

## Collin College DigitalCommons@Collin

---

Fall 2018

2018

---

8-27-2018

# American Literature I

Lisa Roy-Davis Dr.  
*Collin College*

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabifall2018](https://digitalcommons.collin.edu/english_syllabifall2018)

---

### Recommended Citation

Roy-Davis, Lisa Dr., "American Literature I" (2018). *Fall 2018*. 184.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/184](https://digitalcommons.collin.edu/english_syllabifall2018/184)

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

# COURSE SYLLABUS—ENGL 2327 American Literature 1

## Fall 2018

COURSE INFORMATION
--------------------

**Course Number:** ENGL 2327 Section 04

**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.

**Course Credit Hours:** 3  
Lecture Hours: 3

**Prerequisite:** ENGL 1302 or ENGL 2311

### Student Learning Outcomes:

- **State-mandated 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.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property.

### Withdrawal Policy:

See the current *Collin Registration Guide* for the last day to withdraw.

### Repeat Policy:

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Fall 2018 Registration Guide for more information.

### Collin College Academic Policies:

See the current *Collin Student Handbook*.

**Americans with Disabilities Act:**

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Instructor's Name:** Dr. Lisa Roy-Davis, PhD

**Office Number:** SCC H235

**Office Hours:** Tuesday and Thursdays, 8:30-10AM and 1:00-2:30PM. Monday and Wednesday by appointment only.

**Phone Number:** 972-578-5511

**Email:** [LRDavis@collin.edu](mailto:LRDavis@collin.edu) -- note the "R" before Davis.

**Class Information:**

**Section Number:** 04

**Meeting Times:** Tuesday and Thursday, 11:30-12:45.

**Meeting Location:** I220

**Minimum Technology Requirement:** Internet access required, typing skills preferred.

**Minimum Student Skills:** Ability to read and write fluently.

**Netiquette Expectations:** All communication via email with the instructor should come from your Cougarmail account, be formally worded and formatted properly. Include your full name, course number and section on any emails you send me. Emails without that information will not be answered promptly.

**Course Resources:**

Rodriguez, Jason. *Colonial Comics: New England, 1620-1750*. Golden: Fulcrum Publishing, 2014. ISBN: 978-1-938486-30-2 You may instead choose to purchase a digital copy through Amazon Kindle (readable on any computer or phone, as well).

McPherson, James M. *The Hammer and The Anvil: Frederick Douglass, Abraham Lincoln, and the End of Slavery in America*. New York: Farrar, Straus and Giroux, 2012. ISBN: 978-0-8090-5358-2

DeRosa, Robin. *The Open Anthology of Early American Literature*: <https://openamlit.pressbooks.com/front-matter/introduction/>  
(This text does not need to be purchased, it is available free online at this link.)

The first two textbooks are readily available through the Barnes and Noble Bookstore on campus at Spring Creek. You may also order the textbooks for faster delivery from the online bookstore by going to the Collin homepage => Student Resources => Bookstore.

**Supplies:**

A spiral bound notebook exclusively devoted to writing for this course.

Access to Canvas through Cougarweb

A pocket folder to keep all of your course handouts and papers together.

A free account on Dropbox or Google drive, to back up your work.

Highlighters in different colors

## Welcome to the Course!

This literature course offers you a unique learning opportunity to sharpen your analysis skills. As we read and study the time period, we will foreground analytical reading practices and strategies to improve your thinking and writing. This type of focused practice is something that you may not experience anywhere else in your degree program, so it is important to attend every class and learn to take good reading notes.

Native American novelist David Treuer's notes that, "Literature has the potential to train our minds to work better." The key word in that quote is "train" – a prolonged focus and return to practice on something. Treuer argues that a sustained focus on reading and analysis of literature can actually make you a stronger thinker overall. We will expand on this idea by adding strategies, approaches to analysis and ways of thinking about asking focusing questions, while keeping in mind that **you will only learn what you want to learn.**

Too many literature courses focus on memorization and mastering content, as though remembering dates and the lives of writers is all that's needed. But memorization and repeating back ideas mindlessly on tests is literally the lowest form of learning. Instead, using a text to engage in focused analytical tasks can open up worlds beyond what you already know in ways that can be incredibly beneficial to your studying in other classes. We will actively look for outside connections this semester. As we work together, it will be useful to think of attending class and practicing your analysis skills like going to the gym to improve your overall health. Frequently engaging in analytical practice will help you develop those writing and thinking muscles that will enable you to become a stronger student in every other class.

### **Writing Assignments:**

There are two main types of writing assignments for this course: low stakes assignments—where you are engaging in experimental writing and notetaking as practice sites to develop your analytical writing and discussion skills, and high stakes assignments—the larger projects that demonstrate what you have learned. Lower stakes work will happen in class most days, and it provides the scaffolding of understanding that you need in order to write a higher stakes assignment.

### Low Stakes Assignments:

There are several types of graded low stakes of assignments we'll use this semester.

**Reading Notes:** You are strongly encouraged to take reading notes as you read each assignment. Your notes will be multi-functional: they will provide a basis for starting class discussion, a way of tracking your evolving thinking on a reading, a place where you start asking the questions that interest you the most, and a place for making connections between the text and other areas of learning. If you don't take good notes, you will be cheating yourself out of the chance to practice thinking. Your notes will also give you ideas to develop your required higher stakes writing. Although your notes will not be graded, many of your in-class low stakes writing assignments will depend on them.

**Quizzes:** In-class unannounced quizzes are extremely useful low-stakes writing assignments, because they will actively measure the depth of your note taking and thinking about the assigned reading for the class. **If you have taken reading notes on the assignment, you will be allowed to use them for quizzes.**

**In-Class Writing:** We will frequently engage in different types of in-class activities and discussion assignments that may lead to writing that I may ask you to turn in. Work that does not show knowledge of the text or make meaningful analytical connections will receive lower grades.

**Short Reading/Analysis Assignments** to be completed with readings: Several times during the semester I will hand out smaller assignments that will apply to the readings due the next day. These need to be completed and turned in at the end of the next class for low stakes credit.

Your total Low Stakes Writing grade will be the average grade of all your completed assignments. Low stakes assignments will be assigned letter grades and your total averaged grade will count for 25% of your total grade. Please note: **In class assignments and quizzes cannot be made up. If you miss class that day, you miss the quiz or writing assignment as well.**

#### High Stakes Assignments:

There are 3 high stakes assignments in the course: a Bibliographic Trace Paper, a Graphic Novel or Annotated Bibliography Project and a Final Exam. Each of these assignments will be outlined in detail. Grades on the first two projects will be provisional with a two-week revision window. That is, you will have two weeks to decide whether to keep the grade or revise towards a higher one. After the two-week deadline has passed, the grade becomes permanent and counts towards your overall total.

Obviously, the final exam will not have a two-week revision period, so you will want to gain as much feedback during your process of putting it together as possible to avoid a negative outcome.

### **Grading Scale**

Each of the assignment categories weighs equally toward your final course grade:

Low stakes writing assignments	25%
Bibliographic Trace Paper	25%
Graphic Novel or Annotated Bibliography Project	25%
Final Exam	25%

#### **Grading Scale:**

Collin College does not allow plus or minus grades for the final grade entered onto your transcript. To make our work easier this semester, I will also not use plus or minus grades for your coursework. Instead, if your work is in a particular grade range, I will always assign it the maximum number of points possible for that grade. That means that if your work is in the B range, it will score 89 points, C range work gets 79, etc. Grades on your work mean that your work is solidly in that particular grade range, and not in the one above or below it. To improve the grade, you will need to know what is expected to reach the next level, which I will clearly communicate to you.

Because I will be assigning the maximum number of points to your work that the grade range allows, I

will not round grades up or down on assignments **OR** on final course grades. In Canvas, an 89.9% at the end of the course is a B, because I've been rounding up the entire semester. Students who ask for grades to be rounded up are most often the ones not steadily working on revision during the semester, as well. To make sure your course grade doesn't wind up in a bubble range like that, be sure to revise your work during the semester, and ask questions about constant improvement. I'm always glad to help.

Here are the scores I will use this semester:

A: 100

B: 89

C: 79

D: 69

F: 0-59 (The F grade is subject to my complete discretion based on the assignment and degree of fulfillment. Missing assignments will automatically be assigned zeros. Papers that do not completely follow the assignment may be awarded F level points anywhere in the 0-59 point range.)

## Course Policies

### **Attendance Policy:**

You are expected to attend all classes and to arrive **on time**. There will be quizzes and in class assignments that will be collected and graded. Missed in-class assignments cannot be made up. I take attendance in every class using Canvas. If you arrive late, make sure that you notify me at the end of the class period that you came late to avoid being marked absent.

Canvas will track your attendance, tardiness and absences and assign a percentage score to them. Present and on time for class equals a 100% mark for the day, while being late awards only 80% for the class. For this class, you are required to keep your attendance rate at or above 80%. That means that you have roughly 5 full class absences allowed during the semester. Excessive tardiness will both negatively impact your course grade and be grounds for being reported to the Dean of Students. In this class, all absences are equal; there are no excused or unexcused absences. I do not require notes or emails explaining your absences. The only absences that do not apply to your overall total are religious holy days and school required absences (team trips, Collin research conferences, Model UN trips, etc). All absences for any other reason count towards your total attendance grade.

**Your attendance rate will directly impact your final grade.** At the end of the semester, if your final attendance percentage is below 80%, it will cost you one letter grade; B's become C's, C's become D's, etc. It is very possible to fail this course by being consistently tardy and/or not attending regularly. Collin College requires that all students physically attend and participate in 80% of scheduled face-to-face classes in order to be eligible for a passing grade.

**This attendance policy applies from day 1 of the course, regardless of when you registered or began attending.**

### **Late Work:**

You must turn in all work on time to pass the course. I will sometimes accept late work, but only with

prior notice. Any work turned in late without advance warning will not receive my written comments, you must discuss your work in person with me either in my office or after class in order to get the feedback you need to move forward. Late work turned in without prior notice makes you ineligible for an A in the course. Missing major assignments are automatically assigned zeros as provisional grades, which become permanent at the end of the 2-week revision period. If you miss a deadline, you need to talk to me immediately to make a plan for turning the work in. Make sure you understand how Turnitin works on Canvas so that you do not accidentally miss deadlines.

If you are worried about missing a deadline, talk to me BEFORE the assignment is due for some assistance. The 2-week period of revision following my initial returned comments stands as a hard deadline for missing work. If you do not turn in a work after that 2-week deadline, a zero will be assigned as a grade. Zeros for high stakes work means that you will likely fail the course.

### **Plagiarism:**

Students are expected to turn in original work in this course. That means the work must be your own entirely—free from collusion, cheating and/or plagiarism as defined by the *Collin Student Handbook*. Please review and refer to the description in the Handbook. Plagiarism is a very serious breach of intellectual integrity.

Most cases of plagiarism happen when students do not understand the rules of quotation, paraphrase and summary. Often, cases happen when students feel rushed and/or stressed from taking several classes as well as balancing work and family requirements. To avoid plagiarizing and risking your academic career, ASK FOR HELP. I would much rather help you by extending a deadline and answering your questions about responsible source attribution than to have to report your work to the Dean of Students.

We are using Turnitin.com as a platform for submitting and grading work. Take advantage of the fact that you are allowed to turn work in early to see what your Turnitin plagiarism score is BEFORE the actual due date. The program is designed to allow you to upload your work multiple times and to see and assess your rate of plagiarism as part of your writing process. Keep in mind that Turnitin does not diagnose plagiarism. It shows you the amount of source material you have borrowed, and it also highlights whether you've used the ideas responsibly.

There are varying degrees of plagiarism, ranging from using sources without proper attribution, to copying and pasting material from other established sources. If you turn in a work that I suspect to be plagiarized, I will assess the degree of plagiarism and follow one of two options.

**A) Unintentional or low-level plagiarism (usually characterized by a lack of source citations even though quotation marks are in place, or a small amount of borrowed text in an otherwise clearly documented work):** I will withhold a grade on the work and give you 2 weeks to revise and resubmit the assignment. Revised and resubmitted work will not be eligible for an A. If you do not resubmit the work, the grade will automatically revert to a 0 for the assignment, which could lead to a failure of the course.

**B) Larger cases of cut and paste plagiarism:** I will immediately report your work to the Dean of Students office BEFORE notifying you. A grade will be withheld from the work until your situation is resolved with the Dean. If you are found responsible by the Dean's office, you will receive an automatic 0 for the

assignment, with 2 weeks to submit a revised version. Revised and resubmitted work will be graded, but it will not be eligible for an A grade after a finding of responsibility by the Dean. If you do not revise and resubmit the work, the grade of 0 will stand, which could lead to a failure of the course. If it turns out that this is not your first instance of plagiarism at the college, or if I must report you a second time in the same semester, you will automatically receive an F for the course.

### **Cell Phones**

When you are in class, you should be off your cellphone. When I am teaching, my phone is on silent and near me, but I will not watch videos, text my friends or surf the internet during class. When you are learning, your phone should be on silent and near you, but you will not watch videos, text your friends or surf the internet while you are supposed to be learning material during our time to work together.

If I have to ask you more than once to stop watching videos while I am speaking to the class, or to stop texting during work time, I will report your behavior to the Dean of Students, since excessive cellphone usage is a direct violation of the Collin College Student Code of Conduct. The relevant section is listed on page 98, in the section entitled “Other Offenses” in Chapter 6 “Student Code of Conduct Violations”.

### **It states:**

Collin College may initiate disciplinary proceedings for a student who engages “in the disruptive use of electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during class, labs, or other Collin College learning environments. In addition, all electronic, digital media, telecommunication, and/or wearable devices must be completely turned off (not in silent or vibrate mode) while taking examinations and prior to entering the Collin College Testing Center.”

Once the behavior is reported, a mandated meeting with the Dean of Students is required, and the appropriate action is decided after the meeting. Here’s a link to a copy of the full handbook: <http://www.collin.edu/studentresources/personal/studenthandbook.html>

### **Abbreviated Course Schedule**

Week 1	Course Introduction
Week 2-8	Readings, quizzes, note taking, discussion, close analysis, in-class writing.
Week 9	Bibliographic Trace Assignment Due
Week 10-12	Readings, quizzes, note taking, discussion, close analysis, in-class writing.
Week 13	Thanksgiving
Week 14	Anthology or Annotated Bibliography Project due
Week 15	Exam Review
Week 16	Final Exam