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# American Literature II

Gary Wilson Dr.  
*Collin College*

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## COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 2328

**Course Title:** 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.

**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. (Social Responsibility)
  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. (Critical Thinking and Communication Skills)
- **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. (Personal Responsibility)

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

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** 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 educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Scholastic Dishonesty–Student Handbook: Sect. 7-2.2.** Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students determined to have committed scholastic dishonesty offenses may receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. Students in this class who have violated academic ethics will receive a “0” on the specific assignment.

Instructor Information
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**Instructor's Name:** Dr. Gary H. Wilson

**Office Number:** LH-169 (Lawler Hall), Frisco Campus

**Office Hours:** Mon.–9:00 AM – 11:00 AM; Tues.–3:00 PM –4:00 PM; Wed.–9:00 AM–11:00 AM; Thurs.–3:00 PM–4:00 PM

**Phone Number:** 469-365-1818 (with voice mail)

**Email:** [GWilson@collin.edu](mailto:GWilson@collin.edu)

**Class Information:**

**Section Number:** Engl 2328.P70 **CRN:** 12036 **Meeting Times:** 7 PM–8:15 PM, Tuesday and Thursday

**Meeting Location:** Lawler Hall 148

**Course Resources: Required Texts\*:**

- Baym, *Norton Anthology of American Literature, Shorter, V2*. 8th ed., ISBN: 9780393918878
- Hacker, Diane. *A Pocket Style Manual–2016 MLA Updated*, 7th ed. ISBN: 9781319083526

\*Check with the Frisco Campus Barnes & Noble Bookstore for any changes or updates to ISBN numbers and purchase information. Textbooks can be purchased and rented new and used in both print and electronic (PDF) formats.

**Supplies:** USB memory flash drive

**Student Support Resources:** Tutoring services are available free of charge to all currently enrolled students.

**College Writing Centers: In-person appointments** at one of the College's on-campus Writing Centers (Frisco, Plano, and McKinney campuses) can be made by accessing this link and clicking on one of the campuses:

<http://www.collin.edu/studentresources/writingcenter/index.html> .

Appointment hours vary at the different Writing Center campus locations. The Collin Online Writing Centers can be accessed at a link at its main web address:

<http://www.collin.edu/studentresources/writingcenter/index.html> .

Frisco Writing Center's Fall 2016 writing and critical thinking workshops are held in the locations on the campus and are free and open to all students. Click on the "Free Fall Workshops" link on the main Writing Center web page for a fall schedule: <http://www.collin.edu/studentresources/writingcenter/index.html> .

### **Library:**

**Online:** Students can access hundreds of peer-reviewed scholarly research media and peer-reviewed scholarly journals about works of literature at the Collin Library's website.

In-person: Ask for help from a Reference Librarian.

**Student Tutoring:** Upon request, students can be assigned to one of the following tutoring services, when available:

<http://www.collin.edu/studentresources/tutoring/>

- small group tutoring
- online tutoring
- When group or online tutoring is not available, students are given the private tutor list. (**Private tutoring services, however, must be paid by the student.**)
- Students can request tutoring services electronically or submit a tutor request form in order to receive detailed information about the available

tutoring services. The form is available on Collin's website and in the following offices: CPC-room D117, PRC-room F109, and SCC-room D140.

**\*\*\*Online tutoring services** can be accessed by clicking on the following web link:  
<http://www.collin.edu/studentresources/tutoring/>

**Student Technical Support:** *What if you experience technical problems with Canvas or connecting to the College's file server?* If you encounter technical problems with Canvas or linking to Cougar Web, there are three options for assistance:

- Call 972-377-1777 to contact the Collin College Canvas Help Desk.
- Email the Student Technical Support center at [sts@collin.edu](mailto:sts@collin.edu)
- You may also access the Online Student Support Center (eLC) at <http://online.collin.edu/>

The College's Instructional Technology (IT) division routinely maintains its computer system services. Such scheduled periodic maintenance will temporarily close access to Canvas or to the College's file server (an hour or two in the early hours of usually a Sunday morning). These times will be announced several weeks ahead of the scheduled maintenance downtime through Cougar Mail and also posted on Cougar Web.

## COURSE MANAGEMENT: STUDENT RESPONSIBILITIES

*>>Read the following sections dealing with class attendance, assignment evaluation, and mandatory attendance requirements carefully. If you have any questions, see me in class.<<*

**Attendance is mandatory in this class and is essential to doing well.** Attendance is taken at the beginning of every scheduled class. Review the following:

- Students who leave class early without prior authorization by me about their situation are **counted absent for that class**. Since the *Collin Student Handbook* defines **tardiness as disruptive behavior**, *students who are habitually late to class will be asked to meet with me to discuss their situation; these conferences are not optional.*

*For purposes of this class, tardiness is defined as being either late to class or leaving the class early without authorized reasons. Refer to the Student Code of Conduct, Section 7-2.4, Other Offenses, item B (Disruption) and item C (Conduct), for more information.*

- **VERY IMPORTANT: When students incur five (5) unexcused absences from class, they are required (mandatory) to meet with me in my office during office hours to discuss their situations.** \*When students incur 6 or more unexcused

**absences** *without any explanatory communication with me* regarding their unexcused absences, I will not accept nor grade any further work submitted by these absentee students for the remainder of the semester. **These six unexcused absences can either be chronologically successive or occur sporadically throughout the semester.**

**\*\*\*Students cannot just submit work while not attending class and expect to pass this course. So, if you have 6 or more unexcused absences, any work you might submit online to Canvas will not be graded. Your grade for this course will then be based on the points you had accumulated before you stopped coming to class.**

- This course actively encourages peer and instructor collaboration as essential elements of the learning process. **If you have a medical condition or experience extreme difficulties that compromises your academic performance and feel that you cannot attend this class, you should withdraw** before the withdrawal deadline noted on the calendar shown in this syllabus. Meet with your academic advisor and counselor in all situations regarding excessive absence-related problems.
- **In all cases, read your Student Handbook regarding class attendance and official withdrawals pertaining to your classes.** Students are personally responsible for withdrawing from the class by the official withdrawal date noted on the college calendar. *Instructors cannot withdraw students from their classes.* Students must personally initiate the withdrawal process, as noted in the *Collin Student Handbook*.
- **Job-related issues (travel, work schedule changes, or overtime) do not qualify as excusable reasons for tardiness or class absences.**
- *If you must be absent, you should email me via Cougar Mail **before** the absence.*
- *In the case of excused absences (documented medical illness or family emergency), students should provide appropriate written documentation (such as a doctor's note). This documentation, when approved, authorizes students to have more time to complete their assignments. Work not submitted due to unexcused absences cannot be "made up." \*Only assignments that are officially excused can be made up. Not attending the class for any reasons can negatively impair your overall grade.*

## METHOD OF ASSIGNMENT EVALUATION AND ASSIGNMENT CATEGORIES

- **Your grade for this class is based on completing the assignments described below:**
  - **Graded assignments for this course are categorized as**

- Two out-of-class essays (with a Works Cited page)
  - One research essay (with a Works Cited page) ,
  - Two weekly reading questions posted in Canvas
  - In-class presentations (Power Point)
  - Class participation (collaborative reading and writing exercises and assignments)
  - **Note:** All submitted essays will require students to engage **in at least one form of revision** before submitting the essay for a grade.
- *Following are the three accepted forms of revision for this course:*
    - \* **Writing conferences with the instructor;**
    - \* **Tutorial sessions in the College's Writing Center (either in-person or online);**
    - \* **Or, an in-person or online peer review session with a classmate in this class.**
    - \* Online peer reviews can be conducted using Google Docs. All revision activities must occur *before* the writing assignment is submitted and must be documented on the last page of the essay in the lower left corner (e.g. Writing Conference with Dr. Wilson 9-11-16 or Peer Review with Jamie Smith 9-09-16).
  - **READ CAREFULLY:** Essays that are submitted without undergoing a documented form of revision (as specified above) will receive **an automatic 5 points deduction from the final assignment grade.**
  - *\*\*\*Instructions for all assignments can be found in the respective weekly Modules in Canvas.*
  - Current scholarly research validates that careful revision (using one or more of the methods indicated above) enhances students' writing skills and can elevate writing assignment grades.
  - **Evaluation of course assignments (essays, weekly reading questions, and in-class presentations):** I grade the assignments based on a percentage grade, a letter grade, and a points earned grade. For example: A grade of 93% for an assignment that is weighted 75 points means the student has earned 70 points or the letter grade of A on the particular assignment.
  - **Your gradebook tool in Canvas** will be used to record and maintain a cumulative total of your points earned on all assignments. Check it frequently.

#### **Instructor Grading Turnaround Times:**

- I endeavor to have all multiple-page essay assignments evaluated within 3 scheduled class periods **following their submission dates**.
- Weekly reading questions posted in Canvas are routinely graded with 2 class periods after they are submitted.
- **\*\*\*\*Expedited Grading\*\*\*\***: I will be happy to grade your essays on the day they are submitted or the next day before the turnaround times shown above if you make an appointment with me for a writing conference in my office. Students who would like accelerated grading times can contact me for a writing conference appointment.

The following standard grading scale applies to all assignments in this class.

896 points (89.55%) and above =	“A” (Excellent)
795.56 points to 895 points =	“B” (Very Good)
695.56 points to 795 points =	“C” (Effective Competency)
596.56 points to 695 points =	“D” (Deficient)
594 points and below =	“F” (Failure)
<b>Note:</b> A grade of “0” is given when a student fails to submit an assignment after 5 days that is not excused.	

- *\*Unexcused late assignments* are automatically reduced one letter grade (10 points) for each *calendar day* they are not submitted (*5 points are deducted for each 12-hour period*).
- **\*\*\*After five (5) calendar days of not submitting an assignment on time**, students earn a “0” (no points) for the assignment.\*\*\*
- *\*A standard essay evaluation rubric* is used to provide guidelines and document all grading criteria for all critical essays and weekly reading response essays.

### Semester Assignments and Point Values

Assignment Category	Category Pts	Point Totals



Essays 1 and 2 (4 pages ea.)	120 pts ea.	240
Essay 3/Research Essay (5 pages) with outline	140 pts	140
.....		
14 weeks of 1 weekly reading question essay (250 words)	30 pts ea.	420
.....		
8 Graded exercises and assignments for Team-Base Learning (TBL) Discovery Groups (in and out of class group and individual written exercises and oral presentations)	25 pts ea.	200
.....		
	<b>Total:</b>	<b>1,000 Points</b>

**Bonus Points for Writing Revision Activities:** Bonus points for instructor writing conferences and documented Writing Center tutorials are given and can positively enhance a student's individual point totals for a specific assignment, as well as overall individual point totals. *Regardless of the number or type of writing conferences in which students may engage, only a maximum of 10 bonus points can be applied to the assigned essay's total grade.* This stipulation does not apply to bonus points earned for optional attendance at special events held at the College or Writing Center-sponsored Writing and Critical Thinking Workshops.

- Students who participate in a documented in-person writing tutorial at the Writing Center or engage in a writing conference with me **before the due date of an essay** will earn a total of **10 bonus points** added to their grade for the specific essay submitted (a Writing Center tutorial and a writing conference with me cannot be combined to earn additional points).
- Students who attend a Writing and Critical Thinking Workshop scheduled on any of the campuses will earn **10 bonus points for attendance** at each event. **Proper documentation must be provided to validate attendance.**
- **NOTE:** In this class, no extra-credit "makeup" work is provided to those students who miss in-class assignments or other assignments scheduled on the Weekly Assignments Schedule (unless excused for illnesses or family emergencies). Written documentation must be provided in all situations.

- Students can elect to participate in an **optional service learning** project that is endorsed by the College's **Service Learning Program** guidelines on its college website. This project will be explained in detail during the first day of class and the Service Learning Program will be discussed periodically.

### OPTIONAL BONUS POINTS ACTIVITIES AND ASSIGNMENTS

<b>Optional Service Learning Project</b>	Earn up to 80 pts.
<ul style="list-style-type: none"> <li>• Requires 8 participation hours and a two-page reflection essay</li> </ul>	
<b>Writing Conferences</b> (multiple conferences will only total to 10 pts per essay)	10 points added to essay grade
<ul style="list-style-type: none"> <li>• Instructor or Writing Center writing Conferences (in-person or virtual)</li> </ul>	
<b>Bonus Points (Optional) Activities</b>	10 pts ea. with documented Attendance
<ul style="list-style-type: none"> <li>• Attend scheduled Writing Workshops scheduled at campus Writing Centers</li> </ul>	10 pts ea.
<ul style="list-style-type: none"> <li>• Attend Auteur Film Series</li> </ul>	10 pts. ea.
<ul style="list-style-type: none"> <li>• Attend Dignity Initiate Events</li> </ul>	10 pts. ea.
<ul style="list-style-type: none"> <li>• Attend Veteran's Day Events</li> </ul>	10 pts. ea.
<ul style="list-style-type: none"> <li>• Attend Banned Books Event</li> </ul>	10 pts. ea.
<ul style="list-style-type: none"> <li>• Write 3-page essay on approved topic</li> </ul>	45 pts (only one per semester)

\*Optional Service Learning Project requires students to signed verification documentation for at least 8 hours of service time with their selected service organization , as well as write a two-page reflection essay about their service learning experience.

**Academic Etiquette:** Our common goal is to create a vibrant collaborative learning environment that will benefit everyone. Any type of disruptive behaviors (talking while the instructor or others are talking, texting during class, using cell phones or other digital devices during class, profanity, and any violations noted in the *Collin Student Handbook* will not be tolerated.

- **\*\*\*Turn off cell or digital devices before the class begins.** Texting and similar “digital distractions” are considered disruptive behavior. If you have a situation where you must call someone, leave the classroom momentarily to do so.
- Remove ear buds.
- No web surfing before or after class, unless students are accessing and using the Canvas courseware or databases directly related to their course work.

**For many students, college is truly a once-in-a-lifetime opportunity.** Many students at Collin College make substantial personal and family sacrifices and commitments to attend classes while working full or part-time and supporting their families. Don’t waste their time, your time, or this opportunity. **Attitude is everything.**

#### **Teaching Methods:**

- In all my classes, I attempt to create a meaningful exchange of ideas that dignifies the learning process and helps students always feel comfortable that their ideas and contributions are important.
- I ask students questions in class to focus their attention on the reading and writing assignments. I also encourage everyone of my students to ask questions about the topics, ideas, and assignments we are studying. An inquisitive nature is a powerful first step in learning new ideas and challenging the status quo.
- **I use technology to help students improve their academic writing.** Your Canvas courseware provides meaningful tools that help student-writers prewrite, compose, and revise their written assignments.
- I also teach critical reading and thinking skills in this course since research demonstrates that these two attributes are prerequisites for effective writing.
- Teaching and learning is always a two-way process. This course is not a one-way lecture class by any stretch of the imagination. I challenge my students to feel that they are embarking on an important journey which will provide a solid foundation for their thinking and writing in future college classes and in their chosen professions.

#### **Instructor Writing Conferences:**

- All writing conferences will be conducted in my office or, alternatively, or online (synchronous) with Google Docs and a live telephone conversation during my scheduled office hours.
  - Writing conferences afford students meaningful opportunities to discuss any aspects of the course as well as their writing assignments. To facilitate a discussion of a writing assignment or essay draft, you should bring your work saved on a USB memory device (flash drive).
  - You should directly schedule the conference with me via Cougar Mail. Writing conferences are scheduled on a first-available basis. Writing conferences will always be conducted in my office and will last no more than 20 minutes to enable others to participate in conferences.
- Current research shows that one-on-one writing conferences help students improve their writing skills during a college semester. Such sessions create a workshop forum wherein student writing concerns can be efficiently identified with individualized improvement strategies.

**Instructor Contact and Response Times:** I try to respond to all student emails within a two-hour period. I start checking my Cougar Mail early in the morning and into the evening. If you send an email late in the evening (after 10 PM), you should expect that you will not receive a reply until I check my email first thing on the following morning.

\*Do not email me during the actual class period in which you are present if you have a question or issue. During the class period, I am not checking emails; so, if you have a question – ask me!

**Telephone Contact:** If you wish to telephone me, my office telephone (469.365.1818) has voice mail so you can leave a brief message. I respond to all student voice mails left before 5 PM during the same day they are communicated. \*\*\*Be sure to mention your telephone number in the voice mail since the College telephone system does not have the capability to ID incoming telephone numbers.

**\*My preferred method of contact with students is through Cougar Mail.** After the first week of class, you should be regularly using your Cougar Mail account to contact me.

**Course Success Requirements:** *To be successful in this class, you should first maintain a positive attitude that you are here to learn.*

- Regardless of your past academic experiences in college or high school, by keeping a positive attitude about the course, you will learn and succeed.
- Additionally, you should possess proficiencies in computer keyboarding and using MS Word, know how to upload and download documents, and also how to navigate the Canvas courseware.

- **Free tutorials are provided for computer software and for Canvas through the eCollin Learning Center, located in the PRC Library.** You can telephone the eCollin Learning Center on the Preston Ridge Campus at 972-377-1777, or link to their technical support page:  
<http://www.collin.edu/academics/ecollin/>

**Students' Privacy Protection/Grade Confidentiality:** In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), matters involving students' records and grades will not be openly disclosed nor discussed. If students wish to discuss their grades with me, they can do so by scheduling a conference during my office hours. **\*Grades or grading matters will not be sent or commented upon through emails since emails can be inadvertently forwarded to third-parties.** Students should refrain from openly discussing their grades with others inside or outside the classroom in order to protect their privacy.

**Campus Security and Emergencies:** To report suspected criminal activities, threats, or acts of violence, call the Preston Ridge Collin police **972.578.5555** from any off-campus telephone).

**\* For all life-threatening emergencies, call 911 immediately.**

**Lost Personal Items:** If you lose textbooks, keys, flash drives, or other personal belongings, check immediately with Student Life that is located on the Preston Ridge Campus in Alumni Hall - A-185, Office Phone: 972-377-1788. **Report any theft** immediately to the Campus Police, telephone 5555 on-campus or 972.578.5555 off-campus).

**Have a Great Semester!**

## FALL SEMESTER 2018 IMPORTANT DATES

(Put in your smart device calendar tool)

- Aug. 27.....Fall Classes Begin on all  
Campuses**
- Sept. 3.....Labor Day Holiday (All  
College Campuses Closed)**
- Sept. 11..... Fall Census Date**
- Oct. 19.....Fall Last Day to Withdraw**
- Nov. 21-25.....Thanksgiving Holiday  
(Campuses Closed)**
- Dec. 10-16.....Fall Final Exams Week**

**WEEKLY ASSIGNMENTS SCHEDULE: <27 AUG – 16 DEC 2018 >**

American Literature II–Fall Semester 2018  
 English 2328.P70 CRN: 12036  
 Instructor: Dr. Gary Wilson  
 Email: [GWilson@collin.edu](mailto:GWilson@collin.edu)  
 Dr. Wilson’s Office--Lawler Hall Rm 169  
 Office Phone: 469-365-1818 (with voice mail)  
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**Class Meets Tuesdays and Thursdays on the Frisco Campus LH 148–7:00-8:15 PM**  
**\*\*Attendance is Mandatory\*\***

**<Aug 28> Learning Module: Overview of the Course and an Overview of Literary and Cultural Contexts: 1865–1900s**

1) First class meeting: Overview of the course:

- a) Syllabus requirements for attendance, student learning objectives (SLOs), assignment evaluation and grading criteria, student support resources for writing, collaborative learning (peer reviews and instructor conferences), and student responsibilities (Collin Student Handbook).

2) Overview of the cultural, literary, and historical contexts of American authors and key literary timelines.

We will review the following PDF files and assigned readings in class for discussion and to acquire perspectives on the literary periods and their context in American culture:



Regionalism, Realism & Naturalism 1860s-1920s.pdf



American Literary Periods Colonial to Present Amer Lit I and II.pdf



Critical Approaches to Short Fiction.pdf



Sample Student Paper Amer. Lit..pdf

- Reading Assignments (*we will start in class*):

- NAAL: Walt Whitman: When Lilacs Last in the Dooryard Bloom'd.
- NAAL: Emily Dickinson: Because I could not stop for Death; I heard a Fly buzz

Dickinson: <http://www.poets.org/poet.php/prmPID/155>;

Whitman: <http://www.poets.org/poet.php/prmPID/126>

**Special Note:** *Buy or rent your textbooks this week if you have not yet done so!*

**<Aug 30> Learning Module: Whitman and Dickinson–Poetic Visions and New Literary Vistas**

- Reading Assignments:
  - NAAL: Walt Whitman: When Lilacs Last in the Dooryard Bloom'd.
  - NAAL: Emily Dickinson: Because I could not stop for Death and I heard a Fly buzz
  - Dickinson: <http://www.poets.org/poet.php/prmPID/155>;
  - Whitman: <http://www.poets.org/poet.php/prmPID/126>
  - Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion questions posted in Canvas in the Discussions Module.

**<Sep 04> Learning Module: American Storytelling at its Finest**

- Reading Assignments:
  - NAAL: Mark Twain: The Notorious Jumping Frog of Calaveras County.
  - NAAL: Bret Harte: The Luck of Roaring Camp.
  - NAAL: Ambrose Bierce: An Occurrence at Owl Creek Bridge
  - Other: Film adaptation of Bierce's short story can be viewed at this web link: [https://www.youtube.com/watch?v=EHqnSX4SJ\\_A](https://www.youtube.com/watch?v=EHqnSX4SJ_A)



Mark Twain Background and Overview.pdf

- Mark Twain's Humor and Style:



Bret Harte Background.pdf

- Bret Harte's Vision of the Old West:



Critical Approaches to Short Fiction.pdf

- Critical Approaches to Fiction:



### **<Sep 06> Learning Module: An Early Voice for Gender Dignity in American Literature**

- Reading Assignments:
  - NAAL: Kate Chopin: Desiree's Baby; The Storm; The Story of an Hour.
  - Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion questions posted in Canvas in Discussions.

### **<Sep 11> Learning Module: Symbolism, Gender Dignity, and Social Commentary**

- Reading Assignments:
 

NAAL: Charlotte Perkins Gilman: The Yellow Wallpaper.  
 Other: Cinematic adaptation of The Yellow Wallpaper. (Masterpiece Theatre): 8 segments in sequence in Youtube, the first of which begins at this link and should forward to the next one until all 8 segments are played. (You may have to forward to each segment manually, depending on your Youtube settings).  
<https://www.youtube.com/watch?v=BAJm6gFJb4I&list=PL54A86EACAA247777>

### **<Sep 13> Learning Module: Naturalism at the Frontier of American Storytelling**

- Reading Assignments:
  - NAAL: Stephen Crane: The Open Boat; The Blue Hotel. Jack London: To Build a Fire.
  - Other: Jack London film (BBC):  
<http://www.youtube.com/watch?v=RBB06RLmCcU> .
  - Naturalism and Crane: <http://www.youtube.com/watch?v=m1oKWUmysUU>
- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas in Discussions.

### **<Sep 18> Learning Module: Appreciating Narrative Layers in American Poems and Songs**

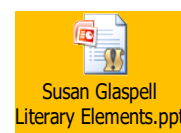
- Reading Assignments:
  - NAAL: Edwin A. Robinson: Richard Cory. Robert Frost: Stopping by a Woods on a Snowy Evening; The Road Not Taken; Mending Wall; Fire and Ice; Out, Out---.

- Other: Richard Cory Simon & Garfunkel musical adaptation:  
<http://www.youtube.com/watch?v=P0-zAUD5zFI> .
- Musical adaptation of Frost's "Stopping by a Woods":  
<http://www.youtube.com/watch?v=VRehXKXgxeA> .

• **Essay #1–See instructions and submittal date posted in Assignments in Canvas.**

### <Sep 20> Learning Module: Appreciating Narrative Dimensions in American Poems and Songs

- Reading Assignments:
  - NAAL: Susan Glaspell: Trifles.
  - Other: Panel discussion of Glaspell's short story version ("A Jury of Her Peers") of her play. Link to this website:  
<https://www.youtube.com/watch?v=3-A4FM1dHnM>



Key Literary Elements in "Trifles" can be viewed at this web link:

- Weekly Discussion Questions: **Respond to the one weekly discussion** question posted in Canvas Discussions. **(In weeks when an essay is due, there is only one discussion question to which you must respond).**

### <Sep 25> Learning Module: Appreciating William Faulkner: Master Gothic Fiction Writer

- Reading Assignments:

NAAL: William Faulkner: A Rose for Emily.

Other: Click on this embedded file for comparison of Hemingway and Faulkner's



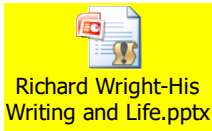
writing:

### <Sep 27> Learning Module: Ernest Hemingway Existentialism and Richard Wright's Views about the Individual vs. Society

- Reading Assignment:

The Snows of Kilimanjaro. Richard Wright: The Man Who was almost a Man.

Click on the following embedded file for background on Richard Wright:



- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas in Discussions.

### <Oct 02> Learning Module: Appreciating American Post-modernistic Tragedy in Drama

- Reading Assignments:

NAAL: Arthur Miller: Death of a Salesman

Other: Watch free download in Youtube of the film version of Death of a Salesman with Dustin Hoffman (copy and paste this web link into your web browser:

<https://www.youtube.com/watch?v=RMqiCtq5VLs>

Literary background of Arthur Miller:



Modernist and Post-modernist Movements in American Literature:



### <Oct 04> Learning Module: Appreciating American Post-modernistic Tragedy in Drama

- Reading Assignments:

NAAL: Continue reading Death of a Salesman

Other: Continue watching film version at this web link:

<https://www.youtube.com/watch?v=RMqiCtq5VLs>

Literary background on Arthur Miller:





Modernist and Post-modernist Movements in American Literature:

- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas in Discussions.

### <Oct 9> Learning Module: Hope and Meaning from the Margins of Love and Society

- Reading Assignments:

NAAL: James Baldwin: Going to Meet the Man. Raymond Carver: Cathedral. Leslie Marmon Silko: Lullaby.



Other: Review American literary modes:

Read this document to learn more about Native American literary traditions:



- **Essay #2 Due: See assignment instructions posted at Assignments in Canvas.**

### <Oct 11> Learning Module: Appreciating O'Connor's Psychological Realism and Narrative Dimensions

- Reading Assignments:

NAAL: Flannery O'Connor: Good Country People; A Good Man is Hard to Find (the copyrighted story of "A Good Man . . ." can be read by opening this weblink: <http://xroads.virginia.edu/~drbr/goodman.html>)

Other: Open and read this informative overview of O'Connor's culture and the author's literary perspectives about the influence of cultural norms on people.



- Weekly Discussion Questions: **Respond to the one weekly discussion question** posted in Canvas in Discussions. (During weeks when there is a major essay due, there is only one reading question).

### <Oct 16> Learning Module: Short Fiction as Self-Exploration and Catharsis

- Reading Assignments:  
NAAL: Toni Morrison: Recitatif. Gloria Anzaldua: How to Tame a Wild Tongue. Alice Walker: Everyday Use.

### <Oct 18> Learning Module: Exploring Dignification and the Social Conscience

- Reading Assignments:

NAAL: Martin L. King, Jr: I Have a Dream. N. Scott Momaday: The Way to Rainy Mountain (Read these sections only: Headwaters; Introduction; IV and XIII; Epilogue).

Other: Web link to Video of Dr. King's "I Have a Dream" speech (50th anniversary):

[http://www.slate.com/blogs/the\\_slatest/2013/08/28/mlk\\_i\\_have\\_a\\_dream\\_video\\_watch\\_martin\\_luther\\_king\\_jr\\_deliver\\_his\\_famous.html](http://www.slate.com/blogs/the_slatest/2013/08/28/mlk_i_have_a_dream_video_watch_martin_luther_king_jr_deliver_his_famous.html)



N. Scott Momaday literary background:

- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion questions posted in Canvas in Discussions. (During weeks when there is a major essay due, there is only one reading question).

### <Oct 23> Learning Module: Cultural Marginality and the Literary Experience

- Reading Assignments:

NAAL: Sherman Alexie: At Navajo Monument Valley Tribal School; Pawn Shop; Sherman Alexie. A selection of Alexie's poems (accessed at this web link: <http://www.poemhunter.com/sherman-alexie/> Evolution Buffalo Bill opens a pawn shop on the ... On The Amtrak From Boston To N... How To Write The Great America... Crow Testament 1 Cain lifts Crow, that heavy black bird and... Good Hair Hey, Indian boy, why (why!) did you slice off your ... The Business of Fancy dancing After driving all night, trying

Jamaica Kinkaid: Girl.

Other: Jamaica Kinkaid interpretive online commentaries:  
<http://bcs.bedfordstmartins.com/virtualit/fiction/Girl/story.asp>



Sherman Alexie  
 Literary Overview.ppt

Read this file to appreciate Sherman Alexie' literary talents:

### <Oct 25> Learning Module: Dramatizing American Cultural Values in Thornton Wilder's Drama (Pt 1)

- View all of Thornton Wilder's "Our Town," a popular American play that can be accessed through this web link to the databases at the Collin Library:  
<http://library.collin.edu/login?url=https://search.alexanderstreet.com/ativ/view/work/1780009>
- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion questions posted in Canvas under "Weekly Reading Questions" menu

### <Oct 30> Dramatizing American Cultural Values in Thornton Wilder's Drama (Pt 2)

- View all of Thornton Wilder's "Our Town," a popular American play that can be accessed through this web link to the electronic databases at the Collin Library:  
<http://library.collin.edu/login?url=https://search.alexanderstreet.com/ativ/view/work/1780009>

### <Nov 01> Learning Module: Appreciating the American *Film Noir* Genre

- Watch the classic American film noir "The Maltese Falcon" by accessing this free link online:  
<http://www.greentreeclassicfilms.com/movie-index/watch-classic-crime---thriller---film-noir-movies-free-online/the-maltese-falcon-1941-film-noir-starring-humphrey-bogart-mary-astor-gladys-george-peter-lorre-and-sydney-greenstreet>
- Read this biographic summary on Dashiell Hammett that can be accessed here:  
<http://www.pbs.org/wnet/americanmasters/dashiell-hammett-about-dashiell-hammett/625/>
- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas under "Weekly Reading Questions" menu

### <Nov 06> Learning Module: Appreciating the American *Film Noir* Genre

- Watch the classic American film noir “The Maltese Falcon” by accessing this free link online:  
<http://www.greentreeclassicfilms.com/movie-index/watch-classic-crime---thriller---film-noir-movies-free-online/the-maltese-falcon-1941-film-noir-starring-humphrey-bogart-mary-astor-gladys-george-peter-lorre-and-sydney-greenstreet>

### <Nov 08> Learning Module: Appreciating the Portrayal of Human and Social Values in Film (Pt 1)

- Access at the web link below and watch the classic American film adapted from Harper Lee’s book of the same name, “To Kill a Mockingbird”:  
<https://archive.org/details/ToKillAMockingbird1962>
- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas under “Weekly Reading Questions” menu

### <Nov 13> Learning Module: Appreciating the Portrayal of Human and Social Values in Film (Pt 2)

- Access and watch the classic American film adapted from Harper Lee’s book of the same name, “To Kill a Mockingbird”:  
<https://archive.org/details/ToKillAMockingbird1962>

### <Nov 15> Learning Module: Making the Right Moves–Thinking about a Research Topic

- Reading Assignment:

Click on and open the embedded files below.



Intro to Scholarly  
Research Amer Lit II.



Choosing an  
Effective Research To

#### Class Objectives:

- This research workshop will be helpful for you if you have selected your short story, play, film, or poems that you would like to research.
- Discuss the process for thinking about and focusing research topics that might interest you.

- Discuss the key aspects of focusing a research essay topic: exploring how to use research questions.
- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas under “Weekly Reading Questions” menu

### <Nov 20> Learning Module: Making the Right Moves–*Prewriting* a Research Essay

- Class Objectives:
  1. Focus the key aspects of prewriting a research essay: narrowing a subject area to a topic using research questions.
- Reading Assignment:

Click on and open the embedded files below.



The Research  
Question's Role in Pre

### <Nov 22: No Class Held: Thanksgiving Holiday>

### <Nov 27> Learning Module: Making the Right Moves: Focusing Your Research Questions and Thesis Statement for Developing a Research Essay

Class Objectives:

- This research workshop will be helpful for you if you have selected your short story, play, film, or poems that you would like to research.
- Discuss the process for thinking about and focusing research topics that might interest you.
- Discuss the critical role of focusing your research questions into an initial thesis for your research essay.
- Reading Assignment:

Open and read the following link:

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing>

- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas under “Weekly Reading Questions” menu

### <Nov 29> Learning Module: Making the Right Moves: Why an Initial Rough Draft is Important and You Should Write it ASAP



Class Objectives:

- Bring your rough draft of your research essay in some form so we can discuss in class.
  - This research workshop will be helpful for you if you have written a rough draft of your research essay or some form or forms of prewriting your essay.
  - Discuss the process for converting your research outline and research questions into an draft of your research essay.
  - Discuss the critical role of focusing your research questions into an initial draft of your research essay.
- Reading Assignment:

Open and read the following weblink:

<https://www.brightstorm.com/english/writing/writing-process/rough-draft/>

- Weekly Discussion Questions: Respond to only ONE of the two options of the weekly discussion question posted in Canvas under “Weekly Reading Questions” menu

**<Dec 04> Making the Right Moves: Research Essay Checklist and Instructor-Student Writing Conferences (In-class Writing Workshop)**

- Class Objective:

TBL Discovery Exercise instructions specified in Canvas Module for this in-class exercise on this class date. Using the research essay checklist posted in Canvas, we conduct a brief review of your research essay draft—focusing on thesis statement, topic sentences, and conclusion.

**<Dec 06> Bring Final Version of Research Essay to Class (Mandatory)**

TBL Discovery Exercise instructions specified in Canvas Module for this in-class exercise on this class date.

**\*\*\* Last class meeting for the semester. \*\*\***

**<Dec 11–Tues> In-class Final Exam Period: 7 PM – 9 PM Rm 1148 Lawler Hall**



College%20Final%20Exam%20Schedule%2

