

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
ENGL 470-02 Senior Seminar
Fall 2009

I. Locator Information:

Instructor: Dr. Alison Van Nyhuis

Course # and Name: ENGL 470-02 Senior Seminar

Semester Credit Hours: 3.000

Day and Time Class Meets : TR 9:30 am-10:45 am

Total Contact Hours per Section: 45.000

Email address: avannyhu@uncfsu.edu

Office Location: Modular Unit 112

Office Hours: WF 9:00-11:00 am and 11:30 am-1:30 pm

Office Phone: (910) 672-2506

Classroom Location: SBE 107

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

II. Course Description: ENGL 470 (3-3-0) Senior Seminar: Directed study on special topics in English conducted by members of the Department.

This senior seminar course will focus on providing some answers to the question “What is Caribbean American Migration Literature?”—that is, who is Caribbean, what is America, what is migration literature, and what are the specific problems and concerns associated with identifying a literary tradition associated with Caribbean American migration? The course will focus on 20th century novels, such as Claude McKay’s *Home to Harlem* and Cristina García’s *Dreaming in Cuban*. Coursework will include a midterm examination, short position papers, an annotated bibliography, and a longer research paper.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Books: 1) McKay, Claude. *Home to Harlem*. Northeastern, 1987. 2) Marshall, Paule. *Brown Girl, Brownstones*. Dover, 2009. 3) Cliff, Michelle. *No Telephone to Heaven*. Plume, 1996. 4) Kincaid, Jamaica. *Lucy*. Farrar, Straus, and Giroux, 2002. 5) Garcia, Cristina. *Dreaming in Cuban*. Ballantine, 1993; 6) Santiago, Esmeralda. *When I Was Puerto Rican*. Da Capo Press, 2006. 7) *MLA Handbook for Writers of Research Papers*. MLA, 2009.

V. Student Learning Outcomes: Upon completion of this course, students will be able to:

- 1) Employ technology as a significant component of an assignment, such as research with digital databases, presentations using media, or developing multimedia/multimodal projects.
- 2) Analyze texts in relationship to the theme of the course.
- 3) Construct a research-based project cited in an approved format, such as MLA or APA.
- 4) Create a project demonstrating mastery of the theme and/or skills of the course.

VI. Course Requirements and Evaluation Criteria:

a. **Grading Scale:**

A / 1,000-915 points total / 92-100 %

B / 825-914 points total / 83-91 %

C / 725-824 points total / 73-82 %

D / 635-724 points total / 64-72 %

F / 634 points or less / 63% and Below

- b. **Attendance Requirements:** You may miss two classes without negatively affecting your participation grade: each set of three unexcused absences will lower your participation grade by a full letter grade. Tardiness also affects your participation grade. Arriving late or leaving early three times constitutes one unexcused absence. For attendance credit, sign the attendance sheet at the beginning of each class period. Sign a “T” next to your name if you arrive late or leave early.

c. **Graded Assignments and Value of Assignments:**

1) **Position Papers (two two-page papers at 50 points each / 100 points possible / 10%)**

Analyze the reading in two pages. Quote at least one primary source in your position paper, and list your source on a works cited page.

2) **Midterm Exam (in class / 250 points possible / 25%)**

The midterm exam will test your knowledge of literature and concepts discussed in the first half of this course. In the exam you will be given passages from the assigned primary texts. First, you will identify the text and context of passages. Second, you will analyze the passages, explaining the significance and implications of the statements.

3) **Abstract and Annotated Bibliography (120-200 word abstract and an annotated bibliography with at least four secondary sources / 150 points possible / 15%)**

In the 120-200 word abstract, you will propose the subject and method of your literary analysis paper. In the bibliography, you will cite and annotate at least four scholarly secondary sources that you plan to use in your literary analysis paper. You may write your abstract, annotated bibliography, and literary analysis paper on any literary text assigned in this course. You will present your abstract and bibliography findings to the entire class.

4) **Literary Analysis Paper (7-9 pages / 350 points possible / 35%)**

In this paper, you will introduce, support, and conclude your claim or thesis on any literary text assigned in the class. You will quote at least one primary source and three scholarly secondary sources in the body of your essay. You will workshop and submit this essay during the final part of the semester. In addition, you will present your research on a literary panel in class: you also will introduce one other panel member and respond to questions from the class.

5) **Participation (includes performance in discussions, in-class work, writing workshops, and conferences / 150 points possible / 15%)**

In order to achieve the maximum number of participation points, you should always do the following: complete the assigned reading before class; annotate the assigned reading in preparation for class discussions; bring the assigned reading to class; actively participate in class activities and discussions, making at least one informed response or asking at least one relevant question per class period; encourage other students to participate in class; focus on the course material during the entire class period. You will receive fewer participation points if you generally, but do not always, prepare for class discussions and actively participate in class. You will receive an average participation grade if you rarely volunteer your opinions and/or ask informed questions. You will receive a below average participation grade if you only speak if called on. You will receive a failing participation grade if you generally come to class unprepared and generally respond "I don't know" when asked a question in class. You also will receive a failing participation grade if you regularly fail to attend class.

d. **Policy on Missed or Late Assignments:** Assignments are due in class on the dates listed on the syllabus. Missed or late assignments will drop **at least one letter grade per class meeting period**--unless you turn in your missed or late assignment during the next class meeting period with documentation of an excused absence.

e. **Text Requirements:**

- Type all major writing assignments according to **MLA format**: type on 8 1/2" x 11" paper, double-space the text, write in Times New Roman (font 12), use 1" margins on all sides, and include a header at the top of each page (with your last name and page number). See *The Bedford Handbook* for additional MLA information.
- Bring one completed, polished, printed copy of your writing assignment to each writing workshop.
- Bring pre-writing, drafts, and a list of at least three written questions to each writing conference.
- A essays illuminate complexities of language as well as theme, B essays are well organized, well developed, relatively error-free essays that need more complex development and/or clearer focus, and lower grades mean greater problems with development, organization, and grammar.

f. **Academic Integrity**

Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty may range from a lower or failing assignment or course grade to suspension or expulsion from the university, as explained in the Code of Student Conduct.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, I will distribute a written amendment to the syllabus.

VII. Academic Support Resources: For course materials, including our syllabus, your grades, and Smarthinking access, see Blackboard at <http://www.blackboard.uncfsu.edu>. For writing center assistance, contact Ms. Felicia R. Crittenden: (910) 672-2455; fcritten@uncfsu.edu; Helen T. Chick 218. Please feel free to call or see me during my office hours, especially when you have questions about the class, an assignment, or a letter of recommendation. Of course, you always can use your FSU email account to contact me at avannyhu@uncfsu.edu.

VIII. Course Outline and Assignment Schedule:

Week 1: Introduction

8/20 R: Syllabus Review

Weeks 2 and 3: The Formation of a Pan-African Subject

- 8/25 T: Reading Assignment: Claude McKay's *Home to Harlem*, Chapter 1 to 7 (1-74)
 8/27 R: Reading Assignment: *Home to Harlem*, Chapter 7 to 12 (75-159)
 9/1 T: Reading Assignment: *Home to Harlem*, Chapter 12 to 17 (160-244)
 9/3 R: Reading Assignment: *Home to Harlem*, Chapter 17 through 21 (245-340)

Weeks 4 and 5: Gender and Migration in Literature

- 9/8 T: Reading Assignment: Paule Marshall's *Brown Girl, Brownstones*, Books 1 and 2 (1-62)
 9/10 R: Reading Assignment: *Brown Girl, Brownstones*, Book 3 to Chapter 7 (63-150)
 9/15 T: Reading Assignment: *Brown Girl, Brownstones*, Chapter 7 to Chapter 5 of Book 4 (151-219)
 9/17 R: **Position Paper Due.** Reading Assignment: *Brown Girl, Brownstones*, Chapter 5 through Book 4 (219-324)

Weeks 6 and 7: History, Silence, and Writing

- 9/22 T: Reading Assignment: Michelle Cliff's *No Telephone to Heaven*, Chapter 1 and 2 (1-50)
 9/24 R: Reading Assignment: *No Telephone to Heaven*, Chapter 3 and 4 (51-106)
 9/29 T: Reading Assignment: *No Telephone to Heaven*, Chapter 5 and 6 (107-160)
 10/1 R: Reading Assignment: *No Telephone to Heaven*, Chapter 7 through 11 (161-208)

Weeks 8 and 9: Midterm Exam

- 10/6 T: Midterm Exam Review
 10/8 R: **Midterm Exam**
 10/13 T: Library Demonstration
 10/15 R: Midterm Break

Week 10: Postcolonial Subjectivity

- 10/20 T: Reading Assignment: *Lucy*, "Poor Visitor" to "Cold Heart" (3-83)
 10/22 R: **Position Paper Due.** Reading Assignment: *Lucy*, "Cold Heart" through "Lucy" (85-164)

Weeks 11 and 12: National and Psychological Fragmentation

- 10/27 T: Reading Assignment: Cristina García's *Dreaming in Cuban*, "Ocean Blue" to "The Fire Between Them" (1-74)
 10/29 R: Reading Assignment: *Dreaming in Cuban*, "The Fire Between Them" to "Celia's Letters" (75-160)
 11/3 T: Reading Assignment: *Dreaming in Cuban*, "Celia's Letters" through "Celia's Letter" (161-245)
 11/5 R: **Abstract and Annotated Bibliography Due**

Weeks 13 and 14: Identity Politics

- 11/10 T: Reading Assignment: Esmeralda Santiago's *When I Was Puerto Rican*, "Prologue" to "The American Invasion of Macún" (1-60)
 11/12 R: Reading Assignment: *When I Was Puerto Rican*, "The American Invasion of Macún" to "El Mangle" (63-130)
 11/17 T: Reading Assignment: *When I Was Puerto Rican*, "El Mangle" to "Angels on the Ceiling" (133-209)
 11/19 R: Reading Assignment: *When I Was Puerto Rican*, "Angels on the Ceiling" through the "Epilogue" (213-270)

Weeks 15 and 16: Literary Analysis Panel

- 11/24 T: Writing Workshop and Conferences
 11/26 R: Thanksgiving Break
 12/1 T: Panel Presentations
 12/3 R: Panel Presentations

Week 17: Literary Analysis Paper Due

TBA **Literary Analysis Paper Due**

IX. Teaching Strategies: Students will increase their knowledge of Caribbean American migration literature through reading, analyzing, and discussing 20th century novels. One-on-one conferences and writing workshops will enhance students' ability to write, assess, and revise essays on Caribbean American migration literature. A library demonstration and library research will increase students' ability to integrate literary critical sources into their essays. Oral presentations will give students opportunities to communicate findings and expertise with peers.