**ENGL 2328**

**American Literature II**

**Instructor Information**

**Donny Wankan**

**Email:** **dwankan@dickinsonisd.org** **Telephone:** 281-229-6476

**Office Hours and Location:** N111**,** Monday and Tuesday 2:45-3:30pm

I will also be available during 7th period, every day except Tuesday, for any student without a 7th period class.

**Course Information**

**Required Textbook:**

*The Norton Anthology of American Literature, 1865 to the Present,* Eighth Edition(Volumes C, D, and E)

*Textbook Purchasing Statement***:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**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.

*Prerequisite*: ENGL 1301 with a grade of “C” or better.

## Student Learner Outcomes

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.

Please note that these learning outcomes are state mandated.

**General Education Core Objectives:** Students successfully completing this course will demonstrate competency in the following Core Objectives:

* Critical Thinking Skills
* Communication Skills
* Social Responsibility
* Personal Responsibility

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| **Outcome** | **Core Objective** | **Assessed By** |
| 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.  | Social Responsibility (SR) | Midterm Written Exam  |
| 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.  | Personal Responsibility (PR) | Critical Essay  |
| 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.  | Critical Thinking (CT) | Midterm written exam |
| 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.  | Critical Thinking (CT)and Communication Skills (CS1) | Critical Essay  |
| 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.  | Critical Thinking (CT)and Communication Skills (CS1) | Critical Essay  |

**Course Policies and Guidelines**

**Attendance Policy:** Attendance and punctuality are both requirements of the course. Therefore, absence and tardiness will be penalized. I understand that sickness and emergencies occur, so I will allow four absences. On the fifth absence, the student's score will be lowered by ten percentage points. On the sixth absence, the student will be dropped from the class, or given a failing grade if the final drop date has passed.

**Tardiness Policy:** Tardies will be treated similarly. On the fourth tardy, the student's grade will be lowered by two percentage points. For each subsequent tardy, another two percentage points will be removed, until the tenth tardy, at which point the student will be dropped from the course, or given a failing grade if the final drop date has passed. A student more than fifteen minutes late will be considered absent.

**Late/make-up policy:** I do not accept late work as a general rule, but in the event of a documented, serious personal event or problem, I will work with students. These should be rare and do not include work in other classes, ordinary life situations (fight with or break up from girlfriend or boyfriend, for instance), extra-curricular commitments, etc. I expect students to find a way to work around such normal responsibilities and issues and get work to me through Google Classroom or via other students if they cannot attend class on a due date.

**Professionalism.** A student’s professionalism or participation grade is based on attendance and contribution to class discussions, group work, completion of minor assignments, and related activities. Participation points may be deducted for missing class, disruptive or inappropriate behavior, or not completing reading or in-class assignments. A student will be awarded a final professionalism grade reflecting his or her overall attendance and participation as evaluated by the instructor (see rubric in this syllabus). Students engaged in disruptive or unprofessional behavior may also be asked to leave the class or referred to the appropriate student supervisors.

I do not penalize students for being shy or introverted. Quality of participation is valued more highly than quantity. If you are a naturally quiet person, I will most likely recognize this, and I will expect you to contribute as much as you can to discussions and contribute to group work in other ways. For all students, attentiveness and listening (to me and others) are also considered forms of quality participation.

**Policy on cell phones and laptops.** Please be courteous to others and put away all devices at the beginning of class. Students may use a laptop to take notes or use phones to look up relevant information during discussions, but shopping, watching cat videos on Youtube, wandering through social media, etc. are not appropriate behaviors during class, and students who do so will lose points on the professionalism score. During tests or quizzes, electronic devices are not allowed.

**Assignment standards.** All work submitted for evaluation in this class should have a minimum of mechanical and grammatical errors, result from the student’s own work, and show mature and serious attention to the assignment. Assignments should be formatted according to MLA guidelines unless otherwise specified

The instructor reserves the right to make subjective decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student’s overall mastery of the material and improvement over the course of the semester.

**Syllabus changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. You will be duly notified of any such changes in advance.

**Concerns/Questions about Class:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact D. Brian Anderson at 409-933-8186.

After reviewing this syllabus and its policies and continuing with this class, it is understood that you agree to follow the rules and standards by remaining in the course.

**COM Policies**

**Withdrawals:** Students are not permitted a set number of absences. Although I reserve the right to drop a student, at my discretion, who has stopped attending, students retain ultimate responsibility for withdrawing themselves if they need to do so for any reason. Students should also be aware that they may receive an “F” in the class for failure to attend or complete assignments. After the official drop date (November 29), a “W” will not be given as a grade for any reason, and “I” grades will only be considered in rare, emergency situations beyond the student’s control (and only when a student has otherwise successfully completed most of the work for the course). If you have any questions about your grade or ability to complete the course, please contact me before making the decision to drop. If you have questions about the state’s “six-drop policy” or your status with regard to that policy, please see your advisor.

**ADA:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

**Early Warning Program:** The Counseling Center at College of the Mainland has implemented an Early Warning Program. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Warning Program you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Classroom Conduct Policy:** College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Any breaches of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class or from campus.

In addition to explicitly stated policies, the instructor expects that students will observe rules of common courtesy and will conduct themselves in a way that is befitting of college students and conducive to creating a serious and professional learning environment.

In addition, conduct is considered part of your professionalism grade (see policy and rubric).

**Academic Dishonesty:**  Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams -- is an extremely serious offense and will result in a grade of zero on that exam or assignment, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

**Plagiarism:** Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes (but is not limited to) paraphrasing someone else’s words or ideas without giving proper citation, copying directly from a website or other source into your paper with proper citation, or using someone else’s words without quotation marks. Any assignment containing any plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action and remediation.

**Other Information**

**Success Tips for Students**:

• Attend all class meetings and take responsibility for learning.

• Be aware of deadlines and responsibilities.

• Complete all course readings in a timely manner.

• Read directions carefully for details about each assignment’s requirements.

**Benefits of Taking This Course:**

By reading and understanding literature on a deeper level, students will further develop critical-thinking and analytical skills necessary for success in life. This class will also help students sharpen skills in writing, a work skill that has been proven to be important in both getting hired and being promoted. In general, studying literature and the liberal arts also helps us to lead richer, more meaningful, and more ethical lives.

**Student Rights and Responsibilities:** Students taking this class have rights, but also responsibilities. One student right is the expectation that this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no assignment will be added without proper notification and advance warning. I will endeavor to make sure changes are minimally disruptive and not overwhelming. Student responsibilities include being self-motivated, completing assignments on time, and asking questions as needed.

**Determination of Grade**

**Course Assignments and Grading/Methods of Evaluation**

Class/Online Discussion 15%

Midterm 20%

Professionalism 10%

Research Project 20%

Quizzes/Reading Responses 15%

Final Exam 20%

## Grading scale: A—90-100% B— 80-89% C—70-79% D—60-69 pts.; F—59% and below.

**Notes:** There may be some adjustment of point distributions, values, or weights as needed to correct for errors or changes in assignments/schedules.

**Course Requirements/Major Assignments**

Besides the major assignments listed below, class activities and teaching tools may include discussion, group work, presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

## Class and Online Discussion

Students will be expected to respond to the assigned readings and questions posed in class or posted online. The discussion grade will include an expectation of original thinking (ideas taken from online summaries or analyses will not count). Students will also be expected to respond to other’s comments and ideas. For online discussions, inappropriate comments or responses will be removed and will not be credited.

**Research Projects**

For the critical research essay assignment, students will complete a longer analytical literary paper focused on a work or author read this semester (possible topics will be distributed with the assignment), supported by appropriate academic research. Papers should be formatted according to MLA guidelines and should include a Works Cited list of resources and research used. This grade will

You will receive separate instructions and additional guidance for these assignments. A grading rubric will also be distributed.

**Reading Quizzes and Group Assignments**

Students will write responses to the readings in and out of class, and occasionally quizzes will be given to ensure the reading has been completed.

**Midterm/Final Exam**

The midterm and final exam will both consist of essay-type questions based on (but not exactly like) class discussion questions. You may use your class notes and texts while writing these in-class essays.

**Course Outline**

**Class Schedule and Reading Assignments**

(Schedule and reading assignments subject to change at instructor’s discretion; additional readings will likely be assigned. Any changes will be reasonable and fair.)

**Note:** As indicated by the course description, this is a reading-intensive course. Focus will be on reading and analyzing the texts, and your completion of the reading assignments is critical for the success of the class and for your individual success. **You should read the assignment for each date before coming to class on that date.**

No readings are optional. Use the table of contents and index to find the pieces. Don’t just skip it if you can’t find it. **The author introductions are a required part of the reading assignments.**

Week 1

Course Introduction

Literary Analysis Overview

Week 2

Pre-Civil War American Literature Overview

American History, Movements, and Periods Research

Week 3

Walt Whitman, “Song of Myself” 1-6

Emily Dickinson, Poems 39, 112, 124, 202, 207, 225, and 320

Mark Twain, *Adventures of Huckleberry Finn*, chapters 1-8

Commentary from Julius Lester, David L. Smith, and Toni Morrison

Week 4

Sarah Winnemucca, from *Life Among the Piutes*

Su Sin Far, “Mrs. Spring Fragrance”

Kate Chopin, “Story of an Hour” and “The Storm”

Charlotte Perkins Gilman, “The Yellow Wallpaper”

Week 5

W.E.B. DuBois from *The Souls of Black Folk*

Paul Laurence Dunbar, “An Ante Bellum Sermon,” “We Wear the Mask,” “Sympathy,” and “Frederick Douglas”

Week 6

Andrew Carnegie, from *The Gospel of Wealth*

Horace Kallen, from *Democracy Versus the Melting Pot*

Edgar Lee Masters, all poems

Edward Arlington Robinson, all poems

Week 7

Willa Cather, *My Antonia*, Book I

Midterm

Week 8

Modernist Manifestos

Wallace Stevens, “Thirteen Ways of Looking at a Blackbird,” and “The Snow Man”

T.S. Eliot “The Love Song of J. Alfred Prufrock”

William Carlos Williams, “”The Widow’s Lament in Springtime,” “The Red Wheelbarrow,” and “The Dance”

Week 9

Susan Glaspell, *Trifles*

Gertrude Stein, entire section

Week 10

Research Projects

William Faulkner, “Barn Burning”

Ernest Hemingway, “Hills Like White Elephants”

Theodore Roethke, “Root Cellar”

Elizabeth Bishop, “The Fish”

Week 11

Research Projects

John Berryman, “Life, Friends is Boring”

Ursula K. Le Guin, “Schroedinger’s Cat”

Philip K. Dick, “Precious Artifact”

Week 12

Research Projects

Jack Kerouac, Chapter 1 from *On the Road*

Alan Ginsberg, “A Supermarket in California”

Philip Levine, “Animals are Passing from Our Lives”

John Ashbury, “Self Portrait in a Convex Mirror”

Week 13
Research Projects

Audre Lorde, “The Woman Thing”

Lucille Clifton, “Homage to my Hips,” “Wishes for Sons”

Art Spiegelman from *Maus*

Week 14

Research Projects

Drafting, Peer Critiques

Week 15

Research Projects Due

Week 16

Final Exam

***Professionalism/Participation Rubric***

The following grade ranges and criteria represent guidelines designed to be helpful in maximizing your grade; assessing participation is still a judgment by the instructor based on overall performance over the course of the semester.

Ways to boost participation scores include volunteering to read aloud, contributing to class discussions, and demonstrating preparedness and attentiveness each class period.

Even if a student’s performance for participation otherwise falls within a certain category, points may also be deducted for disruptive/disrespectful activities in class.

**100** – Perfect or near-perfect attendance and exemplary contributions to class (including participating in discussions and group work, keeping up with readings, not missing deadlines, etc.). A quiet student can still earn a 100 by participating in other ways (being attentive and respectful, being industrious in work habits, and helping others). Earning a 100-level participation is indicative of being a class leader.

**95** – Perfect or near-perfect attendance (no more than a couple of classes missed) with full attentiveness and other qualities approaching 100-level participation.

**90** – No more than one or two classes missed, with participation otherwise approaching that of a 100-level student.

**85** – Student participates in a strong way when present but has missed more than a couple of times or is frequently tardy.

**80** – Perfect or near-perfect attendance with occasional participation. A student at this level is usually in class and seems relatively engaged most of the time. He or she is not disruptive in any way.

**70-75** Student may be engaged and participates at times, but participation is marred by frequent late arrivals, absences, or *occasional* disruptive behavior like texting in class.

**60-70**--Student is engaged pretty strongly when present but has been absent more than a few times.

**50-75 --** Student is usually in class and may sometimes participate but is *often* disengaged from class activity (as demonstrated by lack of attentiveness, texting, or working on other things in class). Or student is frequently absent and only participates occasionally when in class.

**60 and below**--Student is frequently absent or mostly disengaged from class. Student is often absent or often late. Or, student may be present but shows willful disregard for goals of class and refuses to take responsibility for academic success. Specific student grade will depend on number of absences and other subjective criteria.