English 230.001  
Department of English  
American Literature 1865-Present  
Spring 2016  
T/Th: 12:30-1:45  
Ferguson 381

**Instructor:** Dr. Michael Martin  
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**Office Hours:**  
Monday: 10-12  
Tuesday: 11-12, 4:30-6  
Wednesday: 10-12  
Thursday: 11-12, 3:00-4:00  
Friday: By appointment

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“*So many people live within unhappy circumstances and yet will not take the initiative to change their situation because they are conditioned to a life of security, conformity, and conservatism, all of which may appear to give one peace of mind, but in reality nothing is more damaging to the adventurous spirit within a man than a secure future.***”  
Chris ‘Alexander Supertramp’ McCandless

(Bixby Bridge)

**Catalog Description:** Survey of major authors and literary movements/paradigms in American literature from 1865 to present. Prerequisite: six semester hours of freshman English.

**Course Description:** English 230 is a course focused on the critical study of how American culture (in its broadest sense and definition) is both captured and questioned by the major writers of our nation. When studying these authors and their works we will do so in both a field specific way (focusing on literary period, nuance, and terminology) and in a broader cultural manner (how such texts “contribute” to the construction questioning of a particular moment). And while we will locate each author and text in his/her historical moment, we must also recognize that, in a way, these texts continue to “speak” to our current world(s) and make us think about our current moment and our personal lives. Finally, we must remember that the greater purpose of Art is to engage the audience in a dialogue about all topics and since we are studying a national literature,
many of our discussions will ask us to debate the many different ideologies that make up America.

**Program Learning Outcomes and 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.
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 a 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.
3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays.
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.

**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.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**General Education Core Curriculum LiveText**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText
account, and you will be notified how to register your account through your SFA e-mail
account. If you have questions about LiveText or assessment call either Ext. 1267 or
1260 or email jstringifield@sfasu.edu or lking@sfasu.edu, respectively.

The chart below indicates the core objectives addressed by this course, the assignment(s)
that will be used to assess the objectives in this course and uploaded to LiveText this
semester, and the date the assignment(s) should be uploaded to LiveText. Not every
assignment will be collected for assessment every semester. Your instructor will notify
you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and</td>
<td>2nd Essay</td>
<td>TBA</td>
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<td></td>
<td>analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation</td>
<td>2nd Essay</td>
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<td></td>
<td>and expression of ideas though written, oral, and visual</td>
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<td>communication.</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and</td>
<td>2nd Essay</td>
<td>TBA</td>
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<td></td>
<td>consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic</td>
<td>2nd Essay</td>
<td>TBA</td>
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<td>responsibility, and the ability to engage effectively in regional,</td>
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<td>national, and global communities.</td>
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For the purpose of this course, every student will be required to turn in a paper copy of
his/her second essay to me AND then to turn in a digital copy to LiveText.

**Required Texts:**


**Course Requirements:**
--A Midterm and Final exam. Each exam will be worth 100 points.
--Two essays. Each will be worth 100 points. The second of these essays will count as
both a class essay and the Core Assessment Assignment (if required by the University).
--Reading quizzes. Quizzes will equal at least 100 total points. In other words, I will
add up the quizzes and they will equal the weight of an exam. At the end of the semester,
I will only keep your 10 highest quiz scores.
**The failure to complete any of the above assignments will result in the student
earning 0 points for that particular assignment.

Grade Criteria and Policy:
Overall, your grade will be based on a total of 500 points. To be fair to all students in the class, I have not weighted any one assignment or exam more than any other. 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.

Below, you will find a general grading standard; in other words, each definition will give you the “broad strokes” of what must be accomplished for one to earn an A, B, C, D, or F on any particular assignment. **One point to keep in mind is that the completion of the basic requirements for any assignment does not guarantee a high grade much less a passing grade.**

General 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.

Course Policies:

Attendance and Late Work:
While attendance may not be mandatory in all of your classes, I do hold to an attendance policy. As much of your success will depend on the deepening of your critical thinking and writing skills and we will work on these skills IN class, attendance is imperative. This being said, you will be allowed three absences without receiving any penalty (keep in mind that you will not be allowed to make up a missed quiz). However, if you miss 4 class meetings, your final grade may be no higher than a B; if you miss 5 class meetings your final grade may be no higher than a C; finally, if you miss 6 class periods, you will fail the course. Again, remember that while your final grade will not be directly penalized for any early absence, the fact that you will miss a quiz that cannot be made up or other assignment that cannot be made up will have an impact on your final grade. Also, if you miss a class, it is your responsibility to get the notes missed from a peer or come to see me during office hours. I will not “re-teach” an entire period to anyone through e-mail messages nor will I run through an entire lecture or presentation during office hours. I will gladly help to clarify and explore ideas, but I will not re-teach an entire period.

As for late work, I do my best to return all work in a prompt manner. In order to do so, I must have all assignments turned in on time. This being said, any assignment that is turned in late will be dropped one full letter grade for each day that it is late. Assignments will be turned in at the start of class. As you will know of due dates in advance, last minute emergencies are not acceptable excuses (e.g. broken printers).
The only absences that will count as excused absences will be DOCUMENTED family emergencies, university sanctioned events (this only includes sport/team events and will only count if I have documentation from the “coach”), and extreme medical issues. An excused absence does not include absences due to doctor appointments, personal illness (a cold, the flue, etc.), work, etc. In the case of any excused absence, you must remember that any work that is due that day is still due that day unless you have contacted me in advance and I have agreed to other arrangements.

*Academic Integrity (A-9.1):*
Academic integrity is a 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.

Stephen F. Austin State University defines academic dishonesty as:

**Definition of Academic Dishonesty**
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

In terms of this class, any student caught blatantly and purposely plagiarizing or cheating will automatically receive 0 points for the assignment. Furthermore, the incident may be reported.

*Free Speech and Class Conduct:*
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions. The purpose of these discussions will be to recognize that while many of the students in the class may be on the same level in terms of age or year, there are different abilities in the classroom and different ways to look at an issue or piece of writing. In other words, one can always learn from his/her peers. In order for this to happen, we must respect one another. Therefore, while I will encourage students to share different opinions and will not stop individuals from disagreeing with one another, I will not allow any student to engage in the use of sexist, racist, or homophobic speech. Also, I will not allow any student to simply try to roll over or silence his/her peers.

*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.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent.

**Withheld Grades:**
Ordinarily, 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.”
For the complete policy, http://www.sfasu.edu/policies/semester_grds.asp

**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 Room 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

**Writing Requirements and Resources**
During the semester, you will be expected to complete several assignments outside of class (see “Essays” below). These assignments must be typed, make use of 12-point Times New Roman font, be double-spaced, and have 1-inch margins on all sides. NOTE: If you are using the “new” version of word, you will need to change the default for both margins and font. If you choose to include ANY outside resources, these resources **must be recognized through in-text citation and the inclusion of a works cited page.** All in-text citations and the Works Cited page must be done in MLA format. In the left hand corner of the first page ONLY there should be a header that includes your name, my name, the date, and the class.

Finally, each of your essays should be viewed as academic writing. As such, it should be
written in the academic voice (avoid the use of the first person unless instructed otherwise, avoid contractions, colloquialisms, text speak, etc.), be clean of stigmatized errors, display a clear thesis/supporting paragraphs/conclusion, and recognize all sources. Essays that do not comply with such standards will be graded accordingly.

**AARC:**
The Academic Assistance and Resource Center located in Steen Library offers students tutoring help for writing classes. Students can set up appointments with writing tutors or use the on-line writing lab. It is important for you to be aware of the fact that the tutors at the Writing Center are not there to act as final editors or to proof read your paper. Instead, they are there to help you with the entire writing process. For more information on the AARC, either go to the first floor of the library and take a tour or you can look up information at the following web address: [http://libweb.sfasu.edu/proser/aarc/](http://libweb.sfasu.edu/proser/aarc/).

**Course Assignments:**

**Exams:**
During the semester, you will have two exams. One exam will be given at the midterm and one exam will be given on the designated date for the final exam. Each exam will test you on literary and paradigmatic terminology, author biography and literary works, and the ability to interconnect concepts discussed in class with literary works and culture. Each exam will consist of three sections. The first section will be True/False, fill in the blank, multiple choice, short answer questions. The second section will be passage identification/short answer. The third section will consist of a single, essay question requiring a developed answer.

**Essays:**
During the course of the semester, you will complete two essays. Each essay will be a minimum of three full pages in length. The first essay will focus on “cross-textual” analysis and interpretation. The second essay will ask you to critically and yet personally “interact” with a specific text that we have studied through the semester. This second essay will also count as the Core Assessment Assignment. During the semester, you will be provided with a handout that describes the specific requirements and goals of each paper.

**Quizzes:**
Throughout the semester, I will give reading quizzes. The body of these quizzes will test each student on whether or not s/he read the assignment for the day or ask questions about previous lectures. The quizzes will not demand interpretive answers. We will take more than ten quizzes during the semester, but at the end of the semester, only the ten highest quiz grades will count towards your final grade.
**The homework on each day is what you must read for the next class period. Please remember that there will be reading quizzes. These quizzes are unannounced and may happen every class period. We must have at least ten quizzes. Also, while you can be quizzed over all the reading for each period, we may not cover every poem for every period. At times, we may cover only 2 or so poems out of a series of 5 or spend more time on one story and move through the other at a quicker pace. The purpose of the class period is to work on our interpretive and analytical skills. You will display your improvement of these skills on exams, where you may be asked to work through a particular poem or story that we did not cover in class, but that you read for class. In other words, it is important for you to read the entire assignment for each period.

Tuesday, January 19th: Class introduction.
Homework: Read Twain (101-105)

Thursday, January 21st: Realism and Twain
Homework: Read Bret Harte and William Dean Howells (298-317)

Tuesday, January 26th: Harte and Howells
Homework: Read Melville handout.

Thursday, January 28th: Melville
Homework: Catch up.

Tuesday, February 2nd: Introduce essay. Film.
Homework: Begin to work on Essay one.

Thursday, February 4th: Film
Homework: Complete Essay One. Read Norris (559-561) and story “His Sister” (handout).

Homework: Read Stephen Crane (584-600)

Thursday, February 11th: Crane
Homework: Read Jack London (628-639)

Tuesday, February 16th: London
Homework: Read Chopin (425-427)

Homework: Read Chopin (434-437) and Gilman (485-498)

Tuesday, February 23rd: Chopin and Glaspell
Homework: Read Glaspell (743-753)
Thursday, February 25th: Glaspell. Midterm discussion.
Homework: Study for Midterm.

Tuesday March 1st: Midterm

Thursday, March 3rd: Midterm
Homework: Read Sherwood Anderson (755-758)

Tuesday, March 8th: Modernism. Anderson.
Homework: Read William Faulkner (998-1004)

Thursday, March 10th: Faulkner
Homework: Read John Steinbeck 1046-1056)
Tuesday, March 15th: Spring Break

Thursday, March 17th: Spring Break

Tuesday, March 22nd: Steinbeck
Homework: Read Claude McKay (926-928) and Langston Hughes 1038-1040 and 1043 “Democracy”)

Thursday, March 24th: Easter Holiday

Tuesday, March 29th: Harlem Ren. Hughes/McKay Poems.
Homework: Read Zora Neale Hurston (943-951)

Thursday, March 31st: Hurston
Homework: Read Richard Wright (1061-1071)

Tuesday, April 5th: Wright
Homework: Read Ezra Pound (788-790) and Amy Lowell (710-714)

Thursday, April 7th: Imagism and Pound/Lowell. Assign Essay Two.
Homework: Read William Carlos Williams (779, 784-785) and Allen Ginsberg handout.

Tuesday, April 12th: Williams and Ginsberg.
Homework: Read ahead.

Thursday, April 14th: Postmodernism.
Homework: Read John Cheever (1179-1186) and Barthelme handout.

Tuesday, April 19th: Cheever and Barthelme. Turn in Essay Two.
Homework: Read John Barth story found on the web. Print it out so that you can read and have it in class.
Thursday, April 21st: Barth.
Homework: Read Krakauer Chapters 1-9

Tuesday, April 26th: Into the Wild
Homework: Complete Krakauer

Thursday, April 28th: Into the Wild
Homework: Read handout.

Tuesday, May 3rd: Into the Wild.
Homework: None.

Thursday, May 5th: Class close. Final Exam discussion.