

English 204 – American Literature I – SYLLABUS

Campbell University –Camp Lejeune campus

Prerequisite: English 102

Instructor: John R “Bob” Wallace **Term:** Spring I 2012

09 Jan – 05 Mar 2012

Class meets Tues 7:50 pm – 10:15 pm Room 104

Contact: E-mail: wallacej@campbell.edu

E-mail response within 24 hours. (When you contact the instructor, be sure to put the course title and section in the subject line. Also, include your full name to identify yourself in the body of the e-mail.)

Time: Seven day weeks to allow for maximum flexibility in submitting essays and posting to the Discussion Board for weekly attendance grades.

"Blended learning is a combination of classroom and online learning where online learning replaces *some* classroom instruction. Blended courses provide some of the conveniences of online courses without the complete loss of face-to-face contact. The majority of instruction will take place in the classroom."

All 200 level courses in the English Department, through their focus on British, American, or World Literature, explore the nexus of historical and sociological events, arts, ideas, aesthetics, politics, and ethics of the past and present in order to discover and transmit to students “within the context of the Christian perspective. . . truth about humanity, our origin and nature, and our ever-expanding environment.” At the same time, English courses concentration on teaching effective written communication skills and analytic reading skills. With this content and these skills, taught within a framework of strong humanitarian interests and Christian values, the English Department

hopes to send students forth as independent-minded people, widely educated, highly skilled, and deeply rooted in our inclusive Christian heritage and culture, in order to be ethically oriented, mentoring professionals, and caring, knowledgeable and disciplined community members.

COURSE REQUIREMENTS

Course Description: A survey of American literature from the death of Lincoln to the modern day.

Text: Baym, Nina, General Editor, et al. The Norton Anthology of American Literature: Volume II, Volumes C, D and E, Seventh Edition. ISBN 10: 0-393-92741-5/ ISBN 13: 978-0-393-92741-2

Learning Outcomes:

By the end of English 204, students should have knowledge and skills of the following:

(Supported University General Education Competencies are shown in parenthesis.)

To develop independent and responsible thinking and learning (III.2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem. VI.3.2. Students will learn to use technology for use in learning group activities, e.g. Blackboard, etc.)

To investigate a time period by reading texts representative of the entire period of course coverage I.4.4. Students will be able to read compositional elements and themes present in literature and the arts. V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.

To synthesize authors, texts, styles, and themes with their historical, cultural, national, ideological and literary contexts (I.1 Students will be able to read competently in English from a variety of source types; I.2 Students will be able to read with understanding so as to apply discipline methodologies and theories in the areas of Fine

Arts, Humanities, Mathematics and Sciences.V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.)

To recognize that literature and related cultural texts are a valuable media for understanding the social, moral, ethical, and spiritual complexity of the past and present (V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.)

To demonstrate professional integrity in completion of academic work (VI.2.2. Students will learn a library's digital resources to gain primary and secondary information. VI.2.3 Students will learn to use the resources of the Internet properly in order to gain quality primary and secondary texts, images and sounds.VI.3.3. Students will learn to use technology to assess the proper use of documentation, e.g. Turnitin.com, etc.)

To develop competent writing skills and methods, emphasizing organization, drafting, revision, and editing as a habitual part of the critical writing process (IV. 1.1 Students will learn to write an essay with a focused purpose. IV.1.2. Students will be able to support an essay's purpose with a logical and organized sequence of ideas and evidence. IV.1.3 Students will be able to use the proper level of diction for the subject and audience of their essay. IV.1.5 Students will learn to minimize errors in spelling. IV.1.6. Students will learn the basic computer software applications which can aid their essay's presentation)

To utilize higher-level critical thinking skills in reading and writing through
o Analysis of literary texts (III.1.1 Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem. III.1.2 Students will be able to use the proper methodologies to form questions about a problem at hand and the implications of the question. III. 2. 2 Students will be able to analyze the evidence defining a problem.)

o Formulation of conclusions based on critical interrogation and interpretation (III.2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem. III.2.3. Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence. III.3.1 Through asking the right questions, students will be able to eliminate false assessments and solutions. III.3.2. Students will be able to recognize a true solution and articulate the reasons for making that recognition.)

o Creation of an interpretive, argumentative research paper (I.4.1 Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion. III.2.3. Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence. IV.1.2. Students will be able to support an essay's purpose with a logical and organized sequence of ideas and evidence.)

o Investigation of discipline-based research, including using the library, evaluating sources, incorporating and documenting sources. (III.3.2. Students will be able to recognize a true solution and articulate the reasons for making that recognition. IV. 1.4. Students will be able to use proper documentation for their essay's discipline and the discipline's methodology. IV.1.6. Students will learn the basic computer software

applications which can aid their essay's presentation. VI.1.1 Students will become familiar with available technology and its operation in the science laboratory, in classroom situations, and in research endeavors. VI.2.1 Students will learn a library's digital organization; VI.2.2. Students will learn a library's digital resources to gain primary and secondary information. VI.2.3 Students will learn to use the resources of the Internet properly in order to gain quality primary and secondary texts, images and sounds.)

Disabilities and Special Needs: Students with documented disabilities who desire modifications or accommodations should contact the Office of Student Support Services located in the University's Hight House.

Expectations of Students: Students are expected to participate in all phases of the class, including discussions. Required readings must be completed **before** class. In order that the majority of learning take place in the classroom setting, it is asked that the research, for in-class discussion and lecture purposes, be done prior to attending class.

Each week the student will be expected to read the assignment in the textbook or online, read the study guide, do online website research, read the lecture, and attend assigned classes. Students are expected to participate in the discussion section on the Discussion Board by posting 3 –5 times per week, ideally between day 01 and day 05 of the week, but may post on days 06 and 07. The student needs to post once by day 03 of the week. Students will be penalized for posting all their discussion comments on one day within a short period of time at the end of the week. In addition to the student's commenting upon suggested or created discussion topics, the student will write three (3) major essays (minimum of 750 words).

The student's final grade will be the average of his total attendance/participation grade and the results of his three major essays.

All students are subject to the academic integrity and behavioral expectations of the University.

Formatting Requirements:

Ideally, all work will be submitted as MSWord .doc/docx files. If the student cannot submit his work as a .doc/docx file, he is able to submit his work as a .txt, .rtf, .pdf, wpd, or notepad file.

No .WPS files accepted. It is the student's responsibility to avoid submitting his work in a .wps file format.

The actual format of the essays themselves should contain a signature block in the upper right or left hand corner of the essay; the essay should be at least 12-point font in size; and the essay needs to be double-spaced. Generally, the MLA format is the basis for the essay model.

The major essays do not require internal citations; however, they do require a List of Works Cited and/or a List of Works Consulted and/or List of Works Used, if researched work is included in the final essay.

Grading Criteria: Submission of all graded items is required to pass the course. In order for a student to make an A in the course, he must submit ALL three major essay assignments, not simply earn over 90 points in the course.

Written Assignments:

Major Essays: Three Major Essays, a minimum of 750 words. Each major essay earns the student a maximum of 100 points.

This course requires three major essays, Week 04, Week 06 and Week 08, whose topics are given in the assignments. These essays need to adhere to the traditional academic essay requirements of an attention-grabbing introduction, well-supported body, and appropriate conclusion.

Since this is a literature course, I read essays both for content and format. I stress the basics of written discourse. Standard sentences with correct subject verb agreement, adequate grammar and mechanical skills, as few spelling errors as possible, constitute the basis for my evaluation. Use your Little, Brown Handbook, current edition, freely and please avail yourself of Spell Check and Grammar Check if your word processing program

possesses those functions. If you do not have a Little, Brown Handbook, invest in a writing style guide that includes the MLA format. These guides are available in any good bookstore.

The student can make up late essays, sometimes with a loss of points for timeliness. The make-up time for late essays is one week beyond the due date. After one week beyond the due date for the essay, the essay will not be accepted.

In other words, late work must be submitted within a one week time frame beyond the due date.

There are no “core dumps” at the end of the course for late work.

Late essays must not exceed one week beyond the due date. After one week beyond the due date, an essay will not be accepted.

Class Participation:

DISCUSSION BOARDS: Posting to the Discussion Boards (Weeks 1 – 8) a minimum of 3-5 times per week for the weekly attendance point count of 12.5 points. One post per week gains 3-point credit; two posts per week gain 6 points credit; three – five posts gain 12.5 points credit.

Discussion Board topics can be taken from suggested topics given in the assignment or may be originated by the student from his online research or close reading of the text. The student should actively participate in the class discussions on the DISCUSSION BOARD, daily (First day to Fifth day) if possible. Post at least once by Day Three of the Week. Weekly postings done all on one day within a short period of time will lose some credit for that week’s participation. The minimum participation in the discussions should be 3 - 5 substantive posts in any given four/five day period, posts that contribute significantly to the advancement of the considerations under discussion at the time. Participation in these discussions contributes towards the student’s final grade. Those who participate frequently and substantively earn a higher mark for discussion involvement.

The student cannot make up missed Discussion Board postings after the week's discussion board has closed; however, the student may post in advance of the week and receive credit.

CAMPUS REQUIREMENTS

Campbell University's Statement of Purpose:

Campbell University is a university of the liberal arts, sciences, and professions, which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist university affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the University endeavors to present Christian principles to students and to foster their application to daily life.

This course is consistent with the aforementioned purpose and provides students a positive environment for learning.

ADA Statement: Students with documented disabilities who desire modifications or accommodations should contact the Director of the Camp Lejeune Extended Campus. Coordination will be initiated with Office of Student Success.

For academic and disability services, contact:

Laura Rich, Director of Student Success

910-814-4364, or supportservices@campbell.edu

Website: <http://www.campbell.edu/success>

Attendance: Campbell's attendance policy states that regular attendance is mandatory. Students may miss only 15% of classes. Any student missing more than 15% of classes may fail the course due to a lack of attendance. Blended Education students will be required to fulfill the weekly assignment and participation requirements as stated above.

The number of postings to the Discussion Board determines the participation grade for each week. If a student does not post before or during the week, he does not gain participation credit. There is no make up for lost participation grades. This course is a weekly participatory course.

Joining class late. If you join the course after it begins on Day 1, be sure you submit all back work. Be sure to arrange with me in advance if, as a result of joining late, any assignments must be submitted late.

Grading Policy: Official grades are issued for each student at the end of each term. Students will be graded by the letter grade system shown below.

A – 90 –100	Excellent
B – 80 – 89	Good
C – 70 – 79	Average
D – 60 – 69	Below Average
F – Below 60	Unsatisfactory

Inclement Weather: Campbell University's policy is to remain in operation during periods of inclement weather, unless the student is notified of a change. Blended Education courses will go as scheduled. Scheduled outages in regard to the Blackboard server will be promulgated as soon as possible.

Incomplete Work:

Since many of our blended students are adults with jobs, families, and demanding responsibilities, the instructor is willing to work with the student in the event of an unexpected situation or situations. However, the student and the instructor need to discuss a grade of Incomplete near the end of the course if the student doesn't feel he is able to complete the work in a timely manner. Simply not turning in all the work does not guarantee a grade of Incomplete. A grade of Incomplete can be issued only after a fruitful discussion between student and instructor as to how the missing work will be handled.

Internet/Email Requirements: This course may be web-supported or may utilize email for some assignments. Students are required to have and regularly

monitor their Campbell University email account. This will be the email account by which the student will be contacted.

Missed Classes: Students who are aware that they will miss a week's attendance or essay posting deadline should inform the instructor *before the class*. Scheduled class assignments (most notably essays.) may be re-scheduled or made-up with a prearranged, excused absence. It is vital to contact the instructor before expected work is due. A casual heads up to the instructor as to the situation goes a long way toward ironing out any difficulties that may arise from the non-submission of expected work.

Plagiarism: Plagiarism is any use of another person's words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes the following:

- Failing to cite properly any direct or indirect quotation(s) from professionally written materials (books, journal articles, etc.) student papers, projects, presentations, etc.

- Submitting as your own work a paper, project, or presentation that you did not compose (that is, write, compile, draw, etc.)

- Allowing another person to write your paper or develop your presentation or assignment.

Students who plagiarize will be subject to failing the assignment and/or failing the course. Additional sanctions may be imposed by the Campus Director. See the Extended Campus Student Handbook for further information.

Turnitin.com: "Turnitin.com" is a web-based service that provides online reviews of written material to judge if it has been copied from another source. Turnitin.com is used to evaluate the possibility of a

student plagiarizing or cheating on written material. The instructor may require students to submit written work in an electronic format for the purpose of utilizing the Turnitin.com service.

Professors reserve the right to change the syllabus.

Class Schedule: Here is the overview of the structure of the assignments:

Week 01 – Class attendance and Discussion Board posts

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Week 02 - Class attendance and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Week 03 – Class attendance and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Week 04 – Class attendance, Major Essay 01 and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Post Major Essay 01 to Digital Drop Box

Week 05 - Class attendance and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Week 06 - Class attendance and Major Essay 02 and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Post Major Essay 02 to Digital Drop Box

Week 07 - Class attendance, and Discussion

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Week 08 - Class attendance, Discussion, and Final Major Essay

In-Class activity: Lecture and class discussion

Online activity: Web based research/Discussion Board posts

Post Major Essay 03 to Digital Drop Box

Here are the actual reading assignments for the course:

Schedule by Week:

Week One: American Literature 1865 - 1914, pp. 1 -16, Vol. C

Clemens/Twain: pp. 100 - 104.

"The Notorious Jumping..." pp. 104 – 108

"Letters from the Earth," pp. 307 – 313

Bret Harte: pp. 324 -326; "The Outcasts of Poker Flat" contained in Lecture for Week 01

William Dean Howells, p. 913

From "Novel-Writing and Novel Reading: An Impersonal Explanation, pp. 915 - 917

Bierce, pp. 359 - 60:

"An Occurrence at Owl Creek Bridge," pp. 360 - 66

Week Two: Native American Oratory & Works, pp. 382

Cochise, pp. 383 – 4; Charlot, p. 385 - 87

Wovoka, pp. 1144 - 1146

James: pp. 388 - 91;
"The Real Thing," pp. 429 - 447
Chopin, pp. 529 - 31: "At the 'Cadian Ball" contained in Lecture for Week 02
"The Storm," pp. 531 - 34.

Week Three: Washington, pp. 663 - 65:
Up From Slavery, Chapter XIV, pp. 680 - 687
Du Bois, pp. 893 - 4:
Souls of the Black Folk, Chapter Three, pp. 901 - 910
Charles Alexander Eastman (Ohiyesa), pp. 716 - 717;
Chap. VII, pp. 717 - 724
Garland, pp. 752:
"Under the Lion's Paw," pp. 753 - 762.

Week Four: First Substantive Essay/Major Essay No. 01

London, pp. 1051 - 52: "The Law of Life," pp. 1052 - 1057
Bonnin, 1105 - 06: Read: pp. 1107- 1121
Adams: pp. 347 - 48;
Chapter XXV: "The Dynamo and the Virgin," pp. 351 - 359.

Week Five:

Literature and the Times: 1914 - 1945, pp. 1177 - 1192, Vol. D.

Robinson, pp. 1209 - 10;
"Richard Cory," pp. 1211;
"Miniver Cheevy," pp. 1211 - 12
G. Stein: pp. 1356 - 58;
"The Making of Americans," pp. 1358 - 1370
Sandburg, pp. 1436 - 37:
All, pp. 1437 - 1439

Week Six:

Yeziarska, "The Lost 'Beautifulness,'" contained in the Lecture for Week 06
Eliot, pp. 1574 - 76:
"The Love Song of," pp. 1577 - 1580
Tradition, pp. 1581 - 84

Cummings, pp. 1807 - 08:/ Read: pp. 1808 - 12

Major-essay No. 02/ Week Six

Week Seven:

Fitzgerald, pp. 1822 - 23;
"Babylon Revisited," pp. 1839 - 1853.
Faulkner, pp. 1858 - 60;
"Barn Burning," pp. 1955 - 1967.
Hemingway, pp. 1980 - 82;
"The Snows of Kilimanjaro," pp. 1983 - 1999.

Week Eight:

Hurston, pp. 1700 - 01: All, pp. 1701 – 1713
L. Hughes, pp. 2026 - 27; Read: pp. 2027 - 2037.

Vol. E:

The Beat Generation:

Allen Ginsberg, 2574 – 76; "Howl," pp. 2576 - 2585

F. O'Connor, pp. 2521;

"The Life You Save....." , pp. 2522 - 2529.

Major-essay No. 3/Week 08