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American Literature II

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ENGL 2328

American Literature II C02
Collin College—McKinney Campus
CRN 13323 Fall 2018

Instructor: Dr. S. Fish Meeting: TR 10:00-11:15 AM
Email: sfish@collin.edu Location: E201
Phone: 972.548.6536 Department (Emergency): 214.491.6270
Office (CPC E203) Hours: Mon./Wed. 10 AM-12 PM;
Tues. 9 -945 AM, 1130 AM-1 PM; Thurs. 9-945 AM

If you have questions about something related to the class, please let me know as soon as possible. See me during office hours, make an appointment, ask questions during conference days/workdays. You can also message me in Canvas and email with your CougarWeb email. I will respond within 48 hours. Include a subject line and text that explains the situation so we can quickly address your needs.

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-hour lecture course
Prerequisites	ENGL 1302 or ENGL 2311
Supplies	<p>Textbook:</p> <ul style="list-style-type: none"> • <i>The Norton Anthology of American Literature: 1865 to the Present</i>, Shorter 9th Edition • ISBN: 978-0-393-26453-1 <p>Additional Materials:</p> <ul style="list-style-type: none"> • Course-specific folders/envelopes for organizing, pen(cils) • Computer and internet for CougarWeb and Canvas access
Student Learning Outcomes	<p>State Mandated Outcomes: Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 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. (Social Responsibility) 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. (Critical Thinking and Communication Skills) <p>Additional Collin Outcome: Upon successful completion of this course, students should be able to do the following:</p> <ol style="list-style-type: none"> 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Method of Evaluation: The Assignments

Completion of Course: Course Assignments

You will complete a variety of learning activities to work with the literature selections—in a kind of choose your own adventure that emphasizes research skills, multimodal presentations of information, and teamwork. You (individually and in teams) are responsible for creating material for the course, so if you are unsure about the scholastic integrity (see below section) of your work, please talk to me. If you find you are not mastering the material and skills, please talk with me ASAP. Collin College offers many resources for student success.

Prep Work and Practice (40%): We will complete a lot of work to help you along the way. You earn “Prep Work & Practice” grades by fully completing the work, to the best of your ability in the time allowed, as if you are writing for yourself (to take notes and record ideas that you can follow along with).

- **Unit 1 Research Team Findings (5%):** Complete the diagnostic reading and writing report for Unit 1. Includes research.
- **“This Is America” Team Vision Board (5%):** Create a multimodal representation of the defining elements that create the literature of a specific era.
- **Course Preparedness (10%):** Complete required in-class writing, presentations, activities, and workdays. One half (5%) will be recorded in the first 8 weeks, and the second half (5%) will be recorded for the second 8 weeks.
- **Reading Logs (20%):** Complete 4 unit-specific activities (5% each) tied to an additional reading and unit vocabulary.

Major Grades (60%): We will also have assignments that gauge your overall knowledge of reading and writing. You earn “Major Grades” by demonstrating your ability to write for others, emphasizing structure, punctuation, and accuracy.

- **Unit 2 Research Team Findings (10%):** Complete the reading and writing report for Unit 2. Includes professional research.
- **Unit 3 Research Team Findings (10%):** Complete the reading and writing report for Unit 3. Includes professional research.
- **Unit 4 Research Team Findings (15%):** Complete the reading and writing report for Unit 4. Includes academic research.
- **“This Is America” Quilt (15%):** Complete a semester-long multimodal representation of American identity and experience based on unit readings, including three check-ins across the semester (5% each). These are completed in class and require attending the class meeting.
- **Unit Reading Quizzes (10%):** Complete two reading quizzes (5% each) tied to unit-specific reading assignments, connecting texts to unit big ideas. Quiz #1 occurs at the end of Unit 2, and Quiz #2 occurs at the end of Unit 3.

Late Work Policy

I will only accept late “Major Grades” assignments, with a 10-point penalty for each day late (to include anything submitted after in-class collection and with the weekend counting as one day). After a week, the assignment earns a zero with no make-up option. If you miss the turn-in date, you need to email an attachment of your work *by the time class ends*. You also need to bring the hardcopies of material by the next class meeting. Please let me know about excused absences ASAP.

Method of Evaluation: The Grading Scale

Earning Your Grades

The grade you earn includes a combination of your scores on all assignments during the term, worth 1000 points total; please note that some assignments carry more weight and thus have a larger impact on your course grade. To help you think of this course as an accumulation of a semester's worth of work, *I set all grades in Canvas to 0 and update grades as we progress so that you see a better reflection of where your grade is going.* Your final course grade reflects the below point breakdown:

A	895-1000 points	90-100%	D	595-694 points	60-69%
B	795-894 points	80-89%	F	0-594 points	0-59%
C	695-794 points	70-79%			

Getting Help with Writing

You have access to more writing help (for this class or any other) both in person and online. The College Writing Centers provide 30-60 minute sessions:
<http://www.collin.edu/studentresources/caa/writingcenter.html>

Collin Policy Statements

The below specifics reflect the 2018-2019 Student Handbook as of August 2018. For more up-to-date information, please access Student Services Policies on their Web site:

http://www.collin.edu/studentresources/deanofstudents/pdf_documents/2018-2019%20Student%20Handbook.pdf

Attendance

Collin Policy: Class Attendance

"Students are accountable for their own academic progress and work. With that in mind, prompt submission of all work, according to the course calendar and syllabus guidelines, promotes student success" (*Student Handbook* 16).

Course Specifics: Attendance

Attending class regularly is the best way to succeed in this class. If you are absent, you are responsible for catching up and being ready for the next class meeting (see the schedule for work). If you are tardy, it is your responsibility to ensure that I have marked you present. Keep in mind, however, that students who arrive more than 30 minutes late will be marked absent. Three tardies count as one absence, and according to MBHS policy earn lunch detention.

Excused and Unexcused Absences:

The notation for "excused" or "unexcused" absences only affects the possibilities for make-up work and avoiding late penalties. If you have a dire emergency, please discuss this with me ASAP.

Withdrawal Policy

Dropping a class means that you remove yourself from the class up to the census date so that the class does not appear on your official transcript. The last date to drop this class is Monday, 10 September 2018.

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Please read the Spring 2018 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is Friday, 19 October 2018.

Americans with Disabilities Act

Collin College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Class Conduct

Collin Policy Statement: Student Code of Conduct

Classroom Environment: "Students and professors at Collin College share a responsibility to promote, develop, and maintain a positive learning environment. Students are asked to show respect to other students and professors" (*Student Handbook 16*).

Electronic Device Use: "It is a violation of the *Student Code of Conduct* to engage in the disruptive use of electronic, telecommunication, digital media, and/or wearable devices during class, labs, or other Collin College learning environments. This includes social networking activities such as texting, talking on the phone, and Web browsing from laptops, smart phones, or any other relevant electronic devices during class time" (*Student Handbook 16*).

Classroom Distractions: "Sleeping in class, interfering with teaching by talking with other students during directed instruction, and preparing work for another class while engaged in classroom activities are behaviors that are both discourteous to other students and disruptive to the purposes of the course" (*Student Handbook 16-17*).

Course Specifics: Conduct

Please refrain from distracting and disturbing classroom behaviors, as outlined above. If three actions occur during a class period, I will ask you to leave. A second incident will result in a Dean of Students report and resulting proceedings.

Scholastic Honesty & Integrity

Collin Policy Statement: Scholastic Dishonesty

"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 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. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course" (*Student Handbook* 96-97).

Course Specifics: The Ethical Use of Intellectual Property

To earn credit for work, all work must be yours and avoid the above-mentioned integrity issues. Because we are learning to properly attribute all work belonging to others, you may inadvertently misattribute your work through one of the above forms of scholastic dishonesty. To address the learning curve, I have outlined below the steps we will take in situations of scholastic integrity, whether deliberate copy/pasting or inadvertent misattribution:

Deliberate Copy/Pasting

Your assignment submission can be found partially or in full from another source with no clear attempt to attribute or engage with working with sources.

Consequences:

- 1st Issue: 0 on the assignment and reported to the Dean of Students
- 2nd Issue: Failing the course and reported to the Dean of Students

Inadvertent Misattribution

Your assignment is missing attribution (in text and/or works cited) and/or uses patch writing while showing deliberate attempts to credit sources in other places.

Consequences:

- 1st Issue: "Mandatory Revision" assigned (with a 0 grade placeholder) with a time frame for revision.
- 2nd Issue: 0 on the assignment and reported to the Dean of Students.
- 3rd Issue: Failing the course and reported to the Dean of Students.

FERPA

The Family Educational Rights and Privacy Act of 1974 prevents me from speaking to anyone but you and authorized parties about course progress, so if you need to authorize parent(s)/guardian(s), you need to do this through a Collin authorization form.

FA 2018 Course Schedule Outline

Here is an overview of the basic structure of the class. At the beginning of each unit, I will provide a more specific schedule that offers details about reading and writing assignments. As we move into the semester, topics may change slightly to reflect your needs as writers.

Unit	Date	Activities
Unit 1: This Is America **Last day to drop: 10 Sept. 2017**	28 Aug. 30 Aug.	<ul style="list-style-type: none"> Course Intro: Hey there, Tiny Class; Course Arc; Syllabus Questions Unit 1 Big Ideas: American Identities with review activity, Unit 1 Research Team Findings (RTF) assigned, workday
	4 Sept. 6 Sept.	<ul style="list-style-type: none"> Attribution Overview, Unit 1 RTF workday What's an RTF Report?, Unit 1 RTF workday
	11 Sept. 13 Sept.	<ul style="list-style-type: none"> RTF Reports: All Unit 1 RTF due, "This Is America" Vision Board completed in class
Unit 2: Interrogating "One Nation"	18 Sept.	<ul style="list-style-type: none"> Unit 2 Big Ideas: Melting Pots and Regionalism with review activity, Unit 2 RTF assigned, workday
	20 Sept.	<ul style="list-style-type: none"> Attribution Review, Unit 2 RTF workday
	25 Sept. 27 Sept.	<ul style="list-style-type: none"> Unit 2 RTF workday RTF Reports: Bierce, Saunders; workday
	2 Oct. 4 Oct.	<ul style="list-style-type: none"> RTF Reports: Zitkala-Sa, Faulkner; workday RTF Reports: Ellison, DeLillo; workday Reading Log #1 due (6 Oct., Canvas)
	9 Oct.	<ul style="list-style-type: none"> Unit 2 RTF due, "This Is America" Quilt Round I (in class) Unit 2 Reading Quiz due by 11:59 PM (Canvas)
Unit 3: Interrogating "Liberty and Justice for All" **Last day to withdraw: 19 Oct. 2017**	11 Oct.	<ul style="list-style-type: none"> Unit 3 Big Ideas: Democracy, Power, and Freedom with review activity, Unit 3 RTF assigned, workday
	16 Oct. 18 Oct.	<ul style="list-style-type: none"> Unit 3 RTF workday Unit 3 RTF workday
	23 Oct. 25 Oct.	<ul style="list-style-type: none"> RTF Reports: Freeman, Dreiser; workday RTF Reports: Kingston, Anzaldua; workday Reading Log #2 due (27 Oct., Canvas) Course Preparedness Check-In #1
	30 Oct. 1 Nov.	<ul style="list-style-type: none"> RTF Reports: Washington, DuBois; workday Unit 3 RTF due, "This is America" Quilt Round II (in class) Unit 3 Reading Quiz due by 11: 59 PM (Canvas)
Unit 4: Interrogating the American Monstrous: Zombies	6 Nov.	<ul style="list-style-type: none"> Unit 4 Big Ideas: Fear and Loathing in America (with Zombies) with review activity, Unit 4 RTF assigned, workday
	8 Nov.	<ul style="list-style-type: none"> Zombie Encounter: <i>White Zombie</i> (1932), Unit 4 RTF workday
	13 Nov.	<ul style="list-style-type: none"> Zombie Encounter: <i>Night of the Living Dead</i> (1968), Unit 4 RTF workday
	15 Nov.	<ul style="list-style-type: none"> Zombie Encounter: <i>Dawn of the Dead</i> (remake 2004), Unit 4 RTF
	20 Nov.	<ul style="list-style-type: none"> Zombie Encounter: <i>The Walking Dead</i> (2010), Unit 4 RTF workday, Reading (Film) Log #3 due (24 Nov., Canvas)
	22 Nov.	<ul style="list-style-type: none"> No class meeting—holiday
	27 Nov. 29 Nov.	<ul style="list-style-type: none"> Unit 4 RTF workday Unit 4 RTF workday, Reading (Novel) Log #4 due (27 Nov., Canvas)
	4 Dec. 6 Dec.	<ul style="list-style-type: none"> Unit 4 RTF due, RTF Reports: Zombie Apocalypses—Matheson, Whitehead, Brooks, and Grant RTF Reports: Zombie Fantasies—Rowland, Showalter, Grahame-Smith, and Marion Course Preparedness Check-In #2
	11 Dec.	<ul style="list-style-type: none"> "This Is America" Quilt Round III (in class)