This course is a survey of major authors and literary movements / paradigms in American literature from its beginnings to 1865. In this course, we will focus on the concepts and texts shaping the American literary canon and identity. You will read journals, poems, novellas, romances, sermons, political and religious essays. We’ll work our way through how our authors strive to answer some basic questions about nation, spirit, race, gender, and identity. We’ll examine biographical and historical information to help frame the personal, regional, and national conflicts that inform and frame the works we read. During the semester, I would like you to keep three questions in mind, as they will help shape our readings and discussions:

1. How are knowledge and identity constructed by the narrator or characters in the text?
2. What cultural, societal, political, and/or economic needs does the text meet or attempt to fulfill?
3. How does the text conform or challenge the idea of an "American" identity or the idea of "America/United States of America"?

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in ENG 229 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills (Written) requirement. You will see this course on your D2L list.

At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.

When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Communication Skills-Written.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment at (936) 468-1130.
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 the D2L Communication Skills-Written dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills-Written dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills-Written dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Literary Analysis</td>
<td>Dec. 6, 2018</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>N/A Not being assessed</td>
<td>N/A Not being assessed</td>
</tr>
</tbody>
</table>

**Course Objectives**
- Recognize and understand some of the major works in American literature during the period covered, and demonstrate your recognition and understanding
- Show your understanding of some of the major literary movements and genres of the period and your appreciation of their aesthetic and stylistic qualities
- Place major works in the context of American literary, historical, social and intellectual discourse
- Conduct literary research and write clear correct responses to literary material using standard format and documentation

**Student Learning Outcomes**
- 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.
- 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.
• 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.
• Respond to literature with facility, addressing 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.

**English Program Learning Outcomes**

English majors and minors are required to take two courses of sophomore-level literature in which the student will:

• Demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
• 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).
• Demonstrate knowledge of literary history in regard to particular periods of world 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).
• Demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).
• Demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

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**REQUIRED TEXTS AND MATERIALS**

- Something to write on and with for quizzes, notes, etc.
- Additional readings may be assigned and provided via D2L
- Access to a computer/laptop and some method of saving and backing up work (Dropbox.com, Google Docs, One Drive, a flash drive, etc.)
- **Recommended:** Any writing handbook

Bring the correct textbooks, readings, materials, etc. to every class, along with paper and writing implements. As this is a literature class, expect to do a significant amount of reading and writing.
POLICIES AND PROCEDURES

Attendance

Class attendance is required. You are allowed four absences with no penalty. Missing more than four classes can result in your final grade being dropped ten points for every day that you are absent. For example, if your GPA for the class is 86, and you miss six classes without documented excuses, your final grade will be reduced by 20 points to a 66. **If you miss more than three weeks of class, you automatically fail the course.**

Note that excused absences require official documentation. See university policy on guidelines for excused absences.

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. Continued lateness will start to count as absences.

Being absent is not an excuse for missed information or assignments. You should either contact a classmate or come to office hours to find out what you missed. In case of emergencies or extenuating circumstances, please contact me within 24 hours via email.

Participation

Bring your assigned reading, paper, and a writing utensil to class every day. You should take notes as you read and write out questions about your reading for use in class. Mark up your books. Reread when necessary. You should also take notes in class during lecture and class discussion.

Please be prepared to talk about the texts on the days we discuss them in class. If you do not understand the readings, feel free to ask questions about what they mean. Try to talk at least once a discussion. I also expect you will listen to your classmates when they are discussing aspects of the texts we read.

This also means no rude behavior in class: no text messaging, no note passing, no Facebook/Tweeting/Snapchatting/etc. Seriously. If it becomes a problem, I may ask you to leave class or simply mark you absent for the day.

NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

Office Hours

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific readings or assignments. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, please make an appointment.

If you find yourself struggling in the course for any reason, please contact me as soon as possible. I am happy to work with and help you, but you have to contact me.
**Late Work**

Students are allowed one free extension each semester. You may extend any one due date one week (the exception is the final paper). To use your extension, simply email me BEFORE the assignment is due. If you cannot submit an assignment on the day it is due, you may submit it early.

I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence.

Technology problems are NOT an excuse for late or incomplete work. Backup your work in multiple places.

**Desire2Learn (D2L) Website**

We have a course website we’ll use for various activities throughout the course. Some required course readings will be there, as well as assignment sheets. All essays should be submitted here. Your grades will also be recorded here. It is your responsibility to keep up with your grades and progress in the course.

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**GRADING & ASSIGNMENTS**

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes and In-Class Writings</td>
<td>20%</td>
</tr>
<tr>
<td>Literary Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Leading Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Threaded Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You will receive a detailed assignment sheet and rubric for major assignments.

**Submission Guidelines**

- Electronic via D2L
- Name your file: LastNameFirstName_AssignmentTitle
- Due BEFORE class begins on due date (unless otherwise noted)
- Double-spaced
- 12 pt.
- Times New Roman
- MLA Format, including citations and heading

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**Reading Quizzes/In-Class Writing**

Many days, we will begin class with a reading quiz or a writing activity. These are designed to keep you on track with your reading and to generate ideas for class discussion. If you have read the material, they will be easy. If you have not read, they will let me know and will reflect on your grade accordingly.

**Literary Analysis**

You will write an analysis over one or several texts of your choosing from the course schedule. Your goal will be to present a cohesive argument about the text, time period, etc. that is supported by primary evidence from the literary text. You will receive a detailed assignment sheet for this. Everyone will have the opportunity to revise this analysis.
**Discussion Leading Questions**

Once during the semester, you will prepare five discussion questions for the day’s reading. You will sign up for days during the first week of class. You will receive a detailed assignment sheet for this.

**Threaded Discussions**

Over the course of the semester, you will participate in three (5% each) threaded discussions. For each threaded discussion, you will be asked to respond to a prompt and then to respond to at least one peer. Follow the instructions in the threaded discussion. You will be graded on your ability to follow the directions, answer the prompt, engage with the text, think critically, and support your claims with textual evidence. See the general letter grade guidelines.

**Exams**

In order to do well on the tests in this course, you will have to have read and done your best to understand the material. Our discussions in class will also be sources for exam questions, so it is best to come to class, participate, and take good notes.

Tests may include multiple choice, short-answer, identification and essay components. Tests are comprehensive.

We will review for all exams, and go over the format in more detail at that time.

**Extra Credit**

There will be several extra credit opportunities throughout the semester. These include attending events and writing a reflection and small writing tasks. These opportunities will be announced in class and posted on D2L.

**General Letter Grade Guidelines**

**A** – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only small grammatical issues.

**B** – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

**C** – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

**D** – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

**F** – Below 60% - The student did not do the work assigned. See me as soon as possible.
NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

**Disability Policy**

Please contact me if you are having any difficulties with the material due to a documented disability. I’m more than willing to accommodate you in a reasonable manner to help you succeed in this course.

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, and 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/](http://www.sfasu.edu/disabilityservices/).

**Academic Misconduct/Plagiarism**

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called **PLAGIARISM**, which means using without credit the ideas or expressions of another. Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it may include notification of the Dean's office.

Here's the university's official statement on Academic Integrity:

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.

**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. Read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)