

English 2326 American Literature  
Policy Statement and Syllabus  
Fall 2018

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**School:** Southcrest Christian School  
**Department:** English and Philosophy  
**Discipline:** English  
**Course Number:** English 2326  
**Course Title:** American Literature  
**Campus:** Southcrest Christian School, Lubbock, Texas

**Course Description:** This course is a study of selected significant works of American literature, and may include study of movements, schools, or periods.

**Prerequisite:** ENGL 1302

**Credit:** 3

**Textbooks:**

1. Norton Anthology of American Literature. Shorter Ed. Norton
2. “The No. 1 Ladies Detective Agency” Andrew McCall Smith

**Supplies:**

1. The two texts listed above.
2. Access to a computer, preferably one that you can bring to class.
3. Access to the Internet.
4. A three-ring binder for handouts.
5. A spiral notebook for taking notes.
6. A theme-book for in class writing.
7. A ream (500 sheets) of printer paper.

**This course satisfies a Core Curriculum Requirement:** Yes—Language, Philosophy, and Culture Foundational Component Area

**Core Objectives addressed:**

1. **Communications skills**—to include effective written, oral and visual communication
2. **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

3. **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Course Purpose:** English 2326 introduces students to some of the great works of American literature, from the Colonial Period through the present, which helped to shape modern literature, language, and culture. This course includes the general historical background, as well as the principles of literary criticism appropriate to the literature. This course will build upon English 1301; strengthening your abilities in reading, writing, research, listening and speaking. During this course of study we will examine American Literature, starting with pre-Colombian oral traditions, moving on through to more modern works. We will work hard on honing our craft, so sharpen your writing utensils and come prepared to compose, edit, and then rewrite. Self-expression lies at the core of writing; so we will engage all our material creatively. Automation provides near unlimited media for self-expression so we will take advantage these opportunities to enhance the presentation of our ideas. Looking at the thoughts of great writers of the past we will explore the milieu of our own time, seeking to communicate those things we find important. We will write, research, and perhaps blog, developing stronger links to our own culture.

**Student Learning Outcomes:** Upon successful completion of the course, students will:

1. Understand the distinguishing elements of non-fiction, fiction, poetry, and drama for the appropriate time period
2. Understand the major elements of literature that are highlighted by the instructor
3. Be able to discuss the distinguishing characteristics of American literary movements: Native Oral, Colonial, Revolutionary, Independence, Pre- and Post-Civil War, Late 19<sup>th</sup>, 20<sup>th</sup> Century Modern, and Post Modern literature and analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
4. Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302
5. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302
6. Apply critical thinking to the study of literature and to the writing of analytical essays
7. Use a library and relevant internet sources for research purposes
8. Research and write an accurately documented paper, using MLA style
9. Participate in class discussions and group work over the literature in the course
10. Make constructive suggestions for others' work during peer critiques or presentations

**Student Learning Outcomes Assessment:** A pre- and post-test or writing assignment rubric may be used to determine the extent of improvement that the students have gained during the semester.

**Course Evaluation Components and Criterion:**

1. **Term Paper:** Students will write a term paper over a literary piece of their choice, with teacher approval. This will be the cumulative event of the semester. In this they will read, research and critique a masterpiece drawn from the generally accepted canon of World Literature. I require that they not only read the work, but also use at least three other sources of criticism of the work, not including the class text.
2. **In Class Essays:** Students will write several short essays in class. These essays will explore material we read or discuss in class.
3. **“The No. 1 Ladies Detective Agency”:** Students will write a lengthy essay (2,000-3,000 words) evaluating Andrew McCall Smith’s book, “The No.1 Ladies Detective Agency.”
4. **Worksheets / Quizzes:** We will complete a variety of worksheets and quizzes designed to hone specific skill-sets; developing a strong thesis for example. Normally we will assign and complete these in class. I will use quizzes to assess such things as completing a reading assignment.
5. **Daily Writing:** Each class period we will spend some time writing on an assigned topic of the day. Most weeks we will take up one of those writings for a grade. This is largely a participation grade, as the students will not have time for rewriting.
6. **Participation / Behavior:** Each week I will assign a grade for classroom participation / behavior. This is an easy way to get an A each week.

**Due Dates:** We will remain flexible when assigning due dates, taking other school activities into account. That said, once we pick a due date, students must turn the assignment in on time. I will accept appropriately formatted documents via email. Students must use either Google Docs or MS-Word for their assignments. Printer or network problems at home do not justify late work.

**Grading Rubric:** I will grade activities and assignments according to the following rubric.

Daily Writing:	10%
Worksheets / Quizzes:	10%
Class Participation / behavior:	10%
Essay # 1	10%

Essay # 2	10%
“The No. 1 Ladies Detective Agency	15%
Term Paper	20%
Final Exam	15%

**Please note that since this is a college course the Southcrest Christian School exemption policy does not apply. All students will take the final exam. Also, since the Southplains and Southcrest semesters do not exactly overlap, it is possible for a student to receive a different grade for each institution. Though this is rare and I seek to avoid such an occurrence, it remains possible.**

### **Writing Assessment Guidelines:**

Essays, and other writing assignments, may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

### General Grading Criterion:

1. Unity:
  - a. Thesis
  - b. Topic Sentences
  - c. Purpose
  - d. Audience
2. Support:
  - a. Details
  - b. Logic
  - c. Use of Sources
3. Coherence:
  - a. Organization
  - b. Transitions
  - c. Title
  - d. Introduction
  - e. Conclusion
4. Sentence Skills:
  - a. Grammar
  - b. Point of View
  - c. Paper Format
  - d. Word Choice
  - e. Sentence Variety

**“A” Essay (Superior)** To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain **abundant**, fresh details and examples that provide specific, concrete, **logical** evidence. If sources are required, the paper accurately integrates and correctly documents **credible** source material to add insight, sophistication, and complexity to the paper’s ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), **transitions are sophisticated**, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

**“B” Essay (Strong)** To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis; all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper **accurately** uses and correctly documents **credible** source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, **transitions** are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than **two** major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

**“C” Paper (Acceptable)** To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).

2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. **One** error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than **four** major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

**“D” Paper (Developing)** To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity: The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow.** Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are **sparse or vague** and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than **six** major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

**“F” Paper (Unacceptable)** To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).

2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is **incoherent, transitions are missing or illogical**, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills: Seven** or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an "F."

**Student Responsibilities:** Students are expected to:

1. **Be on time and regularly attend class**
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by **putting away cell phones** and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

**Attendance Policy:** Since this is a dual-credit course, students must understand the attendance policies of both Southcrest Christian School and Southplains College:

**Excerpts from the Southcrest Christian School Attendance Policy:**

*General:* In accordance with the Texas Education Code, students must be in attendance a minimum of 90% of the school year, or they run the risk of repeating the grade level. An auto-generated email will be sent to parent/guardian after a student reaches (6) absences. This is a state requirement. This ensures the student is adequately receiving the academic instruction that is required for his/her grade level. Absences affect student grades and can have an effect on promotion and graduation. Our policy, which follows state guidelines, requires that students not be absent more than eight (8) days per semester or four (4) days for a block scheduled class. This includes any parent/guardian request days that have been taken. Excessive absences will result in the possibility of losing credit and/or the ability to promote to the next grade level. If the administrator determines that instruction has been negatively affected, an educational plan will be enacted.

Specific Items of Interest:

1. If a student is absent two or more days, the student may look on the parent's web to find work missed or it is their responsibility to ask the teacher for make-up work and turn it in on time. The student has the same number of days as they were absent to complete missed work, excluding family trips.
2. If a student is absent due to a school sponsored event, such as a basketball game or concert, all work must be turned in the first day they return to class. Students do not get the same number of days they were absent to make up the work.

**Southplains Attendance Policy:** Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.



It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

**Plagiarism and Cheating:** Students are expected to do their own work on all projects, quizzes, assignments, and papers. *Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.*

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Disability Statement:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services

Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Nondiscrimination Policy:** The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

**Diversity Policy:** In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

**Campus Concealed Carry:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)).

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.