



English 2328: American Literature since the Civil War
CRN: 10208—Summer 2019—June 3-July 28, 2019
3-hour lecture course, 48 contact hours, 8 weeks
Online course

For technical support, call 713-718-8800 or check this website:
<http://www.hccs.edu/online/technical-support/>

Instructor: Linda Daigle

Instructor Contact Information:

HCCS E-Mail: Linda.Daigle@hccs.edu
English Department (Central): 713-718-6671

Office location and hours:

1300 Holman, Houston, TX 77004
SJAC 215 (Central English Office)

Office Hours: by appointment

Note: The best way to contact me if you have a question about the course is to send me a message in Canvas by using the Inbox.

Learning Web Page: <http://learning.hccs.edu/faculty/linda.daigle>

TAKING ENGLISH 2328 IN THE EIGHT-WEEK SUMMER SESSION

You will be reading several stories, poems, or essays each week, just as you would if you were spending six hours per week in the classroom during an 8-week summer course. The pace is, of course, twice as fast as the regular semester; the amount of work is the same. You must begin participating in the course by June 10, 2019 (date of record) to avoid being withdrawn from the course for excessive absences.

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 among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. (From: ACGM—Academic Course Guide Manual)

CATALOG DESCRIPTION

English 2328: A critical study of major American writers from 1865 to the present. This course requires substantial reading, writing, and research. Students may take ENGL 2327 and ENGL 2328 in any order. Core Curriculum Course. (Prerequisite: ENGL 1301).

COURSE PURPOSE

To present a survey of American literature from the realist period to the present. Through the presentation of selected readings from the major writers, the student is acquainted with the literary forms, philosophical attitudes, political trends, and cross/multi-cultural perspectives that inform American literature.

DESCRIPTION OF COURSE CONTENT

English 2328 covers American literature from 1865 to the present. Students will read poetry, non-fiction prose, fiction, and drama by writers representing various cultures within the United States. For the period from 1865 to 1914, students will read various literary genres, representing realism and regionalism, two prominent literary movements of the time. During the period from 1914-45 (the age of modernism), American poetry flourished; therefore, students will read poetry by poets such as Edwin Arlington Robinson, Robert Frost, Langston Hughes, Marianne Moore, Edna St. Vincent Millay, and others. The study of fiction for this time period includes short stories by authors such as Willa Cather, F. Scott Fitzgerald, Ernest Hemingway, Richard Wright, Zora Neale Hurston, and others. In the period from 1945 to the present, American literature became more diverse; therefore, students will have the opportunity to read poetry and fiction that reflect various cultures within the United States.

COURSE REQUIREMENTS/PERCENTAGES

Reading responses: 40%

Midterm essay exam (750-1000 words): 20%

Research paper (1000-1500 words): 20%

Final essay exam (750-1000 words): 20%

ENGLISH PROGRAM LEARNING OUTCOMES

(Composition, Literature, Creative Writing, and Technical Writing)

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.

STUDENT LEARNING OUTCOMES FOR ENGLISH 2328

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 value 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.

Core Objectives (effective Fall 2014)

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.

Here are the 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 (Lit Only)**—to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

INSTRUCTIONAL METHODS:

Taking an online course requires that you keep up with the assignments so that you won't fall too far behind to complete the course. English 2328 is not a self-paced course; there are specific deadlines for all assignments (even reading responses). You must complete all assignments to pass the course.

Late Assignment Policy: I allow a one-week grace period with 10 points per week deducted after the end of the grace period for all assignments. In other words, if an assignment is one week and one day late, I'll deduct 10 points. If it is more than two weeks late, I will deduct 20 points. I will not accept work that is more than two weeks late. **(There is no one-week grace period for the final essay exam.)** If you do not begin participating in the course by **Monday, June 10, 2019 (Official Date of Record)**, you will be withdrawn from the course for non-attendance just as you would be in the classroom if you failed to attend the first week of class. **Please let me know immediately if you have questions about these policies.**

Reading Responses/Discussions: It is very important that you complete all reading responses, since these are the equivalent of reading and discussing the reading selections in class. As with most classes, completing all of the work ensures that you will be successful in

the course. **Failure to turn in reading responses is the same as being absent from class. It is not acceptable to skip the reading responses and turn in major papers. English 2328 is a content-based course, so it's essential to read all of the assignments.**

Please read the entire syllabus carefully for specific instructions for succeeding in the course. You will be asked to acknowledge that you have read the syllabus before you begin turning in assignments.

Messages from Instructor: I will send messages to you through Canvas from time to time. Be sure to check your inbox when you log in.

Logging in to Canvas: The log-in website is <http://hccs.instructure.com>

Technical Support: 713-718-8800 or <http://www.hccs.edu/online/technical-support/>

Type in your Eagle ID (e.g. w123456789@student.hccs.edu) and password to log-in. If you do not know your Eagle ID, go to hccs.edu/eagleid for more information.

Navigating in Canvas: You will see a list of areas on the left side of the homepage: assignments, discussions, grades, modules, etc.; however, you may wish to merely click on the Module for the week on the homepage to navigate the course. Each weekly module will contain links to discussions, videos, informational files, assignments, etc. (See the discussion of assignments below.)

You should use either Google Chrome or Firefox as your browser. Internet Explorer is not recommended.

Email address for Canvas Student Guides: <https://guides.instructure.com/m/4212>

NOTE: The Schedule of Assignments for Summer 2019 (8A-First Eight Weeks) begins on page 13.

INSTRUCTIONAL MATERIALS

Levine, Robert S., et al, eds. *The Norton Anthology of American Literature*. Vols. C, D, E. 9th ed. New York: Norton, 2017. Print. (Note: These volumes are sold together in a bundle.)

ISBN for the three volumes: 978-0-393-26455-5

You may be able to find an electronic version of the textbook, which is less expensive than the printed version.

Link for Tables of Content for the three volumes of the textbook (9th Edition): [Table of Contents for Volumes C, D, and E \(9th edition\)](#)

(All reading selections must come from the textbook. You may not go to a website and choose poems, essays, and stories that are not in the textbook or not specifically assigned by the instructor.)

MLA (Modern Language Association) documentation guide.

Here is a website that may be useful: <https://style.mla.org/>

Here's a link to a reliable website (Purdue Online Writing Lab):

<https://owl.english.purdue.edu/owl/resource/747/01/>

IMPORTANT (and useful): If you use HCCS databases (as I recommend), the MLA citation will appear at the end of the source. All you will need to do is to copy, paste, double-space, and indent all lines after the first. Most reliable websites also include information for citing the source. You will often see “Cite This Source” at the bottom of the page of a website.

Any recent college handbook will give you guidelines and examples for documenting a research paper. I will also examples with the research paper assignment. You may wish to use the [HCCS Library link](#) for more information. You will also find sources for your research paper by choosing “Databases A to Z on the library homepage. I will provide more information about which databases are most useful with the research paper assignment. Academic OneFile links to many, many databases, so it’s always a good starting point. Specific databases for literature include the following: Literary Reference Center, Literature Criticism Online, MLA International Bibliography with Full Text.

THE ASSIGNMENTS:

Reading Responses/Graded Discussions (40%): You will be turning in (to a Graded Discussion) a weekly reading response for every assigned reading selection so that I will know that you have read and thought about the reading assignments. The discussion instructions will include an assignment file for each reading response. When you submit these responses, you are showing that you have read the assignments, thus acquainting yourself with the material that the course covers. It is very important that you submit the reading responses to show that you have mastered the material in the course. **Submitting reading responses is equivalent to class attendance and discussion. Responses should be submitted in the Discussion area. Please put all responses in one message, and be sure to respond to at least two other students. (Since this is an 8-week class, there are only four reading responses; each counts 10% of your grade.)**

- Be sure to read the biographical introductions for the authors assigned, since this will give you insight into the literature itself. **Generally, you should write at least 200 words per reading selection/author. This will vary, depending on how many selections (and how many authors) are assigned. Be sure to read specific assignments carefully for minimum word counts).**
- As indicated above, you will find detailed assignments for these responses when you click on Discussions. You will also see these discussions in each weekly module.

As indicated above, you will be required to respond briefly to at least two other students' responses each week, and I will provide comments also. To find my comments, go to “Grades” and then click on the icon that looks like notebook pages. If you don’t see comments when you view your grade, let me know. Please type (or copy) your responses directly into the discussion so that downloading won't be necessary. After copying, check to see if your entire response appears.

- Reading responses must be your own thoughts and interpretations; however, I encourage you to check the links that I have provided for more information about the author or time period. Just be sure to document the source and discuss what you learned from it. **Do not copy and paste from sources; I use Turnitin to check for plagiarism.** Please use the pronoun "I" in these responses since you are giving your personal response. In your response, make specific references to the reading selections; use quotations from the reading selection for support. If you do not use brief quotations for support, you will lose points.

If you copy from a source or paraphrase a source without acknowledging it, you will receive a 0 for the assignment. If you do this on more than one response, I will suggest that you drop the course. Plagiarism implies that you do not have the skills to complete the course successfully. You will find the official HCCS policy regarding academic dishonesty later in the syllabus.

Essays:

Midterm Essay Exam (20%): This essay exam will ask you to apply general concepts to specific reading selections from Volume D, 1914-1945.

Research Essay (20%): I will provide a list of short stories and plays for you to choose from. You will be required to find at least three secondary sources about the primary source to discuss in your paper. This means that you will use a minimum of four sources--the primary source (story or play) and three secondary sources—that discuss the primary source. You may, of course, use more sources. (This is not a thesis-controlled paper; it is an examination of sources relating to the literature.)

Final Essay (20%): The final essay will test your ability to write a thesis-controlled essay about the reading selections in Volume E (Literature since 1945).

STUDENT ASSESSMENTS:

COURSE REQUIREMENTS/PERCENTAGES

Reading responses/Graded Discussions: 40%

Midterm essay exam (750-1000 words): 20%

Research essay (1000-1500 words--one primary and **three** secondary sources): 20%

Final essay exam (750-1000 words): 20%

Word counts are approximate. These are general ranges, so essays may be longer (but shouldn't be shorter).

The HCC grading scale is:

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 = F:0 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.

INSTRUCTOR GRADING CRITERIA:

Grading for Essays about Literature **Linda Daigle**

YOU MUST FOLLOW INSTRUCTIONS FOR ALL ASSIGNMENTS EXACTLY TO MAKE PASSING GRADES ON YOUR ESSAYS.

A (90-100%) Excellent work that

- shows a clear understanding of the writing assignment by including a strong thesis (focus) in the introduction to the paper
- includes strong support for this thesis, especially quotations from the reading selection or selections, in the paragraphs that follow (the body of the paper)
- reveals an ability to analyze, evaluate, or interpret literature creatively (depending on the specific assignment)
- shows the writer's ability to use language precisely, effectively, and creatively
- has few errors of any kind (spelling, punctuation, grammar)
- fulfills all the requirements of the writing assignment, including general length and any other specific instructions

B (80-89%) Above average work that

- shows understanding of the writing assignment by including a thesis (focus) in the introduction to the paper
- includes adequate support of the thesis, especially quotations from the reading selection or selections, in the paragraphs that follow (the body of the paper)
- shows an ability to analyze, evaluate, or interpret literature generally (depending on the specific assignment)
- shows an ability to use language correctly
- has minor but not serious errors in grammar and mechanics
- fulfills the requirements of a writing assignment, including general length and any other specific instructions

C (70-79%) Average work that

- shows understanding of the writing assignment but may lack a clear thesis (focus)

- includes general support of the thesis in the body paragraphs but needs more quotations from the reading selection or selections for support
- shows an understanding of the reading selection but reveals some problems with evaluating, interpreting, or analyzing the literature (as assigned), perhaps by relying on summary for some of the paper
- shows some problems with language use
- contains few errors that interfere with adequate communication
- fulfills all requirements of the writing assignment, including general length or specific instructions

D (60-69%) Below average work

- that shows little understanding of the writing assignment and lacks a clear thesis
- includes few quotations for support in the body of the paper; may rely largely on summary
- shows only general understanding of the reading selection and an inability to interpret, analyze or evaluate the literature (as assigned)
- has errors in language use and contains a number of serious mechanical or grammatical errors
- does not fulfill the writing assignment adequately, perhaps by not responding to the specific requirements of the assignment or by not fulfilling the word length requirement

F (0-59%) Unsatisfactory work that

- fails to respond to the writing assignment: no thesis (focus), little or no specific support (no quotations from the literature)
- shows a lack of understanding of the reading selection
- contains a number of serious errors in language use, grammar, mechanics
- does not fulfill the requirements of the writing assignment: inadequate number of words, failure to respond to specific requirements
- shows evidence of plagiarism (0)

Evaluation of Reading Responses

I look for the following:

- a personal response, using "I"
 - quotations of parts of the reading selection that support your general responses.
 - thoroughness, insight, creativity
 - evidence that you have read the assignment carefully (no errors in names of characters, lines of poetry, events in a story, sequence, etc.)
 - a full paragraph (at least 200 words) per author or reading selection, depending on the assignment
 - timeliness
-

ACCESSING HCCS DATABASES FROM HOME

As of Spring 2017, students may access HCCS databases by using student logins. The literature databases are Literary Reference Center, Literature Criticism Online, MLA International Bibliography with Full Text.

HCC POLICY STATEMENTS:

These may be found in the HCCS Student Handbook, which may be found online by clicking the following link: <https://www.hccs.edu/resources-for/current-students/student-handbook/FINAL-HCCStudentHandbook.pdf>

ADA (Americans with Disabilities Act)

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.

For Distance Education (Online) students, go to the Distance Education Homepage and choose DE Counseling: <http://de-counseling.hccs.edu/StudentSignIn/>

For additional information about reasonable accommodations throughout HCCS, please go to the following website: <https://www.hccs.edu/support-services/disability-services/>

Scholastic Dishonesty/Plagiarism: From the Student Handbook for the Houston Community College System:

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating, plagiarism and collusion.

"Cheating" includes:

- Copying from another student's work
- Using unauthorized materials including electronic devices for tests, assignments, and classroom activities

- 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
- Unauthorized talking during tests, assignments, and classroom activities

“Plagiarism” means using another person's words or ideas as one’s own without properly citing where and from whom you obtained the original work. “Collusion” means the unauthorized collaboration with another person in preparing written work submitted for credit.

Other actions may constitute scholastic dishonesty. This is not an exhaustive list.

The most serious form of plagiarism is, of course, copying a paper written by someone else and turning it in as your own. **This includes reading responses.**

Plagiarism will result in a grade of 0 for the assignment. You will not be allowed to rewrite plagiarized assignments. I will be checking papers for plagiarism. (Copying from other students in the class is also plagiarism and will result in a grade of 0 for a response or essay.) **Note: If you paraphrase a source, you must still cite the source since you are using ideas that are not your own.**

For more information:

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance: Although classroom attendance is not required for online courses, it is important that you log in to the class regularly, at least two times a week so that you won’t miss announcements, updates, messages from the instructor, etc. If you do not begin participating in the course by the date of record (**June 10, 2019 for Summer 2019**), you will be withdrawn from the course for non-attendance.

Repeating Courses (Three-Peat Rule): As a result of recent Texas legislative changes, please be advised that HCC is charging additional tuition for students who enroll in the same class three or more times at HCC. While it is the hope of HCC that students will be successful in their first attempt at classes, we realize that life demands, academic struggles, and other issues may result in students needing to take the same class more than once. Speaking with an advisor will help you develop student success skills, improving your overall academic performance. If a student repeats a course in which a grade (A-F) has been received, the highest grade received at HCC is the permanent grade for the course and will be used in computing the GPA. All grades earned in a given course will be reflected on the transcript. Other colleges may compute the GPA differently than HCC.

Withdrawal Deadline: If you wish to withdraw from the course, you may drop yourself or ask your instructor to drop you. You may drop yourself through your HCCS student center login.

This semester the withdrawal date is July 8, 2019 .

If you stop participating in the class and don't withdraw, you may receive an FX for the class. FX means that you had excessive absences and didn't withdraw before the drop date. If you have questions about this policy, please contact the DE (Online) Counseling Department.

FINAL GRADE OF FX

Students who stop attending 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 will receive a grade of “FX”, compared to an earned grade of “F” which is due to poor performance. Logging into a DE course without active participation is seen as 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.

Title IX Discrimination: 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. Title IX prohibits discrimination on the basis of sex--including pregnancy and parental status--in educational programs and activities. If you require an accommodation due to pregnancy, please contact an Abilities Services Counselor. 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 (713) 718-8271
 Houston, TX 77266-7517 or Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

[HCC Online Homepage \(link\)](#): The homepage for HCC Online will provide additional information about taking online courses and getting help with various issues, including [technical support](#) and student services for online students.

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.

SUPPORT SERVICES

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 <http://library.hccs.edu/home>. Additionally, many of the required texts are on reserve at the library. **Please see instructions for accessing HCCS library services, including databases, earlier in the syllabus.**

HCC Writing Centers: 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 <https://iied21.hccs.edu/forms/allTutoring/index.html> for Writing Center locations and times.

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

HCC Upswing 24/7 Online Tutoring: Online tutoring (<https://hccs.upswing.io/>) strives to foster educational autonomy through asynchronous guidance in the writing process. It provides on-on-one feedback from faculty tutors on student writing in grammar, structure, content, organization, and critical thinking in all subject areas, not just English. Students can submit papers and questions 24/7/365 and can reasonably expect responses within 18-24 hours. All current HCCS students can register at hccs.upswing.io. Students may wish to view the 8-minute video on the log-in page before sending their first submission.

Important Dates for Summer 2019

June 3, 2019	Classes begin.
June 10, 2019	Official Date of Record
July 4, 2019	Independence Day Holiday
July 8, 2019	Last day for student/administrative withdrawal
July 28, 2019	Semester ends.

**English 2328: American Literature since the Civil War
Schedule of Assignments--Summer 2019 (Summer 8A)**

Notes about the 8-week summer session:

You will be reading several stories, poems, or essays each week, just as you would if you were spending six hours per week in the classroom during an 8-week summer course. **The pace is, of course, twice as fast as the regular semester; the amount of work is the same.** You will need to write a response for each assigned reading selection, as indicated in the syllabus. If you consult sources for your responses, you must include the name of the source in the response itself. **If you use sources without citing them in the response (and putting quotations in quotation marks), you will receive a 0 for the response.** Do not copy and paste from websites--I check all responses for plagiarism. I especially don't want you to read comments from other students on various websites and then use the same idea (without documenting the source). This seems to happen often. Copying from other students is also plagiarism.

Please send all responses to the graded discussions in one posting so that I can read and grade the response without opening several postings. I give one grade for a weekly response, which will include responses to several reading selections. You must also respond briefly to the discussions of at least two other students.

As the schedule below shows, assignments are normally due on a Monday. The course is not self-paced. Work should be turned in on time. See late paper policy in the syllabus for penalties for late work.

You will notice that I have provided links for many of the reading selections so that you won't fall behind even if you haven't purchased the textbook yet. I have included a link for the table of contents for the 9th edition (Volumes C, D, E).

BE SURE TO READ THE INFORMATION IN EACH MODULE. YOU WILL FIND OPPORTUNITIES FOR EXTRA CREDIT AND INFORMATIVE VIDEOS IN THE WEEKLY OVERVIEWS. YOU WILL ALSO NOTICE THAT YOU OFTEN HAVE SEVERAL CHOICES FOR READING SELECTIONS AND RESPONSES. THERE IS A DETAILED ASSIGNMENT FILE FOR EACH READING RESPONSE. READING ASSIGNMENT FILES CAREFULLY IS VERY IMPORTANT. IF YOU HAVE QUESTIONS, BE SURE TO SEND ME A MESSAGE. COMMUNICATION IS IMPORTANT!

Week 1: June 3-9

All page numbers are for the 9th edition.

Introduction to Volume C: American Literature: 1865-1914 (C: 1-18) This introduction covers the important literary movements of the time: realism, naturalism, and regionalism.

[Table of Contents for Volumes C, D, and E \(9th edition\)](#)

If you do not have the textbook yet, this website will be valuable to you because I expect you to respond to reading selections that are in the textbook (9th edition) unless I provide a link to a selection not in the textbook. You will find many of the reading selections online.

Reading Assignment for Week 1:**Poetry:**

Walt Whitman (C: 19-22): *Song of Myself* (1881) (C: 23-65) (Respond to at least two numbered parts of Whitman's most famous poem.)

Emily Dickinson (C: 88-91): Selected poems (C: 92-109) (Respond to **at least four poems from the textbook or from poems that I have supplied.** Use the table of contents for a list of poems that are in the textbook.)

Fiction (You will be responding to three stories, one by each of the following authors.)

Kate Chopin (C: 537): ["Desiree's Baby"](#) (C: 538-41) **OR** ["The Story of an Hour"](#) (C: 542-44) **OR** "The Storm" (C: 544-47)

Edith Wharton (C: 857): ["The Other Two"](#) (C: 859-72) **OR** ["Roman Fever"](#) (C: 872-81)

Sui Sin Far (C: 908): ["Mrs. Spring Fragrance"](#) (C: 909-17) **OR** ["In the Land of the Free"](#) (link-- This story is in the 7th edition of the textbook.)

Module 1: Overview for Week 1**Discussions (Ungraded)**

Autobiographical Assignment (Send brief autobiography during the first week of class to share with classmates.)

Syllabus Acknowledgement (You must acknowledge that you have read the entire syllabus carefully before beginning the course.)

Graded Discussion

Reading response 1 (Walt Whitman, Emily Dickinson, Kate Chopin, Edith Wharton, Sui Sin Far)

Informational Files (in Module 1):

Responding to Poetry

Terms for Analysis of Fiction

Reading Response 1 (Whitman, Dickinson, Chopin, Wharton, Far) is due on Monday, June 10, 2019.

Week 2: June 10-16**Reading Assignment:**

Read and respond to at least one story by each of the following authors. (Note: Each story should be by a different author.)

Mary E. Wilkins Freeman (C: 639): ["A New England Nun"](#) (C: 640-48) **OR** ["The Revolt of 'Mother'"](#) (C: 649-59)

Ambrose Bierce (C: 394): ["An Occurrence at Owl Creek Bridge"](#) (C: 395-401) **OR** ["Chickamauga"](#) (C: 401-406)

Charles W. Chesnutt (C: 724): ["The Wife of His Youth"](#) (C: 740-48) **OR** ["The Passing of Grandison"](#) (C: 749-60)

John M. Oskison (C: 1101) ["The Problem of Old Harjo"](#) (C: 1102-07)

Zitkala-Sa [Gertrude Simmons Bonnin]: ["The Soft-Hearted Sioux"](#) (C: 1141-46)

Module 2: Overview of Week 2

Graded Discussion: Freeman, Bierce, Chesnutt, Garland, Oskison

Reading Response 2 (Freeman, Bierce, Chesnutt, Oskison, Zitkala-Sa) is due on Monday, June 17.

Week 3: June 17-23

Reading Assignment

Introduction to Volume D: American Literature between the Wars: 1914-1945 (D: 3-23) This introduction provides an overview of the era, along with a valuable discussion of modernism.

[Table of Contents for Volumes C, D, and E \(9th edition\)](#)

[The Harlem Renaissance](#)

Read and respond to at least one poem by each of the following poets of the Harlem Renaissance. See the assignment file for specific suggestions.

Claude McKay (D: 467-71) (Write about at least one poem.)

Sterling Brown (D: 828-832) (Write about at least one poem.)

Langston Hughes (D: 833-44) (Write about at least one poem.)

Countee Cullen (D: 853-58) (Write about at least one poem.)

Modern Poetry

Read and respond to at least one **short** poem by **four** of the following poets.

Edgar Lee Masters (D: 24-27)

Edwin Arlington Robinson (D: 27-31)

Robert Frost (D: 218-38)

Carl Sandburg (D: 266-69)

William Carlos Williams (D: 281-93)

Ezra Pound (D: 293-99)

Marianne Moore (D: 337-51)

Edna St. Vincent Millay (D: 604-607)

Note: You may choose other poets from Volume D (9th edition) to substitute for one of the above. All poems must come from the textbook.

Modern Fiction

Read and respond to at least **two** of the following stories (each story should be by a different author).

Sherwood Anderson (D: 251): ["Hands"](#) (D: 253-56) OR ["Mother"](#) (D: 257-62) OR ["Adventure"](#) (D: 262-66)

Katherine Anne Porter (D: 471): "Flowering Judas" (D: 473-81) OR ["The Jilting of Granny Weatherall"](#) (Internet Link)

Zora Neale Hurston (D: 515): ["Sweat"](#) (D: 517-25) OR "The Eatonville Anthology" (525-33)

F. Scott Fitzgerald (D: 629): ["Winter Dreams"](#) (D: 630-46) OR ["Babylon Revisited"](#) (D: 646-60)

William Faulkner (D: 666): "[A Rose for Emily](#)" (D: 765-70)

Richard Wright (D: 957): "[The Man Who Was Almost a Man](#)" (D: 958-66)

Module 3: Overview of Week 3

Graded Discussion: Reading response 3 (Harlem Renaissance, Modern Poetry and Fiction)

Reading response 3 (Harlem Renaissance, Modern Poetry and Fiction) is due on Monday, June 24.

Week 4: June 24-30

Module 4: Overview of Week 4 (Midterm Essay)

Assignment file:

Midterm Essay Assignment

Midterm Essay Exam (see assignment file for instructions) is due on Monday, July 1. You will be submitting your midterm essay in the Assignment submission area.

Week 5: 1-7 (July 4 is Independence Day Holiday.)

Module 5: Overview of Week 5 (Research Paper)

Assignment file:

Research paper assignment (includes information about documentation of the paper and a sample works cited page)

Research paper is due Tuesday, July 9 (see assignment file for instructions). You will be submitting the research paper in the Assignment submission area.

Week 6: July 9-14

Reading Assignment

Introduction to Volume E: American Literature since 1945 (E: 3-24)

[Table of Contents for Volumes C, D, and E \(9th edition\)](#)

Fiction:

Read and respond to at least THREE of the following stories:

James Baldwin (E: 391): "[Going to Meet the Man](#)" (E: 392-404)

Flannery O'Connor (E: 426): "[The Life You Save May Be Your Own](#)" (E: 427-34)

Raymond Carver (E: 742): "[Cathedral](#)" (E: 743-53)

Alice Walker (E: 912) : "[Everyday Use](#)" (E: 913-18)

Leslie Marmon Silko (E: 1041): "Lullaby" (E: 1042-48)

Amy Tan (E: 1090): "[Two Kinds](#)" (E: 1091-99)

Sandra Cisneros (E: 1100): "[Woman Hollering Creek](#)" (E: 1101-08)

Louise Erdrich (E: 1109): "Fleur" (E: 1112-21)
Jhumpa Lahiri (E: 1190) : "Sexy" (E: 1192-1206)

Read and respond to at least one poem by FOUR of the following poets (or more). You must choose poems from the textbook.

Elizabeth Bishop (E: 54-72)
Randall Jarrell (E: 157-163)
Gwendolyn Brooks (E: 305-15)
Allen Ginsberg (E: 485-98)
Anne Sexton (E: 549-56)
Adrienne Rich (E: 569-86)
Sylvia Plath (E: 620-32)
Audre Lorde (E: 684-87)
Lucille Clifton (E: 694-99)
Rita Dove (E: 1079-89)
Li-Young Lee (E: 1122-28)

Module 6: Overview of Week 6

Graded Discussion: Reading response 4 (American Prose and Poetry since 1945)
Reading response 4 (American Prose and Poetry since 1945) is due on July 15.

Week 7: July 15-21

Module 7: Overview of Week 7 (Final Essay)

Assignment File:

Final Essay Instructions

Final Essay is due on July 22. There is no one-week grace period for the final essay.

Week 8: July 22-26

Submit final essay on Monday, July 22, 2019.

All late work (no more than two weeks late) must be turned in by Wednesday, July 24, 2019.