

**English 2326: American Literature  
Spring 2015 Course Syllabus  
Instructor: Assistant Professor Ms. Glenda Bryant**

***General Information:***

- **Office Location: #100 in the Communications Building on the Levelland campus**
- **Office Phone Number: 806-716-2190**  
Please note that I will not have access to my voice mail when I am not on the Levelland campus or having my regular office hours.
- **E-Mail Address: (Use *Blackboard* mail to send me messages.)**  
\*I will be checking my messages during my regularly scheduled office hours. If I am in class during these time periods, I will return e-mails within a 24-hour period.
- **Regular Office Hours:**  
Monday and Wednesday: 12:30 AM-2:30 PM  
Tuesday and Thursday: 10:50 AM-12:50 PM

***Required Texts and Materials:***

- ***Pearson Custom Library: American Literature.* Boston: Pearson Learning Solutions, 2015. Print. (This book is one that I have customized for this course and is available in the Levelland and Reese campus bookstores.)**
- **The latest version of *Google Chrome* or *Firefox***  
  
\*Do not use any other Internet browsers to access this *Blackboard* course. And always use the latest updated versions of *Google Chrome* or *Firefox*.
- ***Microsoft Word* and *Microsoft Power Point* (You must have the appropriate computer software either to send your papers as attachments in *Blackboard* or to read the power point presentations. Note that *Microsoft Works* and *Word Perfect* are not compatible with *Blackboard*.)**
- **Two jump drives**
- **Large Spiral Notebook: This notebook will house all of your handouts from the course. I suggest that you create tabs to organize your materials: Unit I materials, Course Syllabus, Unit II Materials, and so forth.**
- **A reliable computer and Internet connection**

***Course Objectives:***

- **This course aims to present some of the most celebrated American authors and their writings and help the student view some of the many facets of American society as they are portrayed in literature.**
- **The course will highlight some of the major themes apparent in American literature: the pursuit of the American Dream; the discovery of evil in the world; gender, class, and racial oppression; and the quest for understanding and personal significance.**
- **Students will understand the major elements of literature as these are highlighted in representative poems, short stories, and plays: theme, symbolism, structure, characterization, point of view, setting, tone, language and sound devices, and others.**
- **Students, applying critical thinking to the study of literature, will write several multi-paragraph themes. These papers will address varied approaches to analyzing literature: psychological criticism, historical criticism, biographical criticism, moral / thematic criticism, and structural criticism, to name a few.**
- **Students will receive interactive instruction for preparing well-organized, developed, and grammatically correct themes in the *MLA* format.**
- **Students will complete online tests for assigned readings.**
- **Students will also engage in reader-response criticism as they write test essays and formal themes.**

***Blackboard Information:***

- **Use *Blackboard* to do the following: take online quizzes in *Assessments*, acquire power points and any additional handouts, correspond with students and the instructor about the class's assignments via *Blackboard's Email Center*, and submit writing assignments to *Turn-It-In Assignments*.**
- **In the menu on the left side of the homepage, click each topic to access the following: technical support, course syllabus, special handouts, power point presentations, tests, and so forth.**
- **Note that to access the power point presentations (available in Course Materials), you will need this program: *Microsoft Power Point*. This program is installed on the computers in the Technology Center. You may also purchase this software at any Best Buy, Circuit City, Office Max, and so forth. You may also print these power point presentations in the library and / or the Technology Center on the Levelland**

campus and do so at no charge. You will need to have a SPC student ID card with you in order to use these computers.

- You will complete most of your testing for the course in *Tests*, a link located in *Course Tools* menu on the left side of the home page. You will have a time limit for each test and will not be able to change or add responses once that time limit ends. Once you have completed the test, click *Finish* before exiting the exam. You will not have access to any test once the availability period for the exam ends.
- *Blackboard* technical support is available to all students enrolled in Internet-based courses. The first place to go for help is your course instructor. He or she will be able to answer any questions you have about the content of the course, assignment due dates, quiz dates, etc.; however, for technical assistance email [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu) or call 806.894.9611 ext. 2180. In addition, support hours are Monday through Friday, 8:00 a.m. - 4:00 p.m.

When e-mailing a request for help, include your full name, course(s) enrolled in, name of instructor(s) and a phone number where you can be reached.

### *Grading Policies:*

- **Types of Assignments:**

(1) Tests for Reading Selections and the MLA Format for Writing a Paper

(2) Essay Writing Assignments

\*All of the above assignments will have different weights, all according to the amount of material the assignments cover and the complexities in completing the work.

- **Handling of Late Work and Computer Problems**

All students must turn in every assignment or take any online the deadline. I do not accept any late papers or allow students to take tests that they miss unless a dire circumstance arises. Students must contact me, the instructor, by phone or e-mail prior to the deadline if such emergencies do occur.

- **Methods of Evaluation**

(1) Students' work will be evaluated by means of this scoring system: A (90-100); B (80-89); C (70-79); D (60-69); F (59 and below).

(2) Students' essay assignments will be graded by using the *Turn-It-In* assignment program.

**(3) Students will be able to know current averages by checking *My Grades* in *Blackboard*. I will announce when the average has been updated in the Email *Blackboard's* Email Center.**

***Attendance Policy:***

- **Students are expected to be “in class” and complete their work by the deadlines. There are no excused absences.**
- **Students are expected to read assignments and prepare discussions and major themes and take exams by the assigned deadlines. There are no exceptions to this rule unless a dire circumstance arises, such as a death in the family. Students should contact me prior to or on the day of a deadline for a test, paper, and so forth if such a situation arises. Failure to contact me within this acceptable time frame will result in a 0 for that assignment.**
- **The instructor will drop students who miss five or more consecutive or nonconsecutive assignments. If the student acquires five or more missed assignments after the final drop date, which is April 28th, he or she will receive an F for the course. Any student who realizes that he or she needs to drop the course because of missed assignments or low scores must do so no later than Tuesday, April 28th. This date is the last day that I, your instructor, may drop a student from the course as well.**
- **All students who submit every assignment by the deadline and answer every question by giving a complete response will have 4 points added to the final average. Each of these assignments must have all questions answered (scoring at least a 50 or higher) and meet the conditions of the assignments. This policy is one I use since employers advance their employees for consistency, reliability, punctuality, and hard work. These qualities are the ones that contribute to people’s success in any tasks they do.**

***Plagiarism and Cheating Policy:***

- **“Complete honesty is required of the student in the presentation of any and all phases of course work. This idea applies to quizzes of whatever length as well to final examinations, to daily reports, and to term papers” (*SPC General Catalogue 23*).**
- **Cheating: “Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade reports, illegal entry of unauthorized presence in an office are examples of cheating” (*General Catalog 23*).**

- **Plagiarism: “Offering the work of another as one’s own, without proper acknowledgements, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports, or other writings of a fellow student [or another person], is guilty of plagiarism” (*General Catalog* 23).**
- **This instructor deems work as plagiarized if the students fail to write their own essays, copy responses from another student’s paper, or receive help from someone else to complete any assignment. These situations are some of the most common forms of plagiarism.**
- **“Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor, and, if necessary, in consultation with the departmental chairperson.” If you turn in a plagiarized paper, you will receive a *O* for that assignment.**

***Disability Policy:***

- **Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special 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 or her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611, ext. 2529.**

***Discrimination Policy:***

- **It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status. In addition to complying with federal and state equal opportunity laws and regulations and / or resolutions of professional organizations in education and psychology, my diversity policy declares harassment based on individual differences to be inconsistent with my instructional mission and educational goals.**

***Diversity Policy:***

- **“In this class, the teacher will 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 of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual**

exchange, we will not only mirror society as it is, but also model society as it should and can be.”

\*This instructor reserves the right to make changes in these policies.

## **Spring 2016 Course Calendar for English 2326: A Study of American Literature**

**Textbook Referenced: *Pearson Custom Library: American Literature***

### **Part 1: The Pursuit of the American Dream**

**Tuesday, January 19<sup>th</sup>-Monday, February 1<sup>st</sup> at 10 AM**

- 1. Reading of Course Syllabus and Purchasing of Textbook and Other Course Supplies**
- 2. Completion and Study of the Following Readings:**
  - **Online Article about the American Dream (*Blackboard's* “Special Handouts”)**
  - **“Thomas Jefferson [1743-1826]” and “The Declaration of Independence” (pp.1-11 in textbook)**
  - **“Reverend Martin Luther King, Jr. [1929-1968]” and “I Have a Dream” (pp. 15-19 in textbook)**
- 3. Completion of “Study Guide for the American Dream Readings” in *Blackboard's Tests***

**Monday, February 1<sup>st</sup>-Monday, February 8<sup>th</sup> at 10 AM**

- 1. Study of F. Scott Fitzgerald’s life (pp. 20-24) and “Winter Dreams” (pp. 25-42)**
- 2. Reading and study of “Power Point Presentation for ‘Winter Dreams’” (*Blackboard's* “Power Point Presentations”)**
- 3. Reading and study of John Steinbeck’s life (pp. 43-45) and “The Chrysanthemums” (pp. 47-55)**
- 4. Completion of “Study Guide for ‘Winter Dreams’ and ‘The Chrysanthemums’” in *Blackboard's Tests***

**Monday, February 8<sup>th</sup>-Monday, February 15<sup>th</sup> at 10 AM**

1. Study of “How to Write a Test Essay about a Work of Literature” (a handout in “Special Handouts” in *Blackboard*)
2. Review and Study of “Observing the Conventions of Literary Papers (a handout in “Special Handouts” in *Blackboard*)
3. Review and Study of the MLA Format for Writing Literary Papers (a handout in *Blackboard’s Special Handouts*)
4. Completion of Test covering Writing Conventions in *Blackboard’s Tests*
5. Preparation and Completion of Test Essays about the American Dream Readings (submitted to *TurnItIn Assignments*)

**Part 2: The Evil in Humanity**

**Monday, February 15<sup>th</sup>-Monday, February 22<sup>nd</sup> at 10 AM**

1. Introduction to Edgar Allan Poe’s Life and His Philosophy of Composition (“Power Point Presentation for Poe and ‘The Fall of the House of Usher’” and *Pearson Custom Library: American Literature*, pp. 75-90)
2. Study of Edgar Allan Poe’s “The Fall of the House of Usher” (pp. 91-107)
3. Completion of “Study Guide for ‘The Fall of the House of Usher’” in *Blackboard’s Tests*

**Monday, February 22<sup>nd</sup>-Monday, February 29<sup>th</sup> at 10 AM**

1. Introduction to Nathaniel Hawthorne’s Life and Writing Style and a Reading of “The Birthmark” (pp. 108- 129 and “Power Point Presentation for Hawthorne and ‘The Birth-Mark’”)
2. Study of Online Articles Covering “The Birth-Mark”
3. Completion of “Study Guide for ‘The Birthmark’” in *Blackboard’s Tests*

**Monday, February 29<sup>th</sup>-Monday, March 7<sup>th</sup> at 10 AM**

1. Introduction to Joyce Carol Oates and a Reading of “Where Are You Going, Where Have You Been?”
2. Completion of “Study Guide for ‘Where Are You Going, Where Have You Been?’” in *Blackboard’s Tests*
3. Location of Two Specific Articles about the Short Story in Literary Databases
4. Completion of Test Covering the Database Articles for “Where Are You Going, Where Have You Been” in *Blackboard’s Tests*

**Monday, March 7<sup>th</sup>-Monday, March 14<sup>th</sup> at 10 AM**

1. Review of the Formal Theme Format for a Scholarly Paper
2. Completion of Formal Theme Covering Gothicism and the Three Gothic Tales (Submitted to *TurnItIn Assignments*)

**Monday, March 14<sup>th</sup>-Monday, March 21<sup>st</sup>: Spring Break****Part 3: Introduction to the Oppression Theme in American Literature****Monday, March 21<sup>st</sup>-Tuesday, March 29<sup>th</sup> at 10 AM**

1. Reading and Study of Jean Toomer’s “Blood Burning Moon” and Its Power Point Presentation
2. Reading and Study of Harriet Beecher Stowe’s “Chapter 7” of *Uncle Tom’s Cabin*
3. Study of Power Point Presentations Covering the Two Tales
4. Completion of Study Guide Covering the Two Tales in Blackboard’s Tests

**Tuesday, March 29<sup>th</sup>-Monday, April 4<sup>th</sup> at 10 AM**

1. Study of Sylvia Plath’s “Daddy” and Its Power Point Presentation
2. Study of Flannery O’Connor’s “Good Country People”



**3. Completion of Study Guide Covering the Two Tales and the Power Point Presentations**

**Part 4: Introduction to the Search for Meaning Theme in American Literature:**

**Monday, April 4th-Monday April 11th at 10 AM**

- 1. Study of Ralph Waldo Emerson and “Self-Reliance” (200-229) and Special Articles Analyzing the Essay (Online Resources Available in *Blackboard*)**
- 2. Completion of Study Guide Covering Emerson and “Self-Reliance” in *Blackboard’s Tests* by April 11<sup>th</sup> at 10 AM**

**Monday, April 11<sup>th</sup>-Monday, April 18th**

- 1. Study of Henry David Thoreau’s Life and *Walden: Chapter II: Where I Lived and What I Lived For* (pp. 225-241) and Online References (Provided in *Blackboard*)**
- 2. Completion of “Study Guide Covering Thoreau’s Ideas and “Chapter II” from *Walden*” by Monday, April 18<sup>th</sup> at 10 AM**

**Monday, April 18<sup>th</sup>-Monday, April 25<sup>th</sup>**

- 1. Study of Selected Poems of Robert Frost and Power Point Presentation for This Study**
- 2. Completion of “Study Guide Covering Selected Frost Poems”**
- 3. Study of Tim O’Brien’s “On the Rainy River” and Its Power Point Presentation**
- 4. Completion of “Study Guide Covering O’Brien and ‘On the Rainy River’”**

**Monday, April 25<sup>th</sup>-Monday, May 2nd**

- 1. Reading and Study of Bernard Malamud’s “The Magic Barrel” and Its Power Point Presentation**
- 2. Reading and Study of William Faulkner’s “Barn Burning” and its Power Point Presentation**
- 3. Completion of the Test Covering Both Short Stories and Their Power Point Studies in *Blackboard’s Tests* by Monday, April 2nd**

**Monday, May 2<sup>nd</sup>-Monday, May 9<sup>th</sup> at 10 AM**

**Writing of Final Paper for the Course: Meaning of Life Multi-Paragraph Paper**