AMERICAN LIT FROM 1865
ENGLISH 230
FALL 2019, TR
003: 9:30-10:45 FERG 292
002: 12:30-1:45 FERG 271

Dr. Meta Henty
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Office hours:
MWF 10-11, TR 11-12
& by appointment
in LAN 245

COURSE DESCRIPTION & OUTCOMES

This course is a survey of major authors and literary movements / paradigms in American literature from 1865 to the present.

In this course, students will read canonical American authors and discuss the notion of a canon and who makes the canon. Students will also read potentially less well-known, but still important, works from minority and women writers.

One core question guiding the class will be “How has literature shaped American culture and the American identity?”

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.

**Credit Hour Justification**

ENGL 2328 “American Literature from 1865” (3 Credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete a generous amount of weekly reading of mainly primary source material. The weekly reading may be accompanied by such assignments as reading quizzes and in-class and out-of-class writings. The amount of writing will average between 8-12 pages over the semester and may require research. The required outside of class workload will average 6 hours per week.

**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. Poor attendance will hurt your participation and quiz grades. If you miss more than four weeks of class, you automatically fail the course.

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.

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
Because of the nature of the course, there are few set due dates that would enable a student to have “late” work. However, there will be a 10 point deduction for each class period an assignment is late.

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.

Grading & Assignments

Grade Breakdown

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation/Discussion</td>
<td>10%</td>
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<tr>
<td>Reading Quizzes and In-Class Writings</td>
<td>10%</td>
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<tr>
<td>Response/Analysis Papers (2 @ 15% each)</td>
<td>30%</td>
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<tr>
<td>1865-1914 Exam</td>
<td>15%</td>
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<tr>
<td>1914-1945 Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<td><strong>Total</strong></td>
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You will receive a detailed assignment sheet and rubric for major assignments.

**Participation/Discussion**

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. You should also take notes in class during lecture and class discussion.

The participation/discussion grade also includes 5 discussion questions that you must create and bring for a specific day’s reading (you will sign up early in the semester).

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 week. I also expect you will listen to your classmates when they are discussing aspects of the texts we read. If you are particularly shy about speaking in class, please let me know, and we will work something out.

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, it will hurt your participation grade, and I may ask you to leave class.

**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 carefully, they will be easy. If you have not read, they will let me know and will reflect on your grade accordingly.

**Response/Analysis Papers**

Over the course of the semester, you will respond to two different texts in the form of 850-1200 word (3-4 pages) response papers. You will choose which readings to respond to and may write about multiple readings for a single day or just one reading (if there is more than one reading for the day). The response papers are NOT summaries and will be graded based on your engagement with the text and willingness to delve deeply into complex issues. Your analysis should have a main thesis and be backed up by textual support. At least one response must be completed during the first half of the semester, and each response paper must be handed in as a hard copy at the beginning of the class period for which the readings are being discussed. You should also upload an electronic version of the document to the appropriate dropbox on the course website. You will receive a detailed assignment sheet for this.

**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.

**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. The first two exams are NOT comprehensive, but the final exam is.

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

**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