

American Literature from 1865
English 230.XXX
SAMPLE SYLLABUS
Department of English, SFASU

Professor: TBA

E-mail: TBA

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Office Hours: TBA

Meeting Times and Location: TBA

Description:

“Survey of major authors and literary movements/paradigms in American literature from 1865 to present. Prerequisite: six semester hours of freshman English.” *General Bulletin, 2012-2013.*

General Education Core Curriculum Objectives:

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes

As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:

1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).
3. The student will demonstrate knowledge of literary history in regard to particular periods of American literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as

well as understanding of how social and civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).

4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).

5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

Student Learning Outcomes for ENG 230:

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in American literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);
2. Students will demonstrate an understanding of periodization in American literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely an historical consideration, as defined by events, persons, or dates; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);
3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and
4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

Required Text:

****(This is a sample entry; other texts may be used as per instructor discretion):

Bryant, John, et al., eds. *The Pearson Custom Library of American Literature*. Boston:

Pearson, 2011. *this text has been specifically designed for this course and can only be purchased at the bookstore*

Salinger, J. D. *The Catcher in the Rye*. 1951. New York: Back Bay-Little, 2001. Print.

Note that this text is required, and it is further required that you bring the relevant volume of this text to class with you every time that we meet (except for the days of the midterm and final).

Course Requirements: ****

As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day's assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions. (The following statement is an example and not intended to be a standardized grade guideline): Grades will be computed in the following fashion: (Please note the inclusion of the Capstone Assignment).

Quizzes and daily work : TBD

Essays: TBD

Midterm exam: TBD

Final exam: TBD

Core Capstone Essay: TBD*****

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TOTAL POINTS: TBD

Your running points/grade will be available on D2L (<http://d2l.sfasu.edu>); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

****Individual faculty members determine the number of exams and structure of exams, written assignments, and so on in specific sections of the course. Above is an example of how a faculty member might structure the course materials.

***** Students will write a core capstone essay on an aspect of world literature as defined by the instructor. Students will be graded based on their use of critical thinking skills; grammar, vocabulary, and written style; and the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with the modern world.

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

Grade Criteria and Policy:

Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays

one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one's ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student's hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance: The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence's excusability. Without written documentation, the absence will automatically be considered unexcused. Students with

acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

****Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (A-9.1): Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at

http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Policy (A-54):

The following is taken from SFASU's *Policy Manual* (2012), "Semester Grades Policy" (A-54).

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

****This schedule and content will vary from instructor to instructor; this should be regarded as an example only:

Schedule of Readings/Topics

Note: Always read the biographical and/or topical introduction(s) to the assigned material along with the literary text. Quiz and test material may come from this editorial material as well as from the primary text, although the primary text is the privileged material.

Week One

Introduction to the course and course policies

Class introduction and discussion.

Transcendentalism lecture.

(NB: Discussion on terminology will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background; furthermore, background on Transcendentalism will contribute to the CORE objective of Personal Responsibility).

Emerson.

(NB: Given the intellectual rigor of Emerson's work, readings of the author's work will contribute to the CORE objectives of Critical Thinking, Personal Responsibility, and Social Responsibility).

Week Two

Realism lecture.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background. Furthermore, background on Realism will contribute to the CORE objective of Personal Responsibility and Social Responsibility).

Harte, "The Occurrence at Owl Creek Bridge."

(NB: This reading contributes to the CORE objective of Social Responsibility).

Melville, "Bartleby the Scrivener"

(NB: This reading contributes to the CORE objective of Social Responsibility and Personal Responsibility).

Week Three

Davis, "Life in the Iron Mills."

(NB: Discussion of this work by early American woman author contributes to CORE objectives of Social Responsibility and Personal Responsibility).

Introduce Naturalism.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background. Furthermore, background on Naturalism will contribute to the CORE objective of Personal Responsibility).

Week Four

London, "Call of the Wild."

(NB: Discussion upon this reading will contribute to the CORE objective of Personal Responsibility and Social Responsibility).

Crane, "The Red Badge of Courage" and "The Blue Hotel."

(NB: Discussion upon this reading will contribute to the CORE objective of Personal Responsibility and Social Responsibility).

Norris ("A Plea for Romantic Fiction") and assign essay one.

(NB: Discussion upon this reading will contribute to the CORE objective of Social Responsibility and Critical Thinking).

Week Five

Introduce New Woman/Protomodernism.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background. Furthermore, background on Protomodernism and the New Woman will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Glaspell, "Trifles."

(NB: Discussion will contribute to the CORE Objectives of Personal Responsibility and Social Responsibility).

Chopin, "The Story of an Hour," "The Storm."

(NB: Discussion will contribute to the CORE Objectives of Personal Responsibility and Social Responsibility).

Turn in essay one.

(NB: Written assignment will contribute to the CORE objectives of Critical Thinking and Communication).

Week Six

Wednesday, February 20: Gilman, "The Yellow Wall Paper."

(NB: Discussion of this work will contribute to the CORE objective of Personal Responsibility).

Monday, February 25: Midterm.

(NB: The Midterm examination will contribute to the CORE objectives of Critical Thinking and Communication).

Week Seven

Introduce Modernism.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background. Furthermore, background on Modernism will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Anderson, "Winesburg, Ohio."

(NB: Discussion of this work will contribute to the CORE objectives of Personal Responsibility and Social Responsibility).

Faulkner, "Barn Burning," "A Rose for Emily."

(NB: Discussion of this work will contribute to the CORE objectives of Personal Responsibility and Social Responsibility).

Week Eight

Cather, "The Neighbor Rosisky."

(NB: Discussion of this work will contribute to the CORE objectives of Personal Responsibility and Social Responsibility).

Introduce Harlem Renaissance.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background. Furthermore, background on the Harlem Renaissance will contribute to the CORE objectives of Social Responsibility, as it pertains to cultural concerns and civic responsibility).

Week Nine

Du Bois, Hughes, Hurston

(NB: Discussion of selections by these Harlem Renaissance authors will contribute to the CORE objectives of Personal Responsibility and Social Responsibility).

Week Ten

Imagism

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background.)

Williams.

(NB: Williams selections will contribute to the CORE objectives of Critical Thinking and Personal Responsibility).

The Beats.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background.)

Week Eleven

Ginsberg, "America," "Howl," "In a Supermarket in California."

(NB: Discussion of these works will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Salinger, "Catcher in the Rye."

(NB: Discussion of this work will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Week Twelve

Continue discussions on Salinger

(NB: CORE objectives remain as noted above).

Assign Essay 2.

Introduce Postmodernism.

(NB: Discussion on terminology and periodization will contribute to CORE objectives of Communication and Critical Thinking; when dealing with American literature of this period, meaningful dialogue is impeded without such a background.)

Week Thirteen

Cheever, all selections in the text

Barth, "Lost in the Funhouse."

(NB: These selections contribute to the CORE objectives of Critical Thinking (particularly having to do with innovation), Social Responsibility, and Personal Responsibility).

Essay 2 due.

(NB: The essay contributes to the CORE objectives of Critical Thinking and Communication).

Week Fourteen

Barthelme, "Guilty Parties," "Porcupines at the University," and "The Dead Father."

(NB: These selections contribute to the CORE objectives of Critical Thinking (particularly having to do with innovation), Social Responsibility, and Personal Responsibility).

Week Fifteen

Friday, May 3: Wrap up (i.e., as the calendar may run longer than anticipated, this week will be used to conclude discussions on any work not finished according to the presented timeline; furthermore, a review for Finals will be given).

Core Capstone Essay assignment will be due prior to the Finals Week to measure acquisition of CORE skills, as pertaining to the objective scheduled for the specific semester.

Finals Week

(NB: The final will contribute to meeting the CORE objectives on Critical Thinking and Communication Skills)