



Welcome to American Literature at HCC Northwest – Katy Campus

ENGL 2328 - 010 (CRN: 14140) | SUMMER 2016

American Literature Since the Civil War

CRN: 14140 | Mon., Tues., Wed., Thurs., & Fri., 10:00 AM - 12:00 PM | ROOM: 108

3 Credit Hours / 48 hrs. per semester | 5 Weeks: 07/11/2016 - 08/14/2016

Lecture / Core Curriculum | Prerequisite: Must have completed ENGL 1301 or higher.

Instructor: Jennifer R. Vacca

Email: jennifer.vacca@hccs.edu (Phone: 713.718.5787; email is STRONGLY preferred)

E-Learning Site: <http://learning.hccs.edu/faculty/jennifer.vacca>

Office Hours: RM: 306, Mon.-Thurs. 3:30-5:00 p.m.; Fri. 12:00-1:30 p.m. or by appointment

Please feel free to contact me at any point during the semester if you have questions or are having problems in the course. You are welcome to email me at any time. I also encourage you to utilize the HCC Writing Center, located in Rm. 321 (across from library). Please see the "Tutoring" section on pg. 6 for more information.

I. COURSE INFORMATION

General 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
	Teamwork (Comp I, Comp II, and TW) —to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	Social Responsibility (Lit Only) —to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	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.
English Program Student Learning Outcomes	Write in appropriate genres using varied rhetorical strategies.
	Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
	Analyze various genres of writing for form, method, meaning, and interpretation.
	Employ research in academic writing styles and use appropriate documentation style.
	Communicate ideas effectively through discussion.
Course Goal:	To instill in students an appreciation for literature in general and its significance in their lives, and more specifically, an appreciation for how American literature from 1865 to present reflects core American ideals and values that can still be seen in today's society.
Description:	A survey of American literature from 1865--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.

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 July 11, 2016

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Student Learning Outcomes	1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
	3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
	4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
	5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Learning Objectives	1. 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.
	2. Apply critical thinking skills by evaluating, analyzing and synthesizing themes of early American literary works, and their place in literary, social and historical periods.
	3. Identify and illustrate the significance of passages from literary works, and how they reflect the development and themes of the work as a whole.
	4. 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; (instructor added)
	5. Expand the scope, confidence, and creativity of interpreting works of fiction, poetry, drama, and non-fiction. (instructor added)

Instructional Materials	· The Norton Anthology of American Literature, 8th ed., Vols. C, D, & E (sold as a package)
	· Pocket English Dictionary/Thesaurus (Recommended)
	· Blue Books for all in-class exams

II. ASSIGNMENT & SUBMISSION & GRADING POLICIES

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 below) 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 the prompt, but also producing work that is largely free of grammatical errors and is in proper MLA format.			
	<i>To the side, you will see a general daily class breakdown. Most class days will run fairly close to this, though some of the components may be moved around or not included depending on the primary subjects and readings for the day. Regarding lecture vs. discussion, this is entirely up to you and your peers.</i>	5-Minute Review of Prior Class		
		Daily Quiz - These are ONLY a daily component if participation, note-taking, and reading assignments are neglected by the majority of the class. If not, they typically will not be a part of our day-to-day class.		
		Author Presentations		
		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			
Minimum Writing Requirement:	5,000 words. Don't panic! Each of your assignments builds off one another - by semester-end you will have written more than 5,000 words total.			

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 July 11, 2016

Assessment and Grading	<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>	20% Reflective Essay Response (600+ Words Each X 4 = 2,400 Words Total) - 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.
		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 required one class period prior to test.
		20% 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 required one class period prior to test.
		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.
		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."
	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.	

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.

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II. ASSIGNMENT & SUBMISSION & GRADING POLICIES cont'd

Grading Scale: Grading will be reflected with traditional letter grades, A through F. The number equivalents are:

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.

Out-of-Class and In-Class Assignments: Keep up with the reading. Throughout the semester there will be unannounced quizzes and brief essay responses to readings. You will also have several brief journal and exercise assignments both in and out of class.

Out-of-Class Essay Submission Formats: All out-of-class assignments must be submitted at the beginning of class on their due dates in the following format:

- Typed on white paper (8 ½ x 11) with black ink (handwritten assignments not accepted)
- Double-spaced, with 1" margins, 12 pt font (Times New Roman)
- MLA format (if you need a review of MLA paper format, visit: <http://owl.english.purdue.edu/owl/resource/747/01/>)
- If multiple pages: **Staple them** and include your name and page number on each

Your essays will need to be submitted in both the hard-copy format discussed above and uploaded to TurnItIn.com. Class ID and Passwords are provided on your course calendar.

Your essays must also reach the Word Count minimum designated on the assignment sheet; **your paper will not be accepted until it meets this requirement.**

Revision/Rough Draft Policy: students have the opportunity to revise out-of-class essay assignments if the assignment falls below a 70/C. The revised assignment must be submitted within three days after the student has received the graded assignment. Revised assignments are capped at a 70/C.

However, if the student has **ANY plagiarized material** in his/her essay, the Revision Policy above is void. A paper containing plagiarism (whether a sentence or more) will receive a zero. The student will have the opportunity to submit the Alternative Plagiarism Assignment/APA (included on the Learning Web) for a capped score of 60. The student will have three days from receiving a plagiarism notice/assignment to submit the APA. If the student does not satisfactorily complete the APA in the designated time frame, the student will receive a zero for the plagiarized assignment.

III. ATTENDANCE, TARDINESS & MISSED & LATE WORK POLICIES

Attendance (roll is taken at the beginning of class):

Attendance, preparedness, and participation are essential for your success in this course. If you are not in class, you are absent. When you miss class, you are still responsible for what happens in class. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours—**THREE CLASSES**.

However, my course policy is to NOT withdraw students—course withdrawal is the responsibility of the student. Meanwhile, your course Portfolio Grade (15%) will likely be affected by excessive absences and/or tardiness. Further, for major grade in-class assignments, if you know you must be absent or if you have an emergency, let me know **before class** and we will schedule a make-up time. If you are absent on in-class assignment days and do not contact me prior to reschedule, you will receive a zero for the assignment (make-ups may be permitted per instructor discretion).

If a student stops attending the class, it is **his or her** responsibility to formally withdraw.

- Valid reasons for missing class include illness and family emergencies. If you have medical appointments or jury duty, you must provide documentation.
- If students stop attending the class, it is their responsibility to withdraw formally. If they do not, they will receive an **FX** grade for the course.
- You are responsible for all assignments even if you are absent or tardy. **Do not ask the instructor what you have missed** – review the calendar and/or exchange contact information with another student in the course.

Tardiness: Attendance, attention, participation and your very presence are all components of the overall value of your educational experience. Tardiness limits the above—in addition, it is distracting to me and the class and often creates logistical issues in the way a class is run. For example, time has to be taken away from myself or a classmate so that you may understand what we are currently discussing and/or working on. Not only is it disruptive, but lateness is also a breach of professional etiquette.

If you must come late, enter the classroom quietly and respectfully.

Do be aware: students with a habit of coming 10 – 15 minutes late tend to have portfolio scores between a D and C as they miss quizzes and assignments given at the beginning of class.

Missed & Late Assignments:

- You cannot make up minor in-class assignments, group work, and/or peer editing. If you are absent the day assignments are done, you will receive a zero. However, there will be opportunities for make-up Portfolio assignments throughout the semester and your two lowest Portfolio scores are dropped.
- 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).
- Paper due dates are clearly specified on the Course Calendar for each assignment. Timeliness is an essential aspect of the college experience that fosters professional and appropriate skill sets. At the instructor's discretion, there may be certain circumstances wherein a student is allowed an extension—however, these are highly dependent upon documented circumstances and are rare (in other words, don't rely on this clause; it is reserved for emergency situations—not work shift changes). You have the schedule of assignments far in advance—there is rarely an excuse for why a paper cannot be submitted on time.

IV. 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.**

Scholastic Dishonesty: 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.**

According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

1. **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.

2. **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.*

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

Possible punishments for scholastic dishonesty may include a grade of zero(0) for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

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

Following, the student will have the opportunity to replace the zero by submitting an Alternative Plagiarism Assignment/ APA (included on the Learning Web) for a capped score of 60. The student will have three days from receiving a plagiarism notice/assignment to submit the APA. If the student does not satisfactorily complete the APA in the designated time frame, the student will receive a zero for the plagiarized assignment.

If there is a second offence of plagiarism on any course work, the student will receive a zero.

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.*

V. ADDITIONAL INFORMATION OF IMPORTANCE & STUDENT SERVICES:

HCC Student Services Information: Student Services provides master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

- * 8 a.m. – 7 p.m. M – Th
- * 8 a.m. – 1 p.m. F – Sat
- * Katy Campus, 713-718-5751
- * Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Tutoring: The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

Katy Writing Center Fall Hours of Operation: TBA

HCC Library Resources: 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

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian or call the library at 713-718-5747. The library is in room 325, on the third floor across from the HCC Katy Writing Center.

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.

HCC Policy Statement – ADA | Americans with Disabilities Act | Reasonable Accommodations:

Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here: <http://www.hccs.edu/district/students/disability-services/>

- Coleman: 713-718-7082
- Central: 713-718-6164
- Northeast: 713-718-8322
- Northwest Katy Campus: 713-718-5408
- Northwest Spring Branch: 713-718-5422
- Southeast: 713-718-8397
- Southwest: 713-718-7910

HCC 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: the last date to withdraw this semester is **Tuesday, April 5**. 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.

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.

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.

Last day for Administrative /Student Withdrawals: MONDAY, AUGUST 1, 2016

If a student stops attending the class, it is his or her responsibility to withdraw formally. If he or she does not, he or she will receive an **FX** grade for the course.

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.

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.

~~**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.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@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.

VI. 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: Four Reflective Responses (5% each | totaling at 20%); Author Presentation (5%); Midterm Exam (20%); Term Paper (20%); Final Exam (20%); 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.)

TENTATIVE Course Calendar | HCC ENGL 2328 | Summer 2016

M-F	Lecture/Discussion Focus	Author	Student Presenter	Reading Assignments/Homework	Assessment /Mj. Due Dates	
WEEK 1	Mon. July 11	Introduction to 2328 & Intro to Poetry	Emily Dickinson	Instructor	VOL. C Dickinson: 320; 359; 591; 1263	
	Tues. July 12	Poetry: The American Bard (Review of Author Pres. Requirements)	Walt Whitman	Instructor	VOL. C Whitman: "A Woman Waits for Me: (online); "Out of the Cradle Endlessly Rocking"; "Song of Myself" Stanzas 1, 2, 5, 6, 8, 15, 52	
	Wed. July 13	Personal Narrative: Native American History (Review of Reader Response/Journal Entry Requirements)	Zitkala Sa	Instructor	VOL. C Excerpts from <i>Impressions of an Indian Childhood</i> , "Chapters I, II, VII & "Why I am a Pagan" & "The Soft-Hearted Sioux"	
	Thurs. July 14	Short Story: The American Frontier & Voice	Jack London & Mark Twain	London: Shelby; Twain: Jessica	VOL. C London: "The Law of Life"; Twain: "The Notorious Jumping Frog of Calaveras County" & "The War Prayer"	Reader Response 1 (5%)
	Fri. July 15	Short Story: Women & Society; (Review of Term Paper Requirements)	Kate Chopin	Chopin: Melody & Lisa	VOL. C "Desirée's Baby," "The Story of an Hour," & "The Storm"	
WEEK 2	Mon. July 18	Short Story: Women & Madness; (Review of Term Paper Requirements)	Charlotte Perkins Gilman	CPG: Jennifer	VOL. C "The Yellow Wall-paper" & "Why I wrote 'The Yellow Wall-paper'"	
	Tues. July 19	Speeches & The Slave Narrative: Abolitionism	Booker T. Washington	BTW: Horine	VOL. C Excerpt from <i>Up From Slavery</i> , "Chapter I, II, & XIV"	
	Wed. July 20	Poetry: A Playful Divergence	William Carlos Williams & E. E. Cummings	Williams: Chandler; Cummings: Shaurya	VOL. D Williams: "The Young Housewife" "The Red Wheelbarrow," "The Dead Baby," "This Is Just to Say"; Cummings: "Buffalo Bill's," "next to of course god america i"	
	Thurs. July 21	Poetry & Personal Narrative: The Harlem Renaissance	Langston Hughes & Zora Neale Hurston	Hughes: Shawn; Hurston: Austin	VOL. D Hughes: "The Negro Speaks of Rivers," "Mother to Son," "I, Too," "The Weary Blues," "Mulatto," "Song for a Dark Girl"; Hurston: "How It Feels to Be Colored Me"	Reader Response 2 (5%)
	Fri. July 22	American Fiction: Caught between two worlds	Ernest Hemingway	Hemingway: Angelina	VOL. D Hemingway: "The Snows of Kilimanjaro" & "Hills Like White Elephants" (in-class handout)	
Mon. July 25	Exam Prep					
Tues. July 26	<u>MIDTERM (20%): 50 multiple choice (50pts); open-book essay response (50pts)</u>					

WEEK 3	Wed. July 27	Workshop: Term Paper & MLA Review					
	Thurs. July 28	Drama: American/Southern Identity & Voice	Tennessee Williams		VOL. E <i>A Streetcar Named Desire</i>		
	Fri. July 29	Drama: Symbolism, Women & Madness	Tennessee Williams	Williams: Kendra	VOL. E <i>A Streetcar Named Desire</i>		
WEEK 4	Mon. Aug. 1	Mon. Aug. 1 Last Day to Withdrawal					
		Novel Excerpt: Existentialism & Bildungsroman	Ralph Ellison	Ellison: Victoria R.	VOL. E Ellison: Excerpts from <i>Invisible Man</i> , "Prologue" & "Chapter 1: Battle Royal"		
	Tues. Aug. 2	Poetry: American Revolution, Counter-Culture & The Beat Generation	Allen Ginsberg	Ginsberg: Michael	VOL. E Ginsberg: "Howl" "A Supermarket in California," & "Sunflower Sutra"	Reader Response 3 (5%)	
	Wed. Aug. 3	The Modern Short Story: Character Development on the Page	Raymond Carver	Carver: Keeshan	VOL. E Carver: "Cathedral"		
	Thurs. Aug. 4	The Modern Short Story: Character Development on the Page	Flannery O'Connor	O'Connor: Amarachukwu	VOL. E O'Connor: "Good Country People"		
	Fri. Aug. 5	Poetry: A Return to Nature & the Mystery	Mary Oliver	Oliver: Hodge	VOL. E Oliver: "The Black Snake," "In Blackwater Woods," "Wild Geese," "Poppies" and "Alligator Poem"	Reader Response 4 (5%)/ Term Paper Proposal	
WEEK 5	Mon. Aug. 8	Non-Fiction & Memoire: The American Culture Divide	Gloria Anzaldua & Maxine Hong Kingston	Anzaldua: Trisha; Hong: Roohi	VOL. E Anzaldua: "How to Tame a Wild Tongue"; Kingston: excerpt from <i>The Woman Warrior</i> "No Name Woman"		
	Tues. Aug. 9	Poetry & Fiction: Modern Native America	Sherman Alexie	Alexie: Aurangzaib & Ashwin	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"		
	Wed. Aug. 10	Fiction: Redefining American Identity	Jhumpa Lahiri	Lahiri: Victoria K. & Taylor	VOL. E Lahiri: "Sexy"		
	Thurs. Aug. 11	Exam Prep					Final Term Paper Due (20%)
	Fri. Aug. 12	<u>FINAL EXAM (20%): 50 multiple choice (50pts); open-book essay response (50pts)</u>					<i>Late Term Paper (-5)/ Submit any RR or SP for</i>

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