-minute group presentation in which you research a theme, author, or text covered in class and present contextual, additional information about that subject. The final exam will be held at **3:00 p.m. on Thursday, April 28th**, in our regular classroom location.