



Welcome to English 2328: American Literature II!

CRN: 13247

Credit: 3 SCH

Regular Term | Lecture Required

Spring 2017 | 16 Weeks | 1.17.17-5.14.17

Katy Campus, RM. 115a

Tuesdays & Thursdays, 9:30 – 11:00 a.m.

Instructor Information

Name: Jennifer R. Vacca

Phone: 713.718.5787

Email: jennifer.vacca@hccs.edu (preferred)

Learning Web: <http://learning.hccs.edu/faculty/jennifer.vacca>

Office: Katy Campus, Rm. 306

Office Hours: Mon. & Wed. 11:30 a.m.-3:30 p.m.,

Tues. & Thurs. 1:30-3:30 p.m.,

Friday by appointment only

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 a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Core curriculum course. 3 Credit Hours. Prerequisite: ENGL 1301.

Student Learning Outcomes: Upon successful completion of this course, students will:

- 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.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetical principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Student Learning Objectives:

- Demonstrate the ability to analyze representative works of American literature from 1865 to present, and evaluate the contribution of these works by class participation, essays and exams.
- Apply critical thinking skills by evaluating, analyzing and synthesizing themes of early American literary works, and their place in literary, social and historical periods.
- Identify and illustrate the significance of passages from literary works, and how they reflect the development and themes of the work as a whole.
- Find and evaluate literary texts and/or library books, journals, magazines, and/or databases to support a thesis and write a documented paper using proper MLA citations and Works Cited;
- Expand the scope, confidence, and creativity of interpreting works of fiction, poetry, drama, and non-fiction.

English Program Learning Outcomes:

1. Write in appropriate genres using varied rhetorical strategies.
2. Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
3. Analyze various genres of writing for form, method, meaning, and interpretation.
4. Employ research in academic writing styles and use appropriate documentation style.
5. Communicate ideas effectively through discussion.

Core Objectives: Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- **Social Responsibility**—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Materials:

- Primary Texts: *The Norton Anthology of American Literature*, Package 2: Volumes C, D, and E., 8th Edition; ISBN: 978-0-393-91310-1 (Required)
- Two Blue Books for in-class exams (Required)
- Two 100-question Scantron sheets for in-class exams (Required)
- Pocket English Dictionary/Thesaurus (Recommended)

Course Requirements: See page 12-14 for Course Breakdown and Calendar (3,000 words)

Instructor Requirements & Instructional Methods: I assess student performance based on the work students contribute to the course. While there is a degree of leniency on in-and-out of class minor assignments, scores on core essays, writing assignments, and exams (broken down on page 12) ultimately determine the overall course grade.

However, we also will spend the majority of each class discussing the assigned works. It is in this in-class dialogue and out-of-class thoughtful consideration that students come to a fuller appreciation and understanding of the literature, the authors, and this country's past history. Without this, writing, the quality of the analysis, and even the responses to test questions will typically lack depth.

Meaning, strive to find connection and interest with the readings, take notes, read carefully BEFORE class and come prepared to discuss the work and the historical ramifications/context of each piece. In addition, do not forget the mechanics of writing. Both the mechanics and content of major assignments are evaluated; you are not only responsible for fulfilling the assignment and bringing insight and strong analysis to any writing prompt, but also producing work that is largely free of grammatical errors and is in proper MLA format.

General daily class breakdown:

- 5-Minute Review of Prior Class
- Daily Reading Quiz
- Student Author Presentation(s)
- Discussion/Lecture of Assigned Readings or Class Focal Point (see subjects listed in "In-Class Learning Activities" on Course Calendar)
- Application of class subject/focal point: this will usually be either a solo exercise, group activity, individual and/or group presentation. Sometimes this may also involve "break out sessions."
- 5-Minute "Round-Up" Notes/Reminders of upcoming MAJOR assignments

Assignment Grading:

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

HCC Course Grade Designations:

A = 100 – 90;4 points per semester hour
B = 89 – 80:3 points per semester hour
C = 79 – 70:2 points per semester hour
D = 69 – 60:1 point per semester hour
59 and below = F0 points per semester hour
IP (In Progress)0 points per semester hour
W(Withdrawn)0 points per semester hour
I (Incomplete)0 points per semester hour
AUD (Audit)0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

INDIVIDUAL ASSIGNMENT CRITERIA & SUBMISSION FORMATS

Participation, In-Class Exercises, Seminars, and “Portfolio”: Most every class day, students participate in an exercise and/or a discussion seminar—these are completion grades only and are averaged into your “Portfolio” score—15% of your total course grade.

Out-of-Class and In-Class Minor “Portfolio” Assignments: Keep up with the reading. Throughout the semester there may be brief essay responses to readings. These are based on a completion grade only and are averaged into your “Portfolio” score—15% of your total course grade.

Class Quizzes and “Portfolio”: Most class days, a brief quiz will be given at the beginning of the session. There are no make-ups. Quizzes are averaged into your “Portfolio” score—15% of your total course grade.

Student Author Presentations (5% of course grade):

- Authors will be assigned to students within the first days of class.
- Presentation consists of 5-7 minute presentation on author and texts.
- Students must attend and present on the day assigned—there are NO makeup exams unless arranged in advance or, in emergency circumstances, at the instructor’s discretion and with sufficient documentation (i.e. a doctor’s note).

Out-of-Class Reflective Responses (RR) (5@3% Each—15% of total course grade):

- 500 Words Minimum (under word count submissions not accepted)
- Informal, personal response
- Focus on ONE text/author
- MLA format (see Purdue OWL)
- Uploaded to TurnItIn.com by midnight of the due date (no hardcopy required)
- Late RRs may be submitted at any point during the semester for half credit
- Any material plagiarized=zero on assignment

Term Essay (20% of total course grade):

- 1,500 Words Minimum (under word count submissions not accepted)
- Formal, academic term paper
- Focus on two texts from the semester reading list
- Seven sources (two primary texts and five outside sources)
- MLA format (see Purdue OWL)
- Uploaded to TurnItIn.com by midnight of the due date
- Must also be submitted in hardcopy
- See Course Calendar for late-submission penalties
- Any material plagiarized=zero on assignment

Exams (Midterm-20%; Final-25% of total course grade):

- There are NO makeup exams unless arranged in advance or, in emergency circumstances, at the instructor’s discretion and with sufficient documentation (i.e. a doctor’s note).
- Exams include two parts: multiple choice and written response
- Written response sections are “open book”
- Students need a Blue Book and a 100-question Scantron for each exam
- The midterm exam is one day: Tues, March 7
- The final exam is two days: Thurs. May 4 and either May 9 or 11—depending on forthcoming exam schedule

CLASS ETIQUETTE & SCHOLASTIC DISHONESTY

Discipline: As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates. (See Student Handbook)

Electronics in class: Please do not use/check electronic devices in class unless you are asked to utilize them for class purposes'. Please keep your phones on silent. If you need to respond to a message or phone call, please excuse yourself from the class and address.

In addition, the use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

Food & Beverages & Use of Tobacco Products: Please do not consume food during class. Drinks are fine dependent upon building policy. **In addition, the use of tobacco products, such as "chew" or "snuff," is prohibited in the classroom.**

Academic Honesty: A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring **each student's individual achievements and also for ensuring that all students compete on a level playing field.** Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that **if you are charged with an offense, pleading ignorance of the rules will not help you.**

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including:

- the grade of 0 for the assignment,
- an F for the course,
- and/or dismissal from the college. (See Student Handbook)

Cheating on a test includes:

- Copying from another student's test paper and using materials not authorized by the person giving the test.
- Collaborating with another student during a test without authority.
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test.
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's words or ideas and the unacknowledged incorporation of that work in one's own written work offered for credit.*

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

DO NOT PLAGIARIZE ANY MATERIAL:
If clear plagiarism is identified in any of your assignments,
you will receive a zero on the assignment.

**Plagiarism can also include the use of a student's prior work in another course and/or school to qualify as an assignment in part for this course. In order to use any pre-existing work, a student MUST receive permission from the instructor in order to resubmit the assignment for this course. Failure to do so will be the equivalent of plagiarism. In other words, all assignments should be original; do not use a paper written in another class for this one.*

Early Alert: To help students avoid having to withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* alert you and HCC counselors that you might fail a class because of excessive absences, poor academic performance, and/or in-class behavioral problems. This is not a punishment in any way; the counselors hope to assist you with things like time management, transportation, planning, or any other barrier that impacts your studies.

STUDENT SUPPORT SERVICES

Online Tutoring: The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to **hccs.upswing.io**. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

Tutoring Centers: The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are

committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Ability Services: Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information:

Central College
713.718.6164

Southeast College
713-718-7144

Coleman College
713-718-7376

Southwest College
713-718-5910

Northeast College
713-718-8322

Adaptive Equipment/Assistive Technology
713-718-6629
713-718-5604

Northwest College
713-718-5422
713-718-5408

Interpreting and CART services
713-718-6333

Libraries: HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours

Open Computer Labs: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

IMPORTANT HCCS & COURSE POLICIES

Repeating Courses: Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Attendance: Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record (**Wed. Feb. 1, 2017**) you may be automatically withdrawn from the course.

Withdrawal Policy: Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Monday, April 3, 2017**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Final Grade of FX: Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

EGLS3 (Evaluation for Greater Learning Student Survey System): At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

Title IX Discrimination: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

HCC Policy Statement: Sexual Misconduct

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

*David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu*

Open/Campus Carry of Handguns: No Firearms Are Allowed on Campus. If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

Campus Safety: If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

SYLLABUS CONTRACT AGREEMENT:

Print this page, sign below, and turn it into your instructor to confirm you have read through the syllabus and agree to abide by its contents.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide detailed description of any special projects or assignments***
- Inform students of policies such as attendance, withdrawal, tardiness and make up assignments
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required/requested
- Listen and consider all student comments regarding both course content and design

To be **successful** in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Take substantial lecture and reading notes (i.e. not simply what is written on the board)
- Read and comprehend assigned online texts
- Complete the required assignments and exams: Five Reflective Responses (3% each | totaling at 15%); Author Presentation (5%); Midterm Exam (20%); Term Paper (20%); Final Exam (25%); and accumulative Portfolio (15%).
 - Turn in all out-of-class work on time and in the proper formats (hardcopy and via TurnItIn.com)
 - Students rarely pass this course if one of the major out of class components has not been submitted
 - Or if the student struggles with plagiarism
- Ask for help when there is a question or problem*** (this includes if you are not certain about assignment instructions—if something is not clear, please do not hesitate to email me, ask questions in class or arrange for a meeting)
- Keep copies of and/or maintain electronic access to all paperwork, including this syllabus, handouts and all assignments
- Read your assignments and online texts; yes, it's on here twice.

DATE:

NAME (PRINT):

NAME (SIG.)

If necessary, changes may be made to the syllabus during the semester.

If so, students in the course will be notified and a revised version of the syllabus will be provided on the Learning Web. Updated 1.17.17

2328 Course Breakdown at a Glance

Assessment and Grading	<p><i>The quality of your work will be assessed throughout the semester through the assignments listed to the right. Prior to each of the major assignments you will receive detailed instructions on the parameters of the assignment and which components will be evaluated and to what degree. All of the assignments listed here should be submitted in MLA format (see Purdue OWL-MLA). See additional guidelines below. Make sure to always proof assignments carefully--allow yourself time to review not only for content, but also grammar and syntax (sentence structure). Strong writers create strong writing through the use of all three appeals: ethos, pathos, and logos ... so remember to present writing that is well-edited, thought-provoking, yet fair.</i></p>	<p>15% Reflective Essay Response (500+ Words Each X 5 = 2,500 Words Total, 3% each) - Throughout the semester (see specific due dates) you will be asked to submit a total of four "Reflective Essays"; you may choose from any of the ongoing readings. Additional instructions are posted on the Learning Web.</p>
	<p>20% Written In-Class Midterm Exam The midterm exam will consist of multiple choice and a series of short answer responses with 1 - 2 longer essay response. Review time will be provided in advance of the examination; however, it is the student's responsibility to attend class, be familiar with the material and prepared to adequately comment on it. Blue Book and Scantron required.</p>	
	<p>25% Written In-Class Final Essay On the course final you will demonstrate comprehensive knowledge of course content and your ability to discuss early American literature. The exam will consist of multiple choice questions and a series of short answer response with 1 - 2 longer essay response. Blue Book and Scantron required.</p>	
	<p>20% Argument/Research Paper (1,500 – 2,000 Words, 5 - 7 pages) - The AR paper will exhibit your ability to develop a compelling thesis and solid argument with strong and well-synthesized sources regarding the course content. A list of topics will be provided to you via the Learning Web. You may also design your own topic so long as you receive approval from me.</p>	
	<p>15% Portfolio The portfolio is an averaged grade of class work throughout the semester--it includes in-class writing assignments, quizzes, and (the rare) homework assignments. Each assignment is given to help prepare you for the major writing assignments and/or exams during the semester. While 1 - 2 of the lowest of these grades may be dropped, I encourage you to work on each one of these and to always keep up with the readings. Participation grades are also part of the "Portfolio."</p>	
	<p>5% Author Presentation The author presentation is no more than 5 - 10 minutes on the authors we will cover during the course. Students will draw for their author the first week of class. See the assignment sheet on the Learning Web for detailed information.</p>	
<p>General Grading Criteria: For examinations, grading criteria depends on both the accurateness of the responses and the quality of the writing (organization, clarity, level of analysis and/or argumentation, general grammar). For major writing assignments, while a specific grading rubric will be provided to you in advance, the rubric generally evaluates the following: Analysis/Argument 25%, Research 25%, Organization 15%, Style/Tone/Originality 15%, Mechanics/MLA formatting 20%. Keep in mind these percentages may change to varying degrees based on the assignment. Also, be sure to submit final work that meets the word count minimum; student work is not accepted if under word count. On minor writing assignments 100 percent is typically given if the work displays thoughtful effort.</p>		

TENTATIVE Course Calendar | HCC ENGL 2328 | Spring 2017

T-TH		Lecture/Discussion Focus	Author	Student Presenter	Reading Assignments/Homework	Assessment/Mj. Due Dates
WEEK 1	Tues. Jan 17	Introduction to 2328 & Intro to Poetry				
	Thurs. Jan. 19	Poetry: What is it? How to Explicate Review of Author Pres. Requirements	Emily Dickinson	Instructor	VOL. C Dickinson: #s 320; 359; 591; 1263	Syllabus Contract (P)
WEEK 2	Tues. Jan 24	Poetry: The American Bard Review of Reader Response/Journal Entry Requirements	Walt Whitman	Instructor	VOL. C Whitman: "A Woman Waits for Me: (online); "Out of the Cradle Endlessly Rocking"; "Song of Myself" <i>Stanzas 1, 2, 5, 6, 8, 15, 52</i>	
	Thurs. Jan. 26	Personal Narrative & Short Story/ Fiction: Native American Works	Zitkala Sa	Sa:	VOL. C Excerpts from <i>Impressions of an Indian Childhood</i> , "Chapters I, II, VII & "Why I am a Pagan" & "The Soft-Hearted Sioux"	RR 1
WEEK 3	Tues. Jan 31	Short Story/ Fiction: The American Frontier & Voice	Jack London & Mark Twain	London: ; Twain:	VOL. C London: "The Law of Life"; Twain: "The Notorious Jumping Frog of Calaveras County" & "The War Prayer"	
	Thurs. Feb. 2	Short Story/Fiction: Women & Society	Kate Chopin	Chopin:	VOL. C "Désirée's Baby," "The Story of an Hour," & "The Storm"	
WEEK 4	Tues. Feb. 7	Short Story/Fiction: Women & Madness Term Paper Requirements	Charlotte Perkins Gilman	CPG:	VOL. C "The Yellow Wall-paper" & "Why I wrote 'The Yellow Wall-paper'"	
	Thurs. Feb. 9	Slave Narratives & Speeches: Abolitionism Plagiarism Roundtable	Booker T. Washington	BTW:	VOL. C Excerpt from <i>Up From Slavery</i> , "Chapter I, II, & XIV"	RR2
WEEK 5	Tues. Feb. 14	Poetry: A Playful Divergence & Minimalism	William Carlos Williams	WCW:	VOL. D Williams: "The Young Housewife" "The Red Wheelbarrow," "The Dead Baby," "This Is Just to Say"	
	Thurs. Feb. 16	Poetry: A Playful Divergence	E. E. Cummings	Cummings:	VOL. D Cummings: "Buffalo Bill's," "next to of course god america" ONLINE: "since feeling is first"	
WEEK 6	Tues. Feb. 21	Personal Narrative: The Harlem Renaissance	Zora Neale Hurston	Hurston:	VOL. D Hurston: "How It Feels to Be Colored Me"	
	Thurs. Feb. 23	Poetry: The Harlem Renaissance	Langston Hughes	Hughes:	VOL. D Hughes: "The Negro Speaks of Rivers," "Mother to Son," "I, Too," "The Weary Blues," "Mulatto," "Song for a Dark Girl"	RR3
WEEK 7	Tues. Feb. 28	Short Story/Fiction: Rise of Minimalism	Ernest Hemingway	Hemingway:	VOL. D Hemingway: "The Snows of Kilimanjaro" & "Hills Like White Elephants" (in-class handout)	
	Thurs. Mar. 2	Exam Prep				
EK 8	Tues. Mar. 7	<u>MIDTERM (20%): 50 multiple choice (50pts); open-book essay response (50pts)</u>				

WE	Thurs. Mar. 9	Drama: American/Southern Identity & Voice	Tennessee Williams	Williams:	VOL. E <i>A Streetcar Named Desire</i>		
	Mar. 13-19	SPRING BREAK					
WEEK 9	Tues. Mar. 21	Drama: Symbolism, Women & Madness	Tennessee Williams		VOL. E <i>A Streetcar Named Desire</i>		
	Thurs. Mar. 23	Novel Excerpt: Existentialism & Bildungsroman	Ralph Ellison	Ellison:	VOL. E Ellison: Excerpts from <i>Invisible Man</i> , "Prologue" & "Chapter 1: Battle Royal"		
WEEK 10	Tues. Mar. 28	Poetry: The Beat Generation	Allen Ginsberg	Ginsberg:	VOL. E Ginsberg: "Howl" "A Supermarket in California," & "Sunflower Sutra"		
	Thurs. Mar. 30	Short Story/Fiction: Character Development	Raymond Carver	Carver:	VOL. E Carver: "Cathedral"	RR4	
WEEK 11	Mon. Apr. 3	Last Day to Withdraw					
	Tues. Apr. 4	Short Story/Fiction: Character Development & Regionalism	Flannery O'Connor	O'Connor:	VOL. E O'Connor: "Good Country People"		
	Thurs. Apr. 6	Poetry: A Return to Nature & the Mystery	Mary Oliver	Oliver:	VOL. E Oliver: "The Black Snake," "In Blackwater Woods," "Wild Geese," "Poppies" and "Alligator Poem"		
WEEK 12	Tues. Apr. 11	Non-Fiction & Memoire: The American Culture Divide	Gloria Anzaldua & Maxine Hong Kingston	Anzaldua; Hong:	VOL. E Anzaldua: "How to Tame a Wild Tongue"; Kingston: excerpt from <i>The Woman Warrior</i> "No Name Woman"		
	Thurs. Apr. 13	Poetry & Short Story/Fiction: Native American Literature Today	Sherman Alexie	Alexie:	VOL. E Alexie POETRY: "At Navajo Monument Valley Tribal School," "Pawn Shop," "Sister Fire, Brother Smoke," "The Exaggeration of Despair" SHORT FICTION: "This Is What It Means to Say Phoenix, Arizona"		
WEEK 13	Tues. Apr. 18	Short Story/Fiction: Redefining American Identity	Jhumpa Lahiri	Lahiri:	VOL. E Lahiri: "Sexy"	RR5	
	Thurs. Apr. 20	Term Paper Prep				Proposal Due	
WEEK 14	Tues. Apr. 25	Student Conferences				<i>Bring detailed outline and/or rough draft</i>	
	Thurs. Apr. 27	Student Conferences					
WEEK 15	Tues. May 2	Exam Prep				Final Term Paper Due (20%)	
	Thurs. May 4	FINAL EXAM (20%): 100 multiple choice (50pts)				<i>Late Term Paper (-5)/ Submit any RR for half credit</i>	
W16	May 9 OR 11	FINAL EXAM (20%): open-book essay response (50pts)				<i>Late Term Paper (-10)/ Submit any RR for half credit</i>	
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