

American Literature (ENGL 2326 SECTIONS 1-3)

INSTRUCTOR CONTACT INFORMATION

Instructor: Amy Collins-Russell
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Office Location: Silsbee High School Room 162
Office Hours: M-F 3:30pm-4:30pm



CREDIT

3 SCH Semester Credit Hours (3 hours lecture, 0 Lab hours)

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/COREQUISITE:

A grade of C or better in ENGL 1301 (Composition I)

COURSE DESCRIPTION

A survey of American literature from the period of exploration and settlement 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.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

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 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

1. Critical Thinking: To include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information. Demonstrate knowledge of individual and collaborative research processes.
2. Communication: To include the effective development, interpretation, and expression of ideas through written and visual communication.
3. Personal Responsibility: To include the ability to connect choices, actions, and consequences to ethical decision-making.

4. Empirical and Quantitative: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

COURSE OUTLINE

A. The Basics of Literature

1. Critical Analysis
Purpose, Audience
2. Critical Approaches
3. Research Methods

B. Beginnings to 1700

- C. American Literature 1700-1820
- D. American Literature 1820-1865
- E. American Literature 1865-1914
- F. American Literature 1914-1945
- G. American Literature Since 1945

This course will cover the above listed periods in American Literature, with attention to each period's relevance and impact on American societal and cultural issues, as well as specific authors making significant contributions to each.

REQUIRED TEXTBOOK AND MATERIALS

Reliable access to the Internet. The instructor will provide information for any supplemental reading resources via Blackboard.

ATTENDANCE POLICY

Students will follow the attendance policy as stated in the Silsbee High School Student Handbook.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every one hour in class per week, students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE CALENDAR (subjected to change)

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
Aug. 29	Syllabus	Course Syllabus	Syllabus Quiz
Sept. 8-9	Beginnings -1700	"The Iroquois Creation Story," "Lenape War Song," "Cherokee Ward Song" "Two Cherokee Songs of Friendship," "Letter of Discovery" by Columbus, "From An Account, Much Abbreviated, of the Destruction of the Indies" by de las Casas, "In Memory of My Dear Grandchild Elizabeth Bradstreet," "In Memory of My Dear Grandchild Anne Bradstreet," and "On My Dear	Fishbowl Discussion

		Grandchild Simon Bradstreet” by Anne Bradstreet	
Sept. 9	See above	See above	Annotations Set #1
Sept. 15	Common Assignment		Topic Proposal
Sept. 17-18	1700-1820	“Reply to the Missionary Jacob Cram” by Sagoyewatha, “The Speech of Miss Polly Baker” as transcribed by Franklin, excerpt from “An Account of the Mohawk Indians, on Long Island” by Oocom, excerpt from <i>Common Sense</i> by Paine, excerpt from The Autobiography of Thomas Jefferson, from "The Declaration of Independence" by Jefferson, “On Equality of the Sexes” by Murray; “On Being Brought from Africa to America” and “To S.M., a Young African Painter, on Seeing His Works” by Wheatley	Fishbowl Discussion
Sept. 18	Essay		Analysis Paragraph #1
Sept. 23	1700-1820	See above readings	Annotations Set #2
Sept. 24	Vocabulary		Vocabulary Exercise
Sept. 25-26	Essay		Peer Edit & Conferencing Days
Sept. 29	Essay		Analysis Essay #1
Oct. 2	1820-1865		Poe Biography Activity
Oct. 3	Vocabulary		Vocabulary Slides
Oct. 3	Vocabulary		Vocabulary Quiz
Oct. 6-7	1820-1865	“The Legend of Sleepy Hollow” by Irving; “39—I never lost as much but twice,” “112—Success is counted sweetest,” “I taste a liquor never brewed,” “‘Hope’ is the thing with feathers,” and “Because I could not stop for Death” by Dickinson; “The Oval Portrait,” “The Raven,” “Alone,” and “Annabel Lee,” by Poe	Fishbowl Discussion
Oct. 7	1820-1865	See above readings	Annotations Set #3
Oct. 8	1820-1865	See above readings	Reading Assessment
Oct. 15	Midterm		Midterm Exam
Oct. 23	Essay		Analysis Paragraph #2
Oct. 27-28	1865-1914	“An Occurrence at Owl Creek Bridge” by Bierce, “Desiree’s Baby” and “The Story of an Hour” by Chopin, and “The Yellow Wallpaper” by Gilman	Fishbowl Discussion
Oct. 28	See above	See above readings	Annotations Set #4
Oct. 30-31	Essay		Peer Edit & Conferencing Days
Nov. 3			Analysis Essay #2

Nov. 10-11	1914-1945	"Trainor, the Druggist," "'Butch' Weldy," "Margaret Fuller Slack," "Nellie Clark," and "Abel Melveny" by Masters (from <i>Spoon River Anthology</i>); "Fire and Ice," "Nothing Gold Can Stay," and "Stopping by Woods on a Snowy Evening" by Frost; "Harlem Shadows," "If We Must Die," "Africa," and "America" by McKay; "How It Feels to Be Colored Me" by Hurston; "A Rose for Emily" by Faulkner; "Hills Like White Elephants" by Hemingway; "The Negro Speaks of Rivers," and "Freedom" by Hughes; "Yet Do I Marvel" by Cullen	Fishbowl Discussion
Nov. 10	Common Assignment		Rough Draft & Annotated Bibliography
Nov. 11	1914-1945	See above readings	Annotations Set #5
Nov. 12	1914-1945	See above readings	Reading Assessment
Nov. 19	Postmodernism	"My Papa's Waltz" by Roethke; "kitchenette building," "a song in the front yard," and "To the Diaspora" by Brooks; "A Good Man is Hard to Find" by O'Connor; "Little Girl, My String Bean, My Lovely Woman" by Sexton; "Schrodinger's Cat" by Le Guin; "Ripples on a Surface" and "Falling from a Height, Holding Hands" by Snyder; "Litany" and "Sonnet" by Collins (not me); "3 (Perhaps the great error is believe we're alone)" and "The Universe: Original Motion Picture Soundtrack" by Smith	Reading Activity
Nov. 20-21	Common Assignment		Peer Edit & Conferencing Days
Nov. 21	See above	See above readings	Annotations Set #6
Dec. 1	Common Assignment		Final Draft
Dec. 2	Vocabulary		Vocabulary Exercise
Dec. 3	Vocabulary		Vocabulary Quiz
Dec. 3	Vocabulary		Vocabulary Slides
Dec. 4-10			Final Exams

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Daily Work Assignments 40%
- Mid-Term Exam 15%
- Research Paper--Common Core Assignment 20%
- Final Exam 15%

Total 100%

GRADE SCALE

- | | | | |
|----------|---|---------|---|
| ● 90-100 | A | | |
| ● 80-89 | B | ● 60-69 | D |
| ● 70-79 | C | ● 0-59 | F |

LIT does not use +/- grading scales.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

<http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

(Policy subject to change at instructor's discretion.)

Students are expected to follow all policies and procedures as stated in the Silsbee High School Handbooks & Policies (located on the SISD Website: <https://www.silsbeesd.org/domain/961>)

Supplies: You will need your Chromebook and charger (in case your Chromebook dies), a reliable internet source (in and out of the classroom), a notebook (or a binder with loose-leaf notebook paper), pen (blue or black ink) or pencil, and at least one highlighter. Remember to bring these items every day! Your reading materials will be posted in Google Classroom, and I will try to have printed copies available in the classroom. You are also free to print them out on your own. If other supplies are needed, I will tell you in advance or provide them in the classroom.

Student Expectations: Students are expected to practice self-advocacy and ownership of the learning process. If there are any issues, it is the student's responsibility to contact the instructor. Also, a lot of the learning we do in class is self-directed, includes collaboration, and requires intrinsic motivation on the part of the student. I do my best to offer hands-on, individualized instruction and feedback, and I utilize the workshop method frequently in my classroom. Disruptive behavior will not be tolerated. If you are egregiously disruptive or inattentive, you will be asked to leave class. To return, you **MUST** email me a letter of apology, including information about your infraction and your promise to never do it again. I will not allow you to be back in class until I have this email. If I must remove you a second time, there will be a conference with Mrs. Lee, and you could be barred for the remainder of the semester.

Attendance & Participation: Be here and be aware. When you miss class, you miss something important that will help you with critical thinking and essay writing. You are responsible for checking your emails (SHS & LIT) and logging into Blackboard and Google Classroom. I strongly suggest checking Google Classroom every day (even the workdays) because that is where you will find the latest information for the course. You are still responsible for any handouts, assignments, etc. given on the day you are absent. Feel free to visit me during my conference period (1st period) or email me (most, if not all, of my work is digital and posted on Google Classroom) if you have questions or concerns. Do **NOT** be tardy. If you are not in my classroom by the time the last tardy bell rings, you will be marked tardy in Skyward. Showing up to class tardy may result in the student being counted absent or denied entrance to class.

Class participation is just as important as attending class. The idea of the class is to help you develop your ideas and apply them to paper. If I don't know your ideas, I won't be able to help you develop them properly. Often, we will have class discussions over assignments or share our writing. I expect everyone to participate in the discussions. With that said, please note that cultural awareness is very important in this

classroom. You may be required to read texts that challenge your beliefs or take you out of your comfort zone. You may share a classroom with people vastly different from yourself. These differences will be respected in my class. Challenging our thinking and participating in scholarly debates are how we grow as learners. Over the course of the semester, everyone should get a fair chance to voice their opinion, but that does not include name-calling, racist or sexist comments, or talking over another classmate. When someone has the floor, hold your comments until they are done speaking. Disagreements are understandable and expected but conversing in an adult manner can lead to a great learning experience. Also know that any questions over the reading, pop quizzes, and the like can be included in your grade.

Communication: Outside of class, SISD email is the best way to communicate with me. I usually don't check my SISD email past 5pm on weekdays (which is usually around the time I leave campus), so please allow up to 48 weekday hours for a response. Also, I don't answer emails on the weekend; any emails sent between Friday evening and early Monday morning may not be answered until Monday or Tuesday during school hours. I will also use Google Classroom to post updates, announcements, and reminders about class and upcoming school events, so please check that before emailing a question. Please remember that all communication must be professional and specific.

Netiquette: Because we are operating in an online space, it is essential that you always practice proper netiquette. All correspondence should be professional and grammatically correct. Any collaboration online must be professional, respectful, and thoughtful. Inflammatory behavior and/or remarks could negatively impact a student's grade.

Assignments: Most assignments will be submitted through Google Classroom. Final drafts of essays must be submitted as a Google Doc (no Microsoft, not a PDF, or any other format). It is the student's responsibility to make sure they understand how to operate the platform--claiming you didn't know how to work Google Classroom will not excuse missed deadlines/missing assignments. Likewise, technology issues will not excuse late assignments, so please make sure you are not waiting until the last minute. As a backup, if there is an error with Google Classroom, the student may attach the assignment to an email and submit it prior to the deadline. ***It is up to the student to make sure they have the appropriate technology and a strong internet connection. For further precaution, save your work as a Google Doc in case you need timestamps as proof. In the past, students have also shown video proof of turning in an assignment on time or a video of the technological glitch. Any false or tampered proof will result in a zero (0) for that assignment.

*****Please note:** This is for extenuating circumstances only. Regularly submitting assignments via email will result in said assignments being marked as missing.

MLA Format: Students must follow the rules of *MLA 9th Edition* formatting to succeed in this course. Formatting includes proper heading, header with page numbers, in-text citations, and works cited page. All assignments must be typed, 12-point Times New Roman font, and double spaced.

Late Work Policy: Late assignments are not accepted; it is a zero in the gradebook, and zeroes are not replaced. If there is a legitimate emergency, i.e., death in the family, medical emergencies, or natural disasters, please notify me PRIOR to the assignment's due date, and I will do my best to work with you (case-by-case basis). Please note that it is the student's responsibility to inform the instructor prior to the due date. Failure to do so will result in a grade of zero for late work.

Peer Edit/Writer's Workshop Days: There will be at least one peer edit/workshop session before an essay is due. You must have a printed essay in hand—you will not be using the Chromebooks for this assignment. I will hand out rubrics with a few questions you must answer about the essays you read. Do not play around with the questions on the rubrics; they are important to you (your grade), myself (seeing how you think), and your peers (they will use these when they revise). Workshop time is not a “freebie,” so please do not skip out on it. The time is meant to help you develop your skills as a reader and writer. It is also the first step in editing and revising your essay before turning in the final draft. When you turn in your final draft, you will also turn in the rubric sheets (at least two) from the workshop (in PDF form—they are part of your essay grade).

Grading: It is rare for college freshmen to get an A on their first paper. I didn't get an A on my first paper. More like a C+ (and yes, I freaked out at first, but it all worked out). College expectations are much higher than those of high school, and as a dual credit student, you are in a unique position. I do not “guarantee” or “give away” As; I expect good quality hard work. To give you a better definition:

A: An A paper shows the student's above average comprehension of the essay assignment and concepts discussed in class. They can properly apply these concepts to the assignment and make connections with other applicable concepts not necessarily discussed in class. An A paper displays the student's well-developed thoughts in a clear, organized manner. They will focus their paper around a highly developed thesis, using thoughts that are unique, but logical and explained in clear prose. The paper will also show that the student has mastered the language and sentence structure with few (if any) mechanical errors.

B: A B paper shows the student's strong comprehension of the essay assignment and concepts discussed in class. They can properly apply these concepts to the assignment and try to make connections with other applicable concepts not discussed in class. A B paper displays the student's developed thoughts in a clear, organized manner. The thoughts might be unique, but the critical thinking may need to be stronger in logic or prose to make a firm connection to their thesis. The paper will show a strong grasp of the language and sentence structure with some mechanical errors, but nothing that will make the paper impossible to understand.

C: A C paper shows the student's average understanding of the concepts discussed in class. The paper will meet the general requirements for the assignment. There will be a basic application of the concepts to the assignment and a bare minimum of connections to their thesis. Many of the connections will be flawed, therefore affecting the general reading of the paper. Overall, the paper is underdeveloped and reads much like an experimental rough draft. There will be a medium number of mechanical errors, making parts of the reading hard to understand, but the paper will present an average usage of language and sentence structure.

D: A D paper does not fulfill the general requirements of the assignment and displays a below average understanding of the concepts discussed in class. The paper will usually be shorter than required and not have a clear thesis; therefore, its support will be weak to non-existent. The paper will be short, with little (if any) connections to anything to do with the subject of the paper. In general, a D paper will, for the most part, read like a random, undeveloped journal or practice exercise with numerous errors in mechanics, sentence and argument structure.

F: A paper that receives an F shows little or no effort to fulfill the general requirements of the assignment. The essay is much too short to adequately fulfill the assignment and there is no use of the resources and concepts discussed in class. The paper's main function is to display the writer's random, poorly developed thoughts. The essay will show an inability to work with the language, as well as an abundance of mechanical errors.

Remember, your work ethic reflects yourself. Be responsible and studious and you will have nothing to worry about. Once again, I am available if you have any questions or concerns.

Plagiarism: Just don't do it; academic honesty is expected on all assignments. All work submitted must be your own work. According to the statement from the handbook, "Plagiarism is defined as appropriating the literary composition of another person, including the parts, passages, or language of that writing, and passing off the appropriated material as one's own. Plagiarism is the failure to give credit or citation to one's sources of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased." If you are not sure if you are plagiarizing, please contact me during my office hours or send an email to me and we can discuss the issue. I am always willing to help my students, but do not insult my intelligence (as well as your own) by turning in work that is not your own. Also, please know that simply putting something in your own words (paraphrasing) does not mean you can skip citing a source. Students who plagiarize on an assignment will receive a zero on said assignment but may be given the chance to redo for partial credit at instructor discretion. Continued acts of plagiarism will result in the student failing the course.

Artificial Intelligence Addendum: Using AI for grammatical purposes (checking your paper in Grammarly, for example) is generally accepted (I understand not everyone understands all the rules of grammar), but AI will not be accepted outside of that, especially when it comes to writing essays. Brisk software will be used to determine if AI has been used on assignments. If Brisk shows that AI has been used (or there are other factors that indicate AI has been used), the assignment will be marked as a zero, which will remain part of the student's overall average.

Bonus/Extra Credit/Corrections: There will not be many opportunities for bonuses and extra credit this semester; it is important that you do your best on the regular assignments. If you are interested in bonus and/or extra credit, please follow the instructions as they are posted in Google Classroom. Some opportunities will require you to schedule a time after school; if you schedule a time, it is important that you arrive on time and not go over the scheduled appointment time. Extra credit points will not be added until the end of the course. Students will have the option to correct two (2) failing quiz grades for a 70 (which will go into effect soon after corrections are complete). Please speak with me about details when it comes to making quiz corrections.