

Master Syllabus

American Literature II

Lead Professor: M. Harsh, J. Johnson

Prerequisites: English 102 or consent of instructor

Office:

Phone Number:

E-mail:

Course Description: This course presents significant American literary works and writers within their historical, cultural, and aesthetic frameworks from the era of Realism to the present. It increases students' knowledge, understanding, and appreciation of American literature and it increases their skills in literary analysis, writing and discussion.

Textbook: *American Literature Vol. II*, William E. Cain, Pearson Education 2004

Students will be able to complete 200-level work in the following areas:

Processes

- Employ prewriting, drafting, revising, and editing to contribute to the clear communication of ideas, taking into consideration the feedback of instructors and peers.

Conventions

- Formulate and support a focused thesis statement on a literary topic with adequate evidence while adhering to the conventions of standard written English in a well-structured essay.

Rhetorical Knowledge

- Demonstrate critical thinking and an understanding of literary analysis and terminology in order to employ collegiate voice, tone, level of formality, and support for claims.
- Analyze and interpret the social, cultural, ethnic, literary, and historical contexts of British literature from the eighteenth to twentieth centuries.

Research

- Engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism in a well-reasoned essay.

Content course objectives: At the end of this course, students will be able to:

1. Understand and explain the development and progression of American literature

2. Discuss and understand the historical and cultural contexts of major American authors and works
3. Identify major literary movements and trends in American literature
4. Know one author or aspect of American literature in depth through researching and writing
5. Work collaboratively to present a work or author to the class

General Education Outcomes: This course may fulfill an English General Education requirement. These are the outcomes for that requirement:

Outcome 1 Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately.

Outcome 2 Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

On-Campus

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| In-class instruction, including any exams or in-class essays | 37.5 hours |
| Assigned readings and short reflection assignments | 40 hours |
| Several shorter essays/projects amounting to roughly 8-10 pages of writing | 20 hours for prewriting, writing, and revision |
| One documented essay amounting to roughly 4 or 5 pages of writing and research in the final draft, not to include worked cited pages | 15 hours for prewriting, writing, research, documentation, and revision |

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| TOTAL MINIMUM TIME AN AVERAGE STUDENT SHOULD EXPECT TO SPEND ON THIS CLASS | 112.5 HOURS |
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Online

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|--|---|
| In-class instruction is replaced by extensive discussion board and online lecture material | 37.5 hours |
| Assigned readings and short reflection assignments | 40 hours |
| Several shorter essays/projects amounting to roughly 8-10 pages of writing | 20 hours for prewriting, writing, and revision |
| One documented essay amounting to roughly 4 or 5 pages of writing and research in the final draft, not to include worked cited pages | 15 hours for prewriting, writing, research, documentation, and revision |
| TOTAL MINIMUM TIME AN AVERAGE STUDENT SHOULD EXPECT TO SPEND ON THIS CLASS | 112.5 HOURS |

Assessment Procedures: Written and oral assignments: 1/3
Research assignment: 1/3
Attendance and participation both in class and on MOODLE: 1/3

Course Schedule: You should come into class each Tuesday **having read the selections.** Also be sure to **read the introductions to each major section** in the textbook **and the biographies** that precede each author's works. **Frequent participation (several times each week) on MOODLE for discussion and writing about the literature we are reading is also required.**

| <u>Week</u> | <u>Topic/authors</u> |
|-------------|---|
| 1 | Part I Literary Realism |
| 2 | Twain, Harte, Bierce |
| 3 | Jewett, Chopin, Gillman |
| 4 | DuBois, Crane |
| 5 | Part II Modern Age – Masters, Robinson |
| 6 | Cather, Stein |
| 7 | Lowell, Frost, Sanburg |
| 8 | Pound, Eliot, MacLeish |

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| 9 | SPRING BREAK |
| 10 | Parker, Cummings |
| 11 | Part III Prose since 1945 – Williams “Cat on a Hot Tin Roof” |
| 12 | Cheever, Ellison, Morrison |
| 13 | Roth, Oates, Wolff |
| 14 | Part IV Poetry since 1945 – Roethke, Bishop, Jarrell |
| 15 | Ferlinghetti, Dickey, Levertov, Ginsberg |
| 16 | Sexton, Rich, Plath, Piercy, Song |
| | Final Exam meeting – TBA |

Access Information on MOODLE will be reviewed during the first class
LOG ON TO THE CLASS ASAP – you must be “on” within 48 hours!

With prior notice, this syllabus may be altered or revised at the discretion of the professor to meet class needs.

Assignment grading criteria:

A assignments are virtually flawless in terms of content, organization, style, and grammar-mechanics. They show originality, creative and critical thinking and are documented properly. The writing/delivery/presentation is superb, with near perfect grammar and punctuation.

B assignments show slightly less originality and creativity or critical thinking, yet they are still interesting and thought-provoking. They may have slight lapses in documentation and have a few errors that do not impede readability/understanding.

C assignments present an adequate attempt at content, organization, style, and grammar, mechanics. They may be more prosaic and ordinary than A or B assignments, and they may have more serious lapses in documentation. C papers often have grammatical errors that interfere with readability/clarity.

D assignments are unfocused, have poor support, poor paragraph development, and serious problems in grammar, punctuation, and mechanics.

F assignments are seriously deficient in the four main areas, are substantially plagiarized, or undocumented, or otherwise fail to meet minimal expectations for college level work.

Honor Code Statement: To accompany every written assignment, quiz, test and to be followed by the student’s signature: “On my honor, I have neither given nor received assistance, other than approved by my professor, on this assignment.”

Services for Students with Special Needs: Reasonable accommodations are provided to qualified students based on current documentation. Contact the Coordinator of Disability Support Services at 240-500-2273, to request accommodations.

