English 2328.001  
Department of English  
American Literature from 1865  
Fall, 2020  
M/W/F: 10-1050  
Ferguson 183

Instructor: Dr. Michael Martin  
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Office Hours:  
I will be in my office during these hours, but can also meet you via ZOOM  
at these times as long as the ZOOM meeting is scheduled.  
Monday: 830-930, 3-430  
Tuesday: 830-1030, 2-3  
Wednesday: 830-930  
Thursday: 830-1030, 2-3  
Or by scheduled appointment

“‘You are destroying yourself’, he [Wing Biddlebaum] cried. ‘You have the inclination to be alone and to  
dream and you are afraid of dreams. You want to be  
like others in town here. You hear them talk and you try  
to imitate them.’ . . . ‘You must try to forget all you  
have learned,’ said the old man. ‘You must begin to  
dream. From this time on you must shut your ears to the  
roaring of the voices.’”

--Sherwood Anderson, “Hands”

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 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.
**Delivery Format:** This class has been designed to be delivered in what SFASU calls a hybrid format. The two modalities that will be employed will be face-to-face meetings with live-stream sessions. The live stream (ZOOM) sessions will be synchronous (happening at the same time) as the face-to-face meetings. So, what does this mean? Due to social distancing guidelines, our room capacity has been set at 11 individuals (this is ten students plus the instructor). Therefore our class has been broken into two groups—A and B. I have simply divided the class in half. Each group will be in the classroom on alternating days. On those days that you are not in the classroom, you will synchronously attend via ZOOM.

As we move towards the start of the semester and more information is provided about the number of students allowed in a classroom and class enrollments begin to steady, this may change. For example, our enrollment is on the brink of being able to all be in the class on the same day.

**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 and questioning of a particular moment). And, while we will locate each author and text in his/her historical moment, we will 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 an array of topics; in our case, since we will be studying a national literature, many of our discussions will interrogate changing American ideologies.

**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.

**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.
--Reading quizzes. Quizzes will equal at least 100 total points. Individually, each quiz will be worth ten points. At the end of the semester, I will keep your ten highest quizzes.

**The failure to complete any of the above assignments will result in the student earning 0 points for that particular exam, essay, or quiz.**

**Grade Criteria:**

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 fulfills 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 fulfills 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 fulfills 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 display 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 may not fulfill 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 (a) not have completed the assignment, (b) will have completed the assignment but not followed the guidelines, or (c) will have completed the assignment and demonstrated a total 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 (in terms of page length, but not purpose), s/he may receive 0 points.

**Course Policies and Procedures:**
Attendance and Late Work:
I have found, and studies have shown, that students who attend class and are regular participants in activities will show improvement in the areas of critical thinking and writing and thus are more likely to earn better grades. As such, I do hold to an attendance policy. This being said, you will be allowed four absences without penalty. An absence will be counted on any day that you are not in class (for those days that your group is to be in attendance in the classroom) or that you do not attend via ZOOM (for those days that your group is to attend the session via ZOOM). For those days that you are to attend via ZOOM, those are synchronous meeting times; in other words, you will be in your ZOOM session from 10-1050—class sessions will not be recorded for you to attend at later times. I will take attendance at the start of every class period by taking roll in class and checking the classroom monitor to see that everyone else has logged in. If you do miss a class meeting, you will not be allowed to make up any work done during that day (for example any quiz or in-class writing).

However, if you miss more than four class meetings, your final grade may be impacted in the following manner: if you miss 5 class meetings, your final grade may be no higher than a B; if you miss 6 class periods, your final grade may be no higher than a C; if you miss 7 class periods, your final grade may be no higher than a D; finally, if you miss 8 class periods, you may 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 to meet with 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 5 points for each day that it is late. Assignments will be turned in at the start of class. An assignment will be considered late if it is turned in more than 15 minutes after class has begun. As you will know of due dates in advance, I will not accept such excuses as my printer broke, the library printer did not work, something happened to my computer, etc. Plan ahead!

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”), extreme medical issues, and (for your ZOOM days) lost internet connections due to inclement weather. An excused absence does not include absences due to doctor appointments, personal illness (a cold, the flu, etc.), work, etc., but will include absences due to COVID. 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
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 paper that displays plagiarism will automatically receive 0 points. Furthermore, the incident may be reported.

Class Debate and Discussion:
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions and writings. The purpose of such work will be to recognize that while many of the students in the class may be similar in terms of age or year, there are different academic 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 or any threatening action. Also, I will not allow any student to simply try to roll over or silence his/her peers.

Of course as there will always be a group attending class via ZOOM, it will be difficult for those attending remotely to participate as fully in class discussion/conversation. Since there is always a delay in ZOOM and we only have 50 minutes (minus the quiz time) to work through a class session, I will ask that direct class discussion be limited to those in physical attendance. I will open the chat function in the ZOOM session and will occasionally be able to check the chat for questions. Furthermore, for those who are not in physical attendance but attending via ZOOM, I will open a discussion forum in D2L where you can go and share your thoughts. Should you post thoughts in the discussion forum, I will respond to your points. Furthermore, I encourage your peers to at least read and, if they wish, respond to your points. This will allow for those not in physical attendance to still have room to participate in discussion.

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, Article II: B-6). 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 penalties.
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. Furthermore, class will begin on time each day and run the entire period. It is your responsibility to arrive on time (if you are late and we are taking a quiz, you will not be given extra time) and to remain engaged until class has been completed.

At this time, the university has also put into place certain COVID based requirements. For example, students are required to wear a face covering in particular areas. For our specific case, students are required to wear a face covering in classrooms and in academic buildings. This requirement can be found at http://www.sfasu.edu/fall2020. Should you come to class without a face covering, I will ask you to put one on. Should you not have a face covering with you, you will be asked to leave the class and be counted as absent. As I know that it is new for us to have to carry a face mask, I will make the following caveat. The first time that a student comes to class without a face mask/she will be asked to leave but will be allowed to attend the session via ZOOM and not be counted as absent. However, each student will only have this opportunity once. Any time after that a student comes to class without a facemask, s/he will be asked to leave and counted as absent. If a student refuses to leave due to a failure to have a face covering, this will be considered “unacceptable student behavior” and University Police will be contacted.

Finally, as stipulated by the university

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Zoom Procedures

As has been made clear, we will not all be allowed to be in the classroom at the same time. In an effort to provide you with a safe classroom, the university has stipulated that classrooms can only a certain number of students while allowing for social distancing guidelines. Therefore, the class will be broken into two groups, Group A and Group B (each group will have up to 10 students). As you can see from the course calendar, each group will be designated to meet in the classroom on alternating days. On those days when your group is not slated to meet in the classroom, you are still REQUIRED to attend the class, but you will do so via ZOOM (if you do not do so, you will be counted absent).

When attending class via ZOOM, the following expectations are to be met:
1) The class will start at 10 AM. So, that means you should be logging into ZOOM by about 9:55, as it takes some time to get in. If you have another class from 9-9:50 and thus may need some time getting back to your room and logging in, please let me know.

2) You will need to stay in the ZOOM session until I dismiss the whole class.

3) I will automatically have your microphone silenced when you enter the ZOOM session. Please keep it silenced. As for how we will run class conversation, see the above policy on “Free Speech and Class Conduct.”

4) At the start of class, you must have your camera on so that I can see your face and see that it is you who has logged in. After that, I would like you to keep your camera on during class. While I understand the tendency to turn off our cameras, I have found that when one literally knows that no one else can see or hear him/her, the tendency to stay focused is lost. In a class such as this, focus is a very important aspect of critical thinking which then leads to critical speaking and writing. Should you not have a camera on your device or have a specific reason for not wanting your camera to remain on, please speak with me and we will see what we can work out.

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 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, when necessary. During the semester, you will be provided with a handout that describes the specific requirements and goals of each paper.

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. 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.

Any student that commits plagiarism in any manner may receive an F for the assignment. For more information, see the section on “Academic Dishonesty” earlier in this document.

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/.

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.

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 lectures from the previous class period(s). The quizzes will typically 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. You will not be allowed to make up quizzes or take them late. Quizzes will be given during the first 10-12 minutes of class; should you be late to class, you will only have the amount of time left from when we started; should you not attend class or be so late that I have already collected the quizzes, you WILL NOT be allowed to take the quiz at a later time.