



Welcome to American Literature at HCC Northwest – Katy Campus

ENGL 2328 – 0041 (CRN 51010 | FALL 2011)

American Literature since the Civil War

CRN: 51010 | Monday and Wednesday, 11:00 A.M. - 12:30 P.M. | ROOM: 115A

3 Credit Hours / 48 hrs. per semester | 16 Weeks: 8/27/2011 – 12/18/2011

Lecture / Core Curriculum | Prerequisite: English Composition 1302 or the equivalent

Instructor: Jennifer R. Vacca

Email: jennifer.vacca@hccs.edu

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

Office Hours: RM: 306, M 1:00 - 1:45, T 1:30 - 3:00 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

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 the Civil War to present reflects core American ideals and values that can still be seen in today's society.
---------------------	---

Description:	This course will introduce students to a representative selection of American Literature written since the Civil War. They will become familiar with the works of significant writers and be able to recognize those characteristics that distinguish one writer from another. They will develop a critical vocabulary that articulates an understanding of the elements of fiction, poetry, drama and non-fiction prose, and will, using critical analysis, demonstrate the application of this knowledge through class discussions, written papers and exams, and investigative research. Core Curriculum Course.
---------------------	--

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

Student Learning Outcomes	1. Explain and illustrate stylistic characteristics of representative works of major American writers from 1865 to the present (since the Civil War).
	2. Connect representative works of major American writers from 1865 to the present to human and individual values in historical and social contexts.
	3. Demonstrate knowledge of various works of major American writers from 1865 to the present.
	4. Analyze critical texts relating to the works of major American writers from 1865 to the present.
	5. Critique and interpret representative literary works of major American writers from 1865 to the present.

Learning Objectives	1. Demonstrate the ability to coherently analyze fiction, poetry, drama, and non-fiction: recognize the elements of literature in representative works, identify examples of each, and evaluate the contribution of each verbally in class and in exams;
	2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis—to identify themes in works of literature and to identify characteristics that show their place in literary, social, and historical periods;
	3. Identify and illustrate the significance of passages from literary works and how they contribute to the development of a literary text and of its theme(s);
	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;
	5. Expand the scope, confidence, and creativity of interpreting works of fiction, poetry, drama, and non-fiction.

Instructional Materials	· The Norton Anthology of American Literature. Vol. 2 7th ed., Package 2, Volumes C, D, and E, New York: W.W. Norton (Required)
	· Pocket English Dictionary/Thesaurus (Required)
	· Blue Books for all in-class exams
	· <i>The New McGraw-Hill Handbook</i> . Eds. Elaine P. Maimon, Janice H. Peritz, and Kathleen Blake Yancey (recommended)

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 and writing assignments (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.
-------------------------------------	--

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 (500+ Words Each X 4 = 2,000 Words Total) - Students will choose four different pieces from the <i>Norton Anthology</i> and write a 500-word + reflective response to each of the selected compositions. These responses, while informal, should be mindful of content and reflect thoughtfulness.
		20% Written In-Class Midterm Exam - The midterm exam will be a series of short answer response with 1 - 2 longer essay response. Review time and a guide 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 literature from the Civil War to present. The exam will be a series of short answer response with 1 - 2 longer essay response. Blue Book required one class period prior to test.
		25% 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.
		10% 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 a small, group presentation of no more than 5 - 10 minutes on the authors we will cover during the course. Students will draw for their partners and 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. Ten to five points are typically deducted dependent upon the essay. On minor writing assignments 100 percent is typically given if the work displays thoughtful effort.

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 24 Aug. 2011.

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%): The student demonstrates **superior** ability and originality. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with minimal, superficial stylistic or rhetorical errors.

B (80-89%): The student demonstrates **above average** ability. Knowledge of the material exceeds basic requirements: moments of strong insight and/or creativity are demonstrated. The quality of submitted work contains few stylistic or rhetorical errors.

C (70-79%): The student presents work that **adequately** treats the assignment. A “C” paper may also include minor erroneous evaluation of the material and/or sources and/or minor misinterpretations of the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear throughout less than 50 percent of the essay.

D (60-69%): The student submits **below average** work. This typically indicates that a student has erroneously evaluated the material and/or sources AND/OR has misunderstood the assignment. In addition, the work may also contain repeated mechanical and stylistic errors that compromise the clarity of the student’s writing.

F (0-59%): The student submits sloppy, poorly organized work containing excessive stylistic and rhetorical errors. The work displays little student effort and interest and/or does not reflect the assignment.

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 RESEARCH essay will also need to be submitted in both the hard-copy format discussed above and uploaded to ...

[TurnItIn.com Class ID: 4265381 Password: Fall2011 | CRN: 51010 | MW: 11:30-12:30 | RM. 115A](#)

Revision Policy: There is no opportunity for revision in 2328.

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 24 Aug. 2011.

III. ATTENDANCE, TARDINESS & MISSED & LATE WORK POLICIES

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

You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired, and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student **may** be withdrawn from the course (dependent upon communication with the instructor and/or reasons for absences). Meaning, **if you miss 4 full classes, anything beyond this point exceeds the designated HCC limit of absences.** 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 doctor's 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, mature general etiquette.

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

Do be aware: students that make 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 in-class assignments, quizzes and/or group work.
- There are NO makeup exams unless arranged in advance.
- In-class papers must be handed in at the end of class. Failure to hand in an in-class paper will result in a 0 for the assignment.
- Late papers, rough drafts and assignments will drop a letter grade (5 pts) for every calendar day past their due date. *It is always better to turn in an assignment late than not at all.*

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)

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 24 Aug. 2011.

Electronics in class: Please turn off all cell phones, iPods, and any electronic hand-held device before coming into class—it goes without saying: anyone checking their email (including on their laptop), texting, answering their phone, playing a video game or listening to music will be asked to leave for the class period and may be marked absent.

If personal use of electronic devices is excessive in a class, a penalty of a 5-point deduction on the next major assignment may be enforced. While you may be asked to use electronic devices for in-class purposes, checking one's email or *Facebook* status is ABSOLUTELY PROHIBITED. This is an issue of general professional etiquette. Inattention is distracting to both your instructor and fellow students and devalues the overall course. If you must communicate on an electronic device, simply excuse yourself from the classroom.

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.

**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.*

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 24 Aug. 2011.

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.
IT IS OFFENSIVE, REFLECTS VERY POORLY ON CHARACTER,
AND IS ENTIRELY UNETHICAL.
IN SHORT, IT IS BENEATH YOU.
DO NOT PLAGIARIZE.

V. ADDITIONAL INFORMATION OF IMPORTANCE:

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: You may receive a tutoring recommendation at any point during the semester based on your writing performance. The recommendations are for your benefit—please take these seriously.

HCC offers free tutoring in the Katy campus Writing Center: Room 321—across from the library. You do not need to make an appointment for these services. Fall 2011 hours of operation are TBA. Call for information: 713.718.5841 or visit the Writing Center page for the Northwest Campus on the HCC website. On-line tutoring is also available at AskOnline.net.

HCC Course Withdrawal Policy: If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before you withdraw from your course, please take the time to meet with the professor to discuss why you feel it is necessary to do so. The professor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first-time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a degree.

To help students avoid having to withdraw from any class, HCC has instituted an Early Alert process by which your

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 24 Aug. 2011.

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. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan to withdraw from the course, this must be done **PRIOR** to the withdrawal deadline in order to receive a —W on your transcript.

Last day for Administrative /Student Withdrawals: Thursday, Nov. 3, 4:30 p.m.

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.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

“Students who enroll for most credit CEU classes for a third or more times will be charged an additional \$50.00 per semester credit hour and \$3.00 per contact hours.”

HCC Policy Statement – ADA | Services to Students with Disabilities: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu, click “Future Students,” scroll down the list and click on the words “Disability Services.”

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

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 24 Aug. 2011.

VI. SYLLABUS/CONTRACT AGREEMENT:

*Print this page, sign below and turn it into your instructor
within one week of the first day of class 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
- 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 the textbook (bring textbook to class for referral)
- Complete the required assignments and exams:
 - 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
- 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

DATE:

NAME (PRINT):

NAME (SIG.)

TENTATIVE Course Calendar | HCC ENGL 2328 | FALL 2011

We will discuss theme throughout the semester; however, no matter how diverse the selection of readings, the tie that binds is as follows:

Life may be a gift to the human, but his place within the world is of his own making.

Whether our authors marvel at the land's beauty, fight for justice, struggle with loss, or try to understand nature or humanity, each works to carving out a shape of our country. If we read carefully, we learn not only how they fit into this world, but also how they may still be able to help us shape ourselves and set us on the path of our own 'making.'

Monday/Wednesday		Lecture/Discussion Focus	Author	Reading Assignments/Homework	Assessment/Mj. Due Dates
Week 1	Mon. Aug. 29	Introduction to 2328	Emily Dickinson	320/258 <i>There's a certain Slant of light</i> 591/465 <i>I heard a Fly buzz – when I died</i> 1263/1129 <i>Tell all the Truth but tell it slant</i>	
	Wed. Aug. 31	Reading Poetry; American Landscapes	Walt Whitman	<i>Out of the Cradle Endlessly Rocking</i> <i>Song of Myself 1 – 7</i>	
Week 2	Wed. Sept. 7* (no class Mon. Sept. 5)	American Landscapes; Personal Narratives; Native American History	Zitkala Sa	<i>Impressions of an Indian Childhood</i> I, II, IV, VII "Why I am a Pagan"	Syllabus Contract Due (P)
Week 3	Mon. Sept. 12	American Landscapes; Reading the Short Story	Jack London	"The Law of Life"	
	Wed. Sept. 14	Short Story; Distinctive Voice; Humor & Satire	Mark Twain	"The Notorious Jumping Frog of Calaveras County" "The War Prayer"	
Week 4	Mon. Sept. 19	American Domestic Life; American Spirit	Charlotte Perkins Gilman	<i>The Yellow Wall-paper</i>	
	Wed. Sept. 21	American Segregation; the Fight for Civil Rights; American Spirit	Booker T. Washington	<i>Up From Slavery</i> , Chapter I & XIV	
Week 5	Mon. Sept. 26	Poetic Form; American Landscape	Wallace Stevens	<i>The Emperor of Ice-Cream</i> <i>Thirteen Ways of Looking at a Blackbird</i>	
	Wed. Sept. 28	Poetic Form; American Landscape	William Carlos Williams & E. E. Cummings	Williams: <i>The Red Wheelbarrow</i> Williams: <i>This Is Just to Say</i> Cummings: "next to of course god america i"	
Week 6	Mon. Oct. 3	American Identity	Langston Hughes & Zora Neale Hurston	Hughes: <i>I, Too</i> Hurston: "How It Feels to Be Colored Me"	
	Wed. Oct. 5	American Identity	Ernest Hemingway	"The Snows of Kilimanjaro"	
Week 7	Mon. Oct. 10	American Identity	John Steinbeck	"The Leader of the People"	Reflective Essays DUE (2)
	Wed. Oct. 12	MIDTERM			
Week 8	Mon. Oct. 17	Regional America; American Drama	Tennessee Williams	<i>A Streetcar Named Desire</i>	
	Wed. Oct. 19	Regional America; American Drama	Tennessee Williams	<i>A Streetcar Named Desire</i>	
Week 9	Mon. Oct. 24	American Identity; New Generations	Ralph Ellison	<i>Invisible Man</i> , Prologue & Chapter 1: Battle Royal	
	Wed. Oct. 26	American Identity; The Beat Generation	Allen Ginsberg	<i>Howl</i> <i>A Supermarket in California</i> <i>Sunflower Sutra</i>	
Week 10	Mon. Oct. 31	American Identity; Domestic Life	John Cheever & Raymond Carver	Cheever: "The Swimmer," Carver: "Cathedral"	

Week 10	Wed. Nov. 2	American Identity (Dove); American Landscapes (Oliver)	Mary Oliver & Rita Dove	Oliver: <i>In Blackwater Woods, Poppies</i> , Dove: <i>Adolescence—I, Adolescence—II, Adolescence—III</i>	Reflective Essays DUE (2)
	Mon. Nov. 7	American Identity	Gloria Anzaldua	"How to Tame a Wild Tongue"	
Week 11	Wed. Nov. 9	American Identity	Sherman Alexie	<i>The Exaggeration of Despair</i> , "Do Not Go Gentle"; (LEARNING WEB) Dylan Thomas <i>Do not go gentle into that good night</i>	
	Mon. Nov. 14	American Identity	Jumpa Lahiri	"Sexy"	
Week 12	Wed. Nov. 16	INSTRUCTOR REVIEW			
	Mon. Nov. 21	STUDENT-TEACH REVIEW (bring Blue Book to Class)			
Week 13	Wed. Nov. 23	<u>FINAL EXAM</u>			
	Mon. Nov. 28	Discussion on paper writing/critical analysis/MLA brush-up			Paper Proposal Due (P)
Week 14	Wed. Nov. 30	Research Day			Library Assignment (P)
	Mon. Dec. 5	Conferences - OPTIONAL - MUST SIGN UP FOR SPECIFIC TIME			
Week 15	Wed. Dec. 7				Research Essay DUE
	Mon. Dec. 12	<u>TBA: There will be one class day during this week--whichever is assigned for the 'final'</u>			
Wed. Dec. 14					