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## American Literature II

Sean Sutherlin

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**COLLIN COLLEGE**  
**COURSE SYLLABUS**

COURSE INFORMATION
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**Course Number:** ENGL 2328

**Course Title:** American Literature II: Civil War to the Present

**Course Description:** Study of major writers from the Realistic Movement to the present. Analysis and evaluation of these works in their historical, cultural, and social contexts.

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

**Prerequisite:** ENGL 1302

**Student Learning Outcomes:** – Upon successful completion of this course, students should be able to do the following:

1. Demonstrate knowledge and understanding of representative writers and genres from each literary period from the Realistic Movement to the present.
2. Demonstrate critical thinking skills in written discussion and analysis of selected literary works.
3. Demonstrate understanding of the social, political, cultural and religious overtones of representative literary texts.
4. Demonstrate an understanding of MLA documentation for both primary and secondary sources.
5. Demonstrate the relevance and influence of early American literary pieces on present day American culture.
6. Demonstrate knowledge of international influences on the developing American literature.

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

**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 INFORMATION
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**Instructor's Name: Sean Sutherlin**

**Office Number: (Plano Campus) A 243A**

**Office Hours: Mon and Wed (2:00-3:30pm), Tue and Thu (11:00-12:30pm)**

**Number: (972) 881-5185**

**Email: SSutherlin@collin.edu**

**Class Information:**

**Section Number: ENGL 2328-S70**

**Meeting Times: M 7:00pm – 9:45pm**

**Meeting Location: B112**

**Required Textbook:** *The Norton Anthology of American Literature, Shorter 9<sup>th</sup> edition, 1865 to the Present*

**Method of Evaluation:**

All major essays *must be completed* in order for the student to pass this course. Grades will be recorded on a point system. At the end of the semester, a letter grade will be awarded in the following manner: 900-1050=A, 800-899=B, 700-799=C, 650-699=D, <650=F.

The final course grade will be comprised of the following assignments and points:

Grade Point Breakdown by Assignment	
<b>Participation</b>	<b>100</b>
<b>Reading Quizzes (6 @ 10 points each)</b>	<b>60</b>
<b>Short Reaction Papers (7 @ 20 points each)</b>	<b>140</b>
<b>Essay 1</b>	<b>150</b>
<b>Essay 2</b>	<b>200</b>
<b>Exam 1</b>	<b>150</b>
<b>Exam 2</b>	<b>200</b>
<b>Total</b>	<b>1000</b>

Essays will be submitted electronically to Canvas and on printed paper in class.

**ENGLISH DEPARTMENT GRADING CRITERIA:**

<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<p>Controlling idea/thesis is significant, important, logical, and solidly supported.</p> <p>Evidence is relevant, concrete, clear, and substantial.</p> <p>Paper shows originality and creativity.</p>	<p>Controlling idea/thesis is logical and important.</p> <p>Evidence is relevant, concrete, and substantial.</p> <p>The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.</p>	<p>Controlling idea/thesis is, for the most part, logical.</p> <p>Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</p> <p>The ideas expressed are unoriginal, obvious or general.</p>	<p>Controlling idea/thesis is largely illogical, fallacious and/or superficial.</p> <p>Evidence is insufficient, obvious, contradictory, or aimless.</p> <p>The ideas expressed are unoriginal, obvious or general.</p>	<p>Lack of controlling idea/thesis.</p> <p>Evidence and discussion provided may be random and/or without explanation.</p> <p>Relatively few complete ideas expressed in the paper.</p>
<p>Essay establishes a logical order and emphasis, creating a sense of "flow."</p> <p>Paragraphs are focused, idea-centered, and transition smoothly.</p> <p>Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating.</p>	<p>Essay establishes a logical order, indicating emphasis.</p> <p>Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction.</p> <p>Introduction engages the reader, and the conclusion supports without mere repetition of ideas.</p>	<p>Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</p> <p>Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull.</p> <p>Introduction and conclusion are formulaic and uninteresting, offering little insight.</p>	<p>Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</p> <p>Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing.</p> <p>Introduction merely states what will follow; conclusion repeats what has already been stated.</p>	<p>Essay seems to lack order and/or emphasis.</p> <p>Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing.</p> <p>Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</p>
<p>Sentences are unified, coherent, varied, and emphatic.</p> <p>Word choice is fresh, precise, economical, and distinctive.</p> <p>Tone enhances the subject, conveys the writer's persona, and suits the audience.</p>	<p>Sentences are purposeful, varied, and emphatic.</p> <p>Word choice is precise and distinctive.</p> <p>Tone fits the subject, persona, and audience.</p>	<p>Sentences are competent but lacking emphasis and variety.</p> <p>Word choice is generally correct and distinctive.</p> <p>Tone is acceptable for the subject.</p>	<p>Sentences lack necessary emphasis, variety, and purpose.</p> <p>Word choice is vague or inappropriate.</p> <p>Tone is inconsistent with the subject.</p>	<p>Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</p> <p>Tone is unclear or inappropriate to the subject.</p>
<p>Student has clearly met and followed requirements and criteria of the writing prompt.</p> <p>Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.</p>	<p>Student has met and followed the requirements of the writing prompt.</p> <p>Apparent use of preliminary writing/planning, rough drafts, and revision.</p>	<p>Student has met and followed the basic requirements of the assignment.</p> <p>Paper contains evidence of at least some preliminary writing/planning.</p>	<p>Little to no evidence of preliminary writing/planning presents itself.</p> <p>Student has not fully met or followed the basic requirements of the assignment.</p>	<p>No evidence of preliminary writing/planning.</p> <p>Student has not met or followed the basic requirements of the assignment.</p>

Proper format is clearly illustrated.	Paper is largely formatted correctly, though the text may contain a few minor formatting issues.	Text may contain minor formatting errors.	Formatting is problematic.	Formatting does not follow course requirements.
Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness.  Paper has been carefully edited.	Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness.  Paper has been edited.	Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness.  Careless proofreading is evident.	Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness.  Little evidence of proofreading.	Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.  No evidence of proofreading.

**Standards for Instructor Response and Availability:** Please allow up to 24 hours for an email response and one week for essay grades.

**Student Responsibilities & Classroom Policies**

**Reading**

Students are expected to keep up with course materials on their own by following the reading schedule in the syllabus and as given in class lectures. Class discussions and assignments require familiarity with these assigned texts. Students should have read the materials beforehand to be prepared for dialogic engagement with concepts in-class. All additional readings will be available on eLearning. Students are responsible for checking the course webpage regularly for posted assignments, readings, and assessments.

**Academic Essays**

Students must turn in written work on time and as required in order to successfully complete this course. This means that essays must be uploaded to Safe Assign by the beginning of class on the day they are due: typed in a standard 11- or 12-point font and formatted in compliance with MLA standards. Each essay will be submitted online to Safe Assign through eLearning. **I recommend that you do not submit assignments while using your phone, tablet, or other mobile device due to the risk that your assignment may not upload properly. I recommend you use a notebook or desktop computer to submit assignments.**

Essays are due at the beginning of class. Students are required to bring a typed, printed copy of their first draft for group peer-review.

Students are expected to provide qualitative feedback and constructive criticism to their classmates during peer-review. This should be done in the form of notations and editorial markings on rough drafts, which will be returned to the author on the designated due date, i.e. with enough time for him/her to make revisions before submitting the revised final draft. Be considerate of your group members.

**Late Work**

For essay assignments, all drafts, including final, must be submitted when and as required in order to successfully complete this course. Because assignments are submitted online, absence on an assignment

due date cannot be used as an excuse. Late assignments will be accepted only under extraordinary circumstances.

Essays turned in after the due date will lose 10 percent each day. After one week, the assignment will no longer be accepted and will receive a zero (0). All homework should be submitted. There are no makeups for quizzes, presentations, or classwork from unexcused absences.

**\*\*No exceptions will be made without valid documentation and/or approval from the instructor.\*\***

## **Attendance Policy**

Because each class period consists of a mixture of class discussion, group work, quizzes, and timed writing, thoughtful, attentive, and substantive participation is essential (and will form a portion of your grade). Be on time—class starts promptly. Leaving early will also count as an absence unless it has been approved by the instructor.

Each student is allowed one unexcused absence, no questions asked. **You are responsible for maintaining your attendance.** Absences for doctor's appointments, illness, or other reasons can only be excused by documentation from, for example, a health care provider. Students are responsible for making up coursework from absences in a timely manner.

Your final grade will suffer a 4% reduction for each absence you accumulate over three (e.g., 7 absences = 12% total reduction). *You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.*

### **Punctuality:**

Persistent tardiness to class is disrespectful to both the instructor and the other students in the class. Continually arriving late to class will affect participation grades for the course. Three tardies will result in one absence for the course; I will consider you absent if you arrive more than 15 minutes late to class.

## **Class Participation**

Your success in this course will depend on your level of engagement. I am interested in the quality of your remarks, not their quantity. Please use analysis of assigned and suggested readings in conjunction with your own outside research when responding orally in class. Be prepared to back up any points you make; learning to practice clear and effective communication is, after all, the foundation of this course. Participation additionally factors into your grade. The academic classroom should be an environment that fosters a positive and free exchange of ideas. Thus, class discussions should be respectful and considerate. This will ensure everyone has an opportunity to express themselves in a safe and beneficial way.

### **Cell Phones:**

Turn off all cell phones, pagers, and other personal communication devices before the start of class. The use of personal computers is restricted to course materials, note taking, and research related to coursework. Students abusing this policy by spending time in class on unauthorized websites will no longer be permitted to use laptops or other digital communication devices in class. Cell phones or other electronics that interrupt the classroom will result in participation point deductions.

## **Academic Honesty Statement**

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. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

**General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own

work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

**Self-Plagiarism** is the re-use of material written for another class or for a previous assignment. All written material in this class must be newly and originally produced for each assignment.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

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 found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

Mild instances of plagiarism may include a failure to properly cited quoted or paraphrased sources or the use of text from a paper written by the student for another or previous class. In these cases, the student may receive a failing grade for that particular assignment. Honest mistakes happen, and in those instances the student may be permitted to make appropriate edits for a return of partial credit for the assignment. More serious case of plagiarism that include the copying of text from an uncredited source in attempt to pass off the writing as the student's own work may result in a reference to the Dean of Student Development Office for disciplinary action that may result in a failing grade for the entire semester.

## READING ASSIGNMENTS AND ACADEMIC CALENDAR

<b>Jan 21</b>	Martin Luther King, Jr. Day
<b>Jan 28</b>	“Introduction,” p. 1-17 Emily Dickinson (all poems), p. 82-100 “Reading, Responding, Writing” – posted handout
<b>Feb 4</b>	Ambrose Bierce “The Occurrence at Owl Creek Bridge” p. 327 Stephen Crane “Open Boat” p. 614 Jack London from “What Life Means to Me” p. 590 Charlotte Perkins Gilman from “Masculine Literature” p. 593 “Narrative” and “Plot” – posted handouts
<b>Feb 11</b>	Kate Chopin “The Story of an Hour” p. 446 Charlotte Perkins Gilman “The Yellow Wallpaper” p.511 and “Why I Wrote ‘The Yellow Wallpaper’” p. 523 Edith Wharton “Roman Fever” p. 540 “Theme”, “Character”, and “Setting” – posted handouts
<b>Feb 18</b>	“The Literature Essay” – posted handout American Literature 1914-1945 “Introduction” p. 667 Amy Lowell (all) p.724 Gertrude Stein “The Making of Americans (Introduction)” p. 731 Robert Frost (all) p.735
<b>Feb 25</b>	Susan Glaspell “Trifles” p. 751 Sherwood Anderson from “Winesburg, Ohio – ‘Hands’ and ‘Mother’” p.761 Carl Sandburg (all) 772
<b>Mar 4</b>	Modernist Manifestos (all) p. 803 Wallace Stevens (all) p. 775 William Carlos Williams (all) p. 786
<b>Mar 11</b>	Ezra Pound (all) p. 795 T. S. Eliot “The Love Song of J Alfred Prufrock”, “The Hollow Men”, and “Four Quartets – Burnt Norton” p. 827
<b>Mar 25</b>	H. D. (all) p.818 Marianne Moore (all) p. 822 Katherine Anne Porter “Flowering Judas” p. 938
<b>Apr 1</b>	Zora Neal Hurston (all) p. 948 E. E. Cummings (all) p. 961
<b>Apr 8</b>	“The Harlem Renaissance”- posted handout Langston Hughes (all) p. 1036 Countee Cullen (all) p. 1053 Richard Wright “The Man Who Was Almost a Man” p. 1058
<b>Apr 15</b>	“The Literary Research Essay” – posted handout Elizabeth Bishop (all) p. 1106 Robert Hayden (all) p. 1191 Randall Jarrell (all) p. 1199
<b>Apr 22</b>	“The Author’s Work as Context” – posted handout Flannery O’Connor “Good Country People” p. 1367 “A Good Man Is Hard to Find” p. 1381



	"Everything That Rises Must Converge" handout in Canvas
<b>Apr 29</b>	Allen Ginsberg (all) p.1392 Anne Sexton (all) p. 1408 Sylvia Plath (all) p. 1442
<b>May 6</b>	Sherman Alexie (all) p. 1677 Jhumpa Lahiri "Sexy" p. 1692 Junot Diaz "Drown" p. 1708