

English 2328:

American Literature Since the Civil War

Distance Education: Summer 2016

Instructor: Linda Daigle

HCCS E-Mail: Linda.Daigle@hccs.edu

Course CRN: 13047

June 6-July 31

Office: SJAC 215 (Central)

Phone: 713-718-6632 (voice mail)

English Department: 713-718-6671

Office Hours: by appointment

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.

IMPORTANT CLASS POLICIES: PLEASE READ CAREFULLY!

Taking a Distance Education 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.** I allow a one-week grace period with 10 points per week deducted after that. In other words, if an assignment is one week and one day late, I'll deduct 10 points. I will not accept work that is more than two weeks late. If you do not begin participating in the course (by posting weekly reading responses) by **Monday, June 13, 2016** (official date of record), you will be dropped from the course for non-attendance. **(There is no grace period for the final essay exam.)**

It is very important that you complete all reading responses, since these are the equivalent of reading and discussing the reading selections in class (the same as class attendance). As with most classes, completing all of the work ensures that you will be successful in the course. Also,

reading responses count 40% of your grade, so missing even one of them will cause you to lose 10 points (an entire grade level). Since this is an 8-week class, there are only four reading responses, but each one requires you to read and respond to several poems or stories. You will also be writing three major papers; these count 20% each.

Again, 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 important 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. (See class homepage for syllabus acknowledgement forum.)

WITHDRAWAL POLICY

As of the fall semester, 2007, instructors at HCCS are no longer allowed to withdraw students at the end of the semester as in the past. 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 This semester the withdrawal date is Monday, July 11, 2016.**

If you stop participating in the class and don't withdraw, you may receive an FX for the class. If you have questions about this policy, please contact the DE Counseling Department (information below). An FX will prevent you from receiving financial aid if you retake the class.

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.

My Policy: I will withdraw you from the course at your request. If you have stopped participating in the class (or have turned in very little work) and I haven't heard from you by the drop date, I will withdraw you for excessive absences.

ENGL 2328 American Literature II

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.

Prerequisite: ENGL 1301 (Composition I)

Learning Outcomes

Upon successful completion of this course, students will:

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.

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

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

The course covers American literature from 1865 to the present. You 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, you 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, you 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, you will have the opportunity to read works by Native American, African American, Asian American, and Latino/Latina writers.

COURSE REQUIREMENTS/PERCENTAGES

Reading responses/class discussion activities: 40% (Since this is an 8-week summer session, there are only four reading responses. Each one counts 10% of your grade.)

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

Research paper (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).

TEXTBOOK/MATERIALS

REQUIRED

Baym, Nina, et al, eds. *The Norton Anthology of American Literature*. Vols. C, D, E. 8th ed. New York: Norton, 2012. Print. (Note: These volumes are sold together in a bundle.)

Companion website: [The Norton Anthology of American Literature](#)

You may also use the 7th edition, but please let me know if you are using this edition.

MLA (Modern Language Association) documentation guide.

Any recent college handbook (*The McGraw-Hill Handbook* or *The Little Seagull Handbook*, for example) will give you guidelines and examples for documenting a research paper. You may also wish to use the HCCS Library link on the Eagle 2.0 log-in page and click on [MLA Format](#) under "Style Guides" You will also find sources for your research paper by using the ["Databases from A to Z"](#) link (easily available at any HCCS library). You will find instructions for accessing the databases from home below.

ACCESSING HCCS DATABASES FROM HOME

All HCCS students are entitled to use the college databases while enrolled in Houston Community College.

Here is how to access the databases from home:

Log in to [Student System](#), open the menu on the left titled Self Service and click on the link to [Student Center](#). Once you've done this, scroll down to the field titled Personal Information and click on the link to Demographic Data. Your library barcode is the third number listed on this page, below your W-number.

You can also get a physical student ID card, which has your library barcode on the back. You can find more information about [getting your student ID card](#) under Step 5: Obtain your photo ID.

Information about taking English 2328 online:

Logging in to Eagle On-Line 2.0: You should go to the Student Sign-Ins page to access the course. We are using the Moodle (current) version of Eagle, not the new Canvas version, this summer.

Quickmail: You should communicate with me using Quickmail in Eagle Online or your HCCS student email. Quickmail goes to your HCCS Email, so you must sign in to receive messages. Again, use the Student Sign-Ins page for this. Assignments will be appear in files on the homepage for the course. Essays are submitted through the Assignment Dropbox. If you have questions about how to use these features of Eagle, let me know. You will see Quickmail on the right side of the home page. **Again, any messages you receive will come to your HCCS student email account.**

Activities: Forums, Advanced Forums, Assignments, and Resources: On the right menu, you will

see two kinds of forums. I rarely use simple "forums," since I prefer a forum that you can respond to. You will also see "Advanced Forums" on the right menu, followed by "Resources" (important files) and "Assignments". You will post your reading responses in the "advanced forums." The advanced forum will ask you to "add a new discussion topic" for your response. You will also be replying to other students in the advanced forums. I will reply privately; you will receive comments from me, along with your grade, on each reading response. Usually, it takes me a week to 10 days to respond to everyone. **You must go back to the forum to find my comments**, which will be in **blue** type. All of these also appear on the Course Outline (weekly list of files and forums) on the home page.

Course Topics (on the main page): Here you will find detailed weekly assignments and informational files (the syllabus, handouts on various topics, etc). It is essential to check this area and to follow instructions. Due dates for assignments are on the course schedule of assignments, on the calendar, and on the homepage (Course Outline). (Note: I don't post all of the assignments at the beginning of the semester because I often find that I need to edit the files slightly, depending upon class responses.)

IMPORTANT: The weekly assignments are in what is called the folder view. You must click on the folder to see the details. All activities will be listed here, so you will be able to click on the link to them easily.

Calendar: Due dates for assignments are listed here as well as on the Syllabus/Schedule of Assignments.

THE ASSIGNMENTS:

Reading Responses (40%): You will be turning in (to an Advanced Forum) a weekly reading response for every assigned reading selection so that I will know that you have read and thought about the reading assignments. You will find specific instructions in the Advanced Forums in the Course Topics (on the home page). When you click on the advanced forum icon, you will see instructions that ask you to click to find the full assignment. 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 Advanced Forums. Please put all responses in one message, and be sure to respond to at least two other students.

- 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.
- As indicated above, you will find detailed assignments for these responses when you click on the Advanced Forum icon.

You will be required to respond briefly to at least two other students' responses each week, and I will respond also (privately). Please type (or copy) your responses directly into the Advanced Forum so that downloading won't be necessary. **Do not attach files.**

To read my responses (and those of other students), you must go back to the forum. You will also see your grade there.

- 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 quotations from the reading selections for support, you will lose points.

Using sources like Wikipedia, Sparknotes, Enotes, Cliffsnotes, etc. is not the same as reading the actual literature; however, I understand that you may sometimes need to consult sources, even summaries like these. If you do this, you must let me know in your response. You may find (as I have) that these aren't always reliable sources. Usually, student papers and personal blogs aren't reliable, though they may be interesting, since you may disagree with what the writer says. Again, you must mention these sources in your response (and not just at the end). Just tell me directly what sources you read to help you understand the literature, which you must also read, of course.

If you copy from 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.

Essays:

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

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 four 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) and three secondary sources.

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

You will be submitting essays in .doc, .docx, or .rtf files through the Assignment dropbox. I will grade and return the essays there also. You will see the graded assignment (essay) at the bottom of the page in the assignment dropbox.

Grading for Essays about Literature Linda Daigle

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 most of the 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

Evaluation of Reading Responses

I look for the following:

- a personal response, using "I"
- brief quotations of parts of the reading selection that support your response (For most responses, you will need to include more than one quotation, though this may vary.)

- thoroughness, insight, creativity
- evidence that you have read the assignment carefully (no errors in names of characters, events in a story, sequence, etc.)
- a full paragraph (at least 200 words) per author or reading selection, depending on the assignment
- timeliness

More explanation of how I determine the grades on reading responses:

As indicated above, I'm looking for a personal response, so using the word "I" is necessary. I specify a word count because when I first started teaching on-line, I was getting some responses that were only a sentence or two and others that were full essays. It was difficult for me to evaluate these fairly, so I decided that a full paragraph (about 200 words) per author (and/or reading selection, depending on the specific assignment) would give me what I was looking for.

I look for thoroughness, insight, creativity in determining whether a grade is a 98 or a 78. Generally, if the response reveals that you have read and thought about the assignment, you will receive at least a B (85). If the response shows a lack of understanding or perhaps a hurried reading (and thus contains incorrect information about the reading selection), you may receive a C (75) or D (65). If the response is very brief and thus doesn't show that you have read carefully and fully--or if it is only a very general overview, you may receive only half credit for it (50). **Do not summarize!** This isn't necessary because your readers (the class) will already be familiar with the stories/essays/poems. If you summarize the story and do not respond to it, you will receive a low grade.

The individual reading responses don't count as much as the essays in your overall grade, but they are important because they are the equivalent of attending class. I don't take off for errors in the reading responses, but it's still a good idea to avoid errors as much as possible, since I read all of them carefully and make comments on them. **(I respond to them privately in the forum; other students can't read my comments.)** I do not take off points if I disagree with an interpretation, though I might let you know what I think, as a way to expand the discussion and perhaps help you see another side to the reading selection. If you summarize the reading selection, that will tell me that you read it, but it won't tell me that you have thought about it, so the responses should always go beyond summary.

CLASS POLICIES AND OTHER INFORMATION

Late work (essays, reading responses, research paper): Each assignment has a due date (on the course syllabus). This is necessary because if you fall behind, it's very difficult to catch up, and it's impossible for me to give you timely feedback on your responses. Therefore, if an assignment is more than one week late (even one day more), I will deduct 10 points from the grade for each week it is late. If a response or essay is more than two weeks late, I won't accept it. If you have questions about this policy, please let me know. **This grace period does not apply to the final essay.**

Messages from Instructor: I will post important messages in the Forums from time to time. Please check and read these messages. All of them are essential!

Scholastic Dishonesty/Plagiarism: According to the Student Handbook for the Houston Community College System, scholastic dishonesty includes cheating on a test, plagiarism, and collusion. Since you'll be writing essays and reading responses in this class, I'll be most concerned with plagiarism, which means using another person's words or ideas and assimilating them into your own written work without quotation marks [if exact words are used] or appropriate acknowledgment if borrowed material is summarized or paraphrased. The most serious form of plagiarism is, of course, copying a paper written by someone else and turning it in as your own. You will be using MLA format on all papers. I will include a content page about plagiarism.

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.)

Technical Support: You may use the following e-mail address for technical support questions: desupport@hccs.edu.

Tutoring: Free tutoring is available at Central Campus in SJac 384 (Learning Emporium). Other campuses also have free tutoring; check for times and locations.

[The English Department at Central:](#) Use this link for additional information about the English Department at Central:
Central English Department (Note: You will find similar web pages for English Departments of the other colleges.)

[Distance Education Homepage](#)

Library: Many library services may be accessed on-line. Go to the HCCS Library homepage for more information. (Note: You will see "Library" at the top of the Eagle 2.0 login page. Just click there for more information.)

[HCCS Library link](#)

From the Distance Education Counselor:

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

Important Dates for Summer 2016

June 6, 2016	Classes begin.
June 13, 2016	Official Date of Record
July 4, 2016	Independence Day Holiday
July 11, 2016	Last Day for Student/Administrative Withdrawals
July 31, 2016	Instruction ends.

**English 2328: American Literature since the Civil War
Schedule of Assignments
Summer 2016**

**NOTE: TO STUDENTS TAKING THIS CLASS 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 will need to write a response for each selection, as indicated in the syllabus. If you consult sources for your responses, please include a citation 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.

Please send all responses to the advanced forums 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 to the responses 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. The textbook is very useful, since it includes footnotes that can be essential to understanding the reading selection. All reading selections must come from the textbook.

Essays will be submitted through the "Assignment" tool; please read instructions carefully. Generally, I will expect you to attach a file (.doc, .docx, or .rtf) for me to download. (Note: An essay is not the same as a reading response.)

WEEK 1: June 6-12

All page numbers are for the 8th edition.

[Introduction to Volume C: American Literature: 1865-1914 \(C: 3-16\)](#) This introduction covers the important literary movements of the time: realism, naturalism, and regionalism. The link will take you to the Norton website and an overview of Volume C.

[Table of Contents for Eighth Edition \(Volume C\)](#)

<http://www.wwnorton.com/college/english/naal7/contents/C/welcome.asp>

Reading Assignment for Reading response 1:

Poetry

Walt Whitman (C: 20-23) : [From Song of Myself \(1881\)](#) (C: 24-67) (Respond to at least two numbered stanzas/parts.) Or respond to one of the shorter poems in the textbook. See Table of Contents link above for specific poems.

Emily Dickinson (C: 89-93): [Selected poems \(C: 93-109\)](#) (78-91) (Respond to at least four poems; please use the first line of the poem as the title. Do not identify the poems by the number. You must choose poems that are in the textbook to receive credit. They are listed in the table of contents.)

Fiction

Kate Chopin (C: 550-51): ["At the 'Cadian Ball"](#) (Internet Link) and ["The Storm"](#) (C: 557-60) (Note: "At the 'Cadian Ball" is a prequel to "The Storm," so be sure to read both. Read "At the 'Cadian Ball" first!)

Edith Wharton (C: 813-14) (829-30): "[The Other Two](#)" (C: 814-27) or "[Roman Fever](#)" (C: 828-36)
Sui Sin Far (879): "[In the Land of the Free](#)" (880-86, only in 7th edition) or "[Mrs. Spring Fragrance](#)" (C: 865-73)

Advanced Forums:

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

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.)

Informational Files:

Responding to Poetry

Terms for Analysis of Fiction

Some Thoughts about Plagiarism (file about how to avoid plagiarism).

Reading Response 1 (Whitman, Dickinson, Chopin, Wharton, Far) is due on Monday, June 13.

Week 2: June 13-19

Reading Assignment:

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

Charlotte Perkins Gilman (C: 790): "[The Yellow Wallpaper](#)" (C: 792-804) (You may also wish to read Gilman's short commentary about the story: "[Why I Wrote 'The Yellow Wallpaper'](#)" [C: 804])

Mary E. Wilkins Freeman (C: 652): "[A New England Nun](#)" (C: 653-61) or "[The Revolt of 'Mother'](#)" (C: 662-72)

Ambrose Bierce (C: 398): "[An Occurrence at Owl Creek Bridge](#)" (C: 399-404) or "[Chickamauga](#)" (C: 405-410)

Charles W. Chesnutt (C: 698-99): "[The Wife of His Youth](#)" (C: 706-14) or "[The Passing of Grandison](#)" (C: 714-26)

Hamlin Garland (C: 736): "[Under the Lion's Paw](#)" (C: 737-45)

John M. Oskison (C: 1036): "[The Problem of Old Harjo](#)" (C: 1037-47)

Reading Response 2 (Gilman, Freeman, Bierce, Chesnutt, Garland, Oskison) is due on Monday, June 20.

Week 3: June 20-26

Reading Assignment

[Introduction to Volume D: American Literature between the Wars: 1914-1945 \(8th ed.\)](#) (D: 3-22)

[Introduction to Volume D](#) (7th ed.) (1177-91) (This introduction provides an overview of the era, along with a valuable discussion of modernism.)

[Table of Contents for Volume D \(8th ed.\)](#)

Modern Poetry

Read and respond to one or more poems by at least FOUR of the following poets (you may

respond to more poets and more poems, of course):

Edgar Lee Masters (D: 36-39)
Edwin Arlington Robinson (D: 40-44)
Robert Frost (D: 230-50)
Carl Sandburg (D: 278-81)
William Carlos Williams (D: 302-13)
Ezra Pound (D: 314-34)
Marianne Moore (D: 357-65)
Edna St. Vincent Millay (D: 633-36)

You must choose poems from the textbook. Check the table of contents.

[The Harlem Renaissance](#)
[Selected Women Writers of the Harlem Renaissance](#)

Read and respond to at least one poem by ALL of the following poets of the Harlem Renaissance. Please choose poems from the textbook. (Use the table of contents link if necessary.)

Claude McKay (D: 480-84) (Respond to at least one poem.)
Jean Toomer (D: 646-57) (Respond to at least one poem.)
Langston Hughes (D: 869-80) (Respond to at least one poem.)
Countee Cullen (D: 892-97) (Respond to at least one poem.)

Modern Fiction

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

Sherwood Anderson (D: 263-64): ["Hands"](#) (D: 265-68) OR ["Mother"](#) (D: 269-74) OR ["Adventure"](#) (D: 274-78)

Note: You will find all three of these stories on the following website: [Winesburg, Ohio: A Group of Tales of Ohio Small Town Life](#)

Katherine Anne Porter (D: 2484-85): ["Flowering Judas"](#) (D: 486-94)
Zora Neale Hurston (D: 528-30): "The Gilded Six-Bits" (D: 541-549)
F. Scott Fitzgerald (D: 658-59): ["Babylon Revisited"](#) (D: 675-89)
Richard Wright (D: 898-99): ["The Man Who Was Almost a Man"](#) (D: 899-907)

Advanced Forum:

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

Reading response 3 (Modern Poetry and Fiction, Harlem Renaissance) is due on Monday, June 27.

Week 4: June 27-July 3

Assignment file:

Midterm Essay Assignment

Midterm Essay Exam (see assignment file for instructions) is due on Tuesday, July 5.

You will be sending me the essay in the Assignment dropbox. The assignment itself will be in a separate file.

Week 5: July 5-10

Assignment file:

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

Research paper is due July 11 (see assignment file for instructions).

Again, you will be sending me the essay in the Assignment dropbox.

Week 6: July 11-17

Reading Assignment

[Introduction to Volume E: American Literature since 1945 \(8th edition\)](#) (E: 3-19)

[Table of Contents for Volume E \(8th ed.\)](#)

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

James Baldwin (E: 423-24): ["Going to Meet the Man"](#) (E: 424-36)

Flannery O'Connor (E: 436-37): ["The Life You Save May Be Your Own"](#) (E: 437-44)

Raymond Carver (E: 736): ["Cathedral"](#) (E: 737-46)

Alice Walker (E: 920) : ["Everyday Use"](#) (E: 921-27)

Leslie Marmon Silko (E: 1049): "Lullaby" (E: 1050-56)

Amy Tan (E: 1120-21): ["Two Kinds"](#) (E: 1121-1130)

Sandra Cisneros (E: 1130-31): ["Woman Hollering Creek"](#) (E: 1131-39)

Louise Erdrich (E: 1139-40): "Fleur" (E: 1143-52)

Jhumpa Lahiri (E: 1222) : "Sexy" (E: 1223-39)

Read and respond to at least one poem by FOUR of the following poets (or more). Please choose poems from the textbook. (Use the table of contents link if necessary.)

Elizabeth Bishop (E: 71-90)

Randall Jarrell (E: 174-82)

Gwendolyn Brooks (E: 322-33)

Allen Ginsberg (E: 490-506)

Anne Sexton (E: 558-66)

Adrienne Rich (E: 566-583)

Sylvia Plath (E: 623-35)

Audre Lorde (E: 687-90)

Rita Dove (E: 1102-13)

Alberto Rios (E: 1113-1120)

Lorna Dee Cervantes (E: 1152-58)

Cathy Song (E: 1158-1165)

Li-Young Lee (E: 1165-72)

Advanced forum:

Reading response 4 (American Prose and Poetry since 1945)

Reading response 4 (American Prose and Poetry since 1945) is due on 18.

Week 7: July 18-24

Assignment File:

Final Essay Instructions

Final Essay is due on July 25. There is no one-week grace period for the final essay.

Week 8: July 25-31

Turn in final essay on Monday, July 25, in Assignment dropbox.

All late work (no more than two weeks late) must be turned in by Wednesday, July 27.
