

1-15-2019

American Literature II

Lisa Kirby

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Recommended Citation

Kirby, Lisa, "American Literature II" (2019). *Spring 2019*. 238.
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COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 2328

Course Title: American Literature II

Course Description: A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdrawal Policy:

See the current *Collin Registration Guide* for the last day to withdraw.

Repeat Policy:

As of Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

Collin College Academic Policies:

See the current *Collin Student Handbook*.

Americans with Disabilities Act:

In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

Note: Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office. It is the student's responsibility to contact the ACCESS office and to notify professors of any accommodations. The office is located at the Spring Creek Campus (SCC) in Plano, at 972-881-5898 (voice).

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Lisa A. Kirby

Office Number: L209

Office Hours: Monday, 10:00 a.m.-1:00 p.m.
 Tuesday, Thursday, 9:00-10:00 a.m.
 Wednesday, 10:00-11:00 (online)
 and by appointment

Phone Number: 972-548-6756

Email: LKirby@collin.edu

Class Information:

Section Number: S03

Meeting Times: Tuesday, Thursday, 10:00-11:15 a.m.

Meeting Location: L202

Course Resources: The following books are required for this course. The Collin College bookstore is managed by Barnes and Noble; students can find more information about their textbooks and the bookstore at <http://collin.bncollege.com>. I also recommend that students purchase or have access to a grammar handbook with an MLA section. Some are available in the library.

- Baym, Nina, et al. *The Norton Anthology of American Literature: 1865 to the Present*. Volume 2. Shorter Eighth Edition. Norton. ISBN: 978-0-393-91887-8.
- Fitzgerald, F. Scott. *The Great Gatsby*. Scribner. ISBN: 0-684-80152-3.

Supplies: The following supplies are required for ENGL 2328:

- Binder or folder to keep course materials organized; and
- Spiral or composition notebook exclusively for ENGL 2328 notes.

Attendance Policy:

Each student is expected to attend class regularly and participate, and students' success in this class is directly tied to attendance. We will be conducting some sort of writing or class activity every day that counts towards students' final grades. As such, being absent, tardy, or leaving early adversely affects the final grade. After two weeks of unexcused absences (four absences in a TR class), I will assign a grade of zero for any assignment submitted until the student

meets with me to discuss the absences and sign an attendance contract. Since illness, car trouble, and other issues are likely at some point during the semester, students are urged to consider carefully their absences.

If students are going to be absent, it is their responsibility to contact and discuss with me any missed work. Students are responsible for all work missed due to absences and must turn in the work on the given due date, unless prior arrangements have been made.

In accordance with Section 51.911 of the Texas Education Code, the college will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Admissions and Records Office.

Late Enrollment:

Per Collin College policy, students are now able to enroll in a course until Friday, January 25. Should a student enroll in this course late, he/she will still be held accountable for any absences accrued during the missed days of class and will not be able to make up any missed work for the missed days.

Method of Evaluation:

Students are responsible for completing all reading, writing, and library assignments. In addition, any student given extra tutoring assignments will be expected to fulfill this task as part of the course requirements. Students can view their grades at any time through Canvas. The grading scale for this course is:

A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = 59 and below

Any grade of 0.5 or above will automatically be rounded up; with grades that comes close (0.3 or 0.4), I will look at student absences. No other grades will be rounded up. In order to receive a grade for this course, students must complete all major writing assignments, which consist of Essays #1, #2, and #3, as well as the final exam. Final grades will be determined as follows:

• Essay #1	15%
• Essay #2	10%
• Essay #3	25%
• Reading Quizzes/In-Class Writings	10%
• Writing Assessment	5%
• Discussion Board	10%
• Group Project	5%
• Final Exam	15%
• <u>Class Participation</u>	<u>5%</u>
Total	100%

Other Course Policies:

Office Hours and Communication: My scheduled office hours (listed on page 2) are intended as times when students can drop in to discuss their writing or other class issues. These office hours are intended as first come, first served, and no appointments will be made. Should you need to meet with me at another time, or if you prefer to have a scheduled appointment, those will take place outside of my usual office hours. I highly recommend students take advantage of office hours and appointments to ask questions and even have me review drafts of essays.

Outside of office hours, the best way to contact me is through e-mail (also listed on page 2). Canvas is the college's primary form of communication, so please e-mail only through Canvas. I generally respond to e-mails within 24 hours, except on holidays and weekends, and often sooner. It is also a good idea to check your Cougar Mail account regularly.

Student Code of Conduct/Scholastic Dishonesty:

Please see the Student Handbook for further information.

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means.

Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.
2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.
3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research

results shall include misrepresentations, distortions, or omissions in data or reports on research.

- 4. Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question 97 until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place.

In ENGL 2328, all work submitted is expected to be **original** to this class. Students should submit writing that is their own and should not submit writing they have submitted or will submit for another course. If a student is suspected of scholastic dishonesty, no grade will be given for the assignment until a judgment is rendered by the Dean of Student Development. At this time, if the student is found responsible, he or she will receive a grade of zero for the assignment.

Make-Up and Late Work: All assignments must be submitted to Canvas by the beginning of class time on the day they are due. Please note that all due dates are in Central Standard Time. If a student is going to be absent on the day an assignment is due, the assignment must be turned in prior to class time on the day of the absence or it will not be accepted. While I do not accept late or make-up work on in-class writings, informal writings, or quizzes, I will accept the major essays up to one week late, though there will be a penalty of one letter grade per day (including weekends). I do, however, realize that sometimes life gets in the way of our writing. Therefore, I am willing to grant each student one extension per semester, with no penalty. This extension only applies to the major essay assignments. The request for this extension must be made via e-mail at least 24 hours prior to the assigned due date, and it will allow the student an extra 72 hours to work on the assignment. For example, if the essay is due at 10:00 a.m. on a Tuesday, the student would then have until 10:00 a.m. on Friday to submit the assignment through Canvas with no penalty. **No late work, either with an extension or without, will be accepted later than one week past the original due date.**

Canvas/Turnitin: We will be using Canvas in this course to organize course materials, provide class announcements, and submit writing assignments. Should we be forced to miss class due to unforeseen circumstances, such as weather, Canvas will be the space where students can look for announcements and updates. When an assignment is due via Canvas, it must be submitted on a specific date and time. While I will always notify students when something is due on Canvas, students should access Canvas and Cougar Mail daily. It is also the responsibility of students to ensure their assignments are submitted correctly and on time. We will use Canvas for informal writings and in-class activities, as well as to submit the major essays. All major essays will be submitted through Turnitin, which can be accessed through Canvas. Please note that, along with the grade, extensive comments are provided on all essays and can be viewed through Turnitin. Students are **required** to view these comments in Turnitin, so they can understand how they received the grade and for guidance on future assignments.

Technology Use: According to the Collin College Student Handbook, students are not permitted to engage “in the disruptive use of electronic or digital media or telecommunication devices during class, Collin College labs, and/or other learning environment” (7.2.3.S). During class time, please make sure your cell phones and other electronic devices are put away and on silent; using these devices during class will adversely impact the student’s class participation grade. Laptops and tablets are only allowed under certain circumstances with the professor’s permission.

If a student wishes to record portions of the class for study purposes, he or she must first gain permission from the professor. Even if approval is granted, students are not permitted to copy, post, or record any information, images, or content from this course or the classroom for redistribution to anyone, including to other media, on social media, etc., without express permission from the professor. If you have questions about this policy, please let me know.

Behavior and Class Environment: As the instructor for this course, I have full discretion over what behavior is considered appropriate/inappropriate for the classroom. Any behavior I deem to be inappropriate shall be addressed according to Collin College’s policies and procedures.

Our class will be most successful if we work in an environment of respect, cooperation, and good citizenship. I assume that students in my course want to be here and, as such, will contribute to the class by completing their assignments, participating in discussion and activities, and showing respect to their peers and me. While in class, students should focus on the course content and refrain from working on assignments for other classes, sleeping, texting, working on laptops/tablets, and engaging in other behaviors that are disruptive.

I work hard for my students, and I expect the same in return. I will do everything I can to help students be successful in this course; however, I must also know that students are putting forth their full efforts. I look forward to a semester of hard work, interesting discussions, and good writing.

Course Assignments:

Reading Assignments and Class Participation: This course will require students to read a fair number of lengthy and fairly complex texts, so this is not a course where a student can “get by” without reading. The textbooks are required for this course, and students should have access to them both for homework and in class. I have tried to select readings that I think the class will find engaging, and I have also tried to keep the reading assignments manageable. However, it is students’ responsibility to arrive to class prepared to discuss that day’s reading assignment and participate in any assigned group work. While from time to time I may volunteer them for certain questions, I rely on students to voice their own opinions and participate in class discussion. Portions of students’ grades (5%) are based on class participation. If students attend class regularly, participate in class discussion, and are engaged and good citizens of the classroom, they can expect to receive these points in full. I urge you to attend class regularly and take good notes throughout the semester. These will help you with essay assignments and the final exam.

Major Essays: Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages. Students should keep all stages of their writing until the

essay is evaluated, just in case I need to see these materials. I urge you to get feedback on your writing prior to submitting it. Students are welcome to come meet with me to review their drafts (I do not review them via e-mail) or go to the Writing Center. Since writers have so much time to work on their assignments prior to the due date, all revision should take place before submitting the final draft. No revision or rewriting will be allowed once the final draft has been submitted for a grade.

There will be three major essays assigned for this class, which will ask students to reflect on and think critically about the course readings, as well as complete secondary research. Students will be given several weeks to complete each essay, and emphasis will be placed on the revision process. I will also provide feedback on these writings prior to students turning in their final drafts. Together, these essays count for 50% of the overall course grade and will be turned in via Canvas.

All essays should be typed, double spaced, in Times New Roman 12 pt. font, and with proper MLA formatting. The proper heading for all assignments is the following:

Cougar 1

Collin Cougar

ENGL 2328

Dr. Kirby

January 22, 2019

Title of Assignment

Discussion Board: During most weeks during the semester, students will be asked to respond to a prompt on the Canvas discussion board related to that week's reading assignments and class discussion. The dates for these postings are listed in the course calendar. This is an opportunity for students to respond informally to issues raised in class, as well as continue our discussions beyond the classroom. These writings will count for 10% of the final grade, and students will receive credit by responding fully to the assigned prompt and reading and commenting on at least one posting from a peer. I will also be reading and commenting on these postings, as well as using them as starting points for class discussion.

Class Notes: Much of our discussion this semester will focus on what it means to be a reader and students' exploration of their own reading experiences. Students should buy a spiral bound notebook or composition book and bring it to class with them EVERY period; they should also have it with them when they read assigned texts. While this will not count for a grade, the notebook will be used to respond to assigned readings, record ideas, ask questions, and take notes on class discussions. I recommend devoting at least one full page (front and back) to each reading. The front could be students' thoughts when reading the assignment; the back could be for class notes. This notebook will also be invaluable as students prepare for the final exam; essentially, it will be a study guide.

Writing Assessment: This semester, all sections of ENGL 2328 will be accessed on the Core Objective of Personal Responsibility. The College's Core Objective Assessment Team has defined Personal Responsibility as "the ability to connect choices, actions and consequences to

ethical decision-making.” We will spend a class period on this writing assessment and it will be connected directly to our readings and discussions in class; this assignment will count as 5% of your overall course grade. More details on this assessment will follow.

Reading Quizzes/In-Class Writings: To ensure students are keeping up with their reading assignments, and as preparation for the final exam, there will be reading quizzes/in-class writings throughout the course of the semester. These quizzes and writings will not be on the course calendar and will take place at the beginning of class, so students should arrive each day on time and prepared. Quizzes and in-class writings will be completed within the first 10 minutes of class and cannot be made up; these will count for 10% of the course grade. Please make sure you hold on to all graded quizzes and writings both as preparation for the final exam and for your records.

Group Presentation: There will be one collaborative assignment in this class, a group presentation that will ask students to work together to serve as discussion leaders for assigned texts. This assignment will count for 5% of the overall course grade; more specific details are forthcoming.

Final Exam: The final component of students’ grades will be the final exam. The final exam, which will cover all texts we have discussed in the class, will count for 15% of the course grade. I urge students to take extensive notes during the semester and read all assigned texts as preparation for the final exam. Taking the final exam is mandatory.

Extra Credit: Throughout the course of the semester, there will a couple of opportunities for extra credit. Typically, students can earn extra credit through attending specific on-campus events and writing up a brief (one-page, double-spaced) reflection of what the event was about and what they learned. These reflections are due no later than one week after the event on Canvas. I will announce these opportunities (and not all campus events count—just the ones I announce) in class and post them on Canvas. Generally, each event is worth one point of extra credit on the final grade in the class.

Course Calendar:

Please be advised that the course calendar is subject to change. If revisions are needed, I will inform students in advance and in writing. Also, please be sure to regularly check the Modules in Canvas, which contain the most updated course information and reflects any changes. Please be aware that all assignments are due by class time on the due date.

Week 1: Introduction

Tuesday, January 22

Overview of course

Discuss syllabus

Introduction to Canvas/Turnitin

Homework: Read "American Literature, 1865-1914,"
pages 3-19

Thursday, January 24

Discuss "American Literature, 1865-1914"

Discuss taking notes and active/close reading

Hand out guidelines for Group Presentations

Homework: Read Whitman, pages 71-79

Week 2: The Civil War

Tuesday, January 29

Discuss Whitman, "The Wound-Dresser" and "From
Memories of President Lincoln"

Watch *The Civil War: The Gettysburg Address*

Introduction to digital humanities projects

Sign up for Group Presentations

Homework: Read Bierce, pages 317-24

Complete Discussion Board #1

Thursday, January 31

Discussion Board #1 due

Discuss Bierce, "An Occurrence at Owl Creek Bridge"

Hand out guidelines for Essay #1

Homework: Read Chopin, pages 420-21, 434-37

Week 3: Regional Writing

Tuesday, February 5

Discuss Chopin, "The Storm"

Watch *American Passages: Regional Realism*

Homework: Read Freeman, pages 437-46

Thursday, February 7

Discuss Freeman, "A New England Nun"

Discuss MLA documentation style

Homework: Read Jewett, pages 412-19

Week 4: The New Woman

Tuesday, February 12

Discuss Jewett, "A White Heron"

Discuss thesis statements and writing about literature

Discuss Personal Responsibility and American Literature

Thursday, February 14

Writing Assessment Day (more details to follow)

Homework: Read Gilman, pages 484-97

Complete Discussion Board #2

Week 5: Diverse Voices

Tuesday, February 19

Printed Copy of Writing Assessment Due (in class)**Discussion Board #2 due****Group Presentation #1**

Discuss Gilman, "The Yellow Wall-paper"

Homework: Read Washington, pages 447-57 and
Du Bois, pages 531-47

Thursday, February 21

Discuss Washington, "Up from Slavery" and
Du Bois, "The Souls of Black Folk"Homework: Read "Realism and Naturalism," pages 548-9
Read Crane, pages 581-84, 600-19
Complete Discussion Board #3**Week 6: Realism and Naturalism**

Tuesday, February 26

Discussion Board #3 due

Discuss Crane, "The Blue Hotel"

Homework: Complete Essay #1

Thursday, February 28

Essay #1 due (Canvas)**Attend The Texas Center for Working-Class Studies
Conference (meet in Conference Center)**Homework: Read London, pages 627-39
Complete Discussion Board #4**Week 7: Modernism**

Tuesday, March 5

Discussion Board #4 due**Group Presentation #2**

Discuss London, "To Build a Fire"

Homework: Read "American Literature, 1914-1945,"
pages 653-72

Thursday, March 7

Discuss "American Literature, 1914-1945"
Hand out guidelines for Essay #2
Discuss literary criticism**Week 8: Spring Break**

Tuesday, March 12

Spring Break: No Class

Thursday, March 14

Spring Break: No Class

Homework: Read Fitzgerald, Chapters I-III**Week 9: The Roaring Twenties**

Tuesday, March 19

Discuss *The Great Gatsby*Homework: Read Fitzgerald, pages IV-VI
Find source for Essay #2

Thursday, March 21

Source due for Essay #2 (in class)

Watch excerpt from *Prohibition*

Discuss *The Great Gatsby*

Homework: Read Fitzgerald, pages VII-IX
Complete Discussion Board #5

Friday, March 22

Last day to withdraw

Week 10: Social Class

Tuesday, March 26

Discussion Board #5 due

Finish discussion of *The Great Gatsby*

Homework: Complete Essay #2

Thursday, March 28

Essay #2 due (Canvas)

Watch *The Great Gatsby*

Homework: Read Hemingway, pages 1019-37

Week 11: The Lost Generation

Tuesday, April 2

Hand out guidelines for Essay #3

Discuss Hemingway, "The Snows of Kilimanjaro"

Homework: Read Cather, pages 677-99

Thursday, April 4

Discussion Board #6 due

Group Presentation #3

Discuss Cather, "Neighbor Rosicky"

Homework: Read Hurston, pages 939-51

Complete Discussion Board #7

Week 12: Southern Renaissance

Tuesday, April 9

Discussion Board #7 due

Discuss Hurston, "How It Feels to Be Colored Me" and
"The Gilded Six-Bits"

Homework: Read Faulkner, pages 994-1004

Thursday, April 11

Group Presentation #4

Discuss Faulkner, "A Rose for Emily"

Watch *American Passages: Southern Renaissance*

Homework: Read "American Literature since 1945,"
pages 1071-87

Week 13: Southern Gothic

Tuesday, April 16

Discuss "American Literature since 1945"

Homework: Read O'Connor, pages 1339-53

Complete Discussion Board #8

Thursday, April 18

Discussion Board #8 due

Group Presentation #5

Discuss O'Connor, "Good Country People"

Homework: Read Roth, pages 1434-56
Complete proposal and find sources for
Essay #3

Week 14: Contemporary Voices

Tuesday, April 23

Proposal and Sources due for Essay #3 (in class)

Discuss Roth, "Defender of the Faith"

Watch *American Passages: Becoming Visible*

Homework: Read Carver, pages 1494-1505
Complete Discussion Board #9

Thursday, April 25

Discussion Board #9 due

Group Presentation #6

Discuss Carver, "Cathedral"

Homework: Read Walker, pages 1530-37

Week 15: Postmodernism

Tuesday, April 30

Discuss Walker, "Everyday Use"

Homework: Read Neufeld and 9/11 poetry (Canvas)
Complete Discussion Board #10

Thursday, May 2

Discussion Board #10 due

Discuss Neufeld, *A.D.: After the Deluge*, and Selected 9/11
Poetry (Canvas)

Homework: Work on Essay #3

Week 16: Post-9/11 Literature

Tuesday, May 7

Catch-Up/Work Day

Homework: Complete Essay #3
Review for final exam

Thursday, May 9

Essay #3 due (Canvas)

Review for final exam

Conclude course

Homework: Study for final exam

Week 17: Final Exam

Tuesday, May 14

Final exam, 10:00 a.m. - 12:00 p.m.