Readings in American Literature
COURSE DESCRIPTION and OBJECTIVES

Course Description
In this course, we will examine American literature, history, and culture. We will evaluate different genres of American literature from the nineteenth to the twenty-first centuries. We will also cover issues in American literature concerning psychology, nature, race, and gender. Understanding important themes in American culture will help us become critical readers, develop our analytical skills, and come to a better understanding of the social and political contexts that shape a country’s literature.

ASU Core Curriculum Objectives for Sophomore Literature and Related Course Assessments

Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.

Critical thinking will be demonstrated in reading quizzes, written analyses, or examinations.

- Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.

Communication will be demonstrated in reading quizzes, written analyses, or examinations.

- Students will develop, interpret, and express ideas through effective written communication.

Social responsibility will be demonstrated in written discussion on reading or video.

- Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

Personal responsibility will be demonstrated in reading quizzes, written analyses, or examinations.

- Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

Prerequisites:
Completion of English 1302 or equivalent.

Required Texts and Materials for Each Class:
- Literature 2.0 through MindTap ($59)
- Internet access
- Microsoft Word or Open Office
- Adobe Flash

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Instructor: Mrs. Alison Evans
Office: online
Contact Information:
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Skype ID: aevansasu

GRADED COURSE WORK
Introductory Activities (5%)  
Midterm (15%)  
Analysis 1 (Fiction) (20%)  
Analysis 2 (Poetry) (20%)  
Quizzes and Activities (15%)  
Discussion Posts (10%)  
Final Exam (10%)  
Total: (100%)  

Grading Scale:  
90%–100% A  
80%–89% B  
70%–79% C  
60%–69% D  
59% and Below F

EXTRA CREDIT  
I do not offer extra credit assignments, so don’t ask for them. Stay on top of your coursework, and be proactive!

Comments on written work appear within MindTap. Please look at your comments and the rubric to see how you did and how to improve on the next assignment. To view comments and grades:

1. Re-access the essay Dropbox.
2. Click on the hyperlinked grade next to the submitted assignment.
3. View the marks and comments in the new window, which will appear automatically.

Grade Determination:  
It is your responsibility to keep track of your grade and where you stand in the class. If you have questions about your grade, please come by the office and ask. Your grade for the semester will be determined using the percentage breakdown to the left.

COURSE ASSIGNMENTS  
In this course, you will complete various daily assignments and activities; actively participate in workshops, conferences, class discussions, and opportunities to share your work; read and contemplate assigned texts; and compose essays. Here’s a bit more information on some of these assignments:

Introductory Activities:  
• Learning Achievements and Goals, Introductory post, Email activity

Midterm and Final Exam:  
• Comprehensive exams over content, stories, and literary elements

Quizzes and Activities:  
• Aplia assignments: These assignments are assigned to practice certain skills in writing, ranging from sentence-level to research-based. Each question can be attempted three (3) times. I record the highest grade. You will have an entire week to complete the assignments. Most are due Wednesday of the week.
• MindTap assignments: These assignments are mostly responses on the reading or practice a literary component.
• Quizzes will be over reading selections and help prepare you for the midterm and final.
• Draft Checks: You will upload your draft to show that you are, in fact, drafting the paper. There may be some reflection components, additionally.
• Peer Editing: On particular assignments, we will conduct a peer editing session in MindTap. You will be graded to the extent to which you provide feedback with pride and effort. I expect all peer editing sessions to be helpful and insightful.
• Tutoring: You will use one of our many tutoring resources, and this will be a participation grade. These resources include the Writing Center, MindTap tutoring (you are provided 6 free sessions), and SMART track through Ramport. Again, this is to provide you with some helpful feedback.

Discussion Posts:  
• Discussions will be about the reading. I expect students to conduct themselves with maturity and tact. Derogatory comments or
Each student must sign a Student Acknowledgement Form stating that he/she understands the policies of the course BEFORE I can accept any work for assessment. If you feel that you cannot work within these policies, I suggest that you find another section.

**Analysis (Fiction and Poetry):**
- Literary analysis papers will be assigned, submitted, and graded on MindTap.

**Policies for the Online Classroom**

**Late Work**
- **Deadlines for Major Assignments:** Major Written Assignments are due on the day and time listed on the Weekly Checklist, as well as MindTap. If you miss the deadline, you must contact me via email to be able to submit the paper via MindTap, as I must confirm your late submission. Do not email the paper to me.
- **Late Work:** Papers that are turned in within 24 hours will be have a 10% deduction. No papers will be graded more than 24 hours late.
- **All Work Due, Even If Late:** However, each final written assignment packet must still be submitted in the order that it is assigned. In other words, even if a written assignment receives a grade of zero because it is over a week late, that assignment must still be submitted before any subsequent written assignments will be accepted and graded.
- **Submission Order:** Writing assignments must be completed in the order in which they are assigned; that is, all previous writing assignments must have been turned in for a new writing assignment to be graded.
- **Extension for Exams:** There is no extension for exams.
- **Extension for Practice and Participation:** There is no extended time for Practice or Participation.
- **Electronic Submission of Work:** All major written work will be submitted (in its final form) to electronic dropboxes in MindTap. Full instructions for usage will be provided in class.

*Please note:* Pleading a case of "computer malfunction" is the dog-ate-my-homework excuse of the 21st century, and such an excuse will not be accepted. Access to reliable technology and avoiding procrastination are a student's responsibility. Please note also that failure to appropriately submit an assignment to the Turnitin dropbox (InSite within MindTap) is *not* an excuse the instructor will accept. (To ensure a successful file submission, students should always check their digital portfolio by re-accessing [refreshing] the dropbox page and ensuring a Turnitin digital receipt.)

**Withdrawal Policy:**
The last day to drop a course or to totally withdraw from the University will be **Friday, November 3.** Withdrawal grades will be indicated by W.
Obscenity: Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).

Netiquette
The following guidelines (which apply to all communication inside the online classroom) help to ensure that the online classroom is a positive and respectful learning environment:

- Students should conduct themselves online as they would conduct themselves in a traditional classroom.
- Students should respect the varying opinions and backgrounds of others; thus, the use of abusive, derogatory, harassing, or profane language or tone inside the online classroom is inappropriate and should be avoided.
- Students should not type in all caps, as such typing implies SHOUTING and is generally considered rude.
- Students should remember that the online classroom is not an entirely private setting. Angelo State administrators do have access to the online classroom, and no online communication inside this classroom, not even inside email, is truly private.
- Students should remember that communication in the online classroom is recorded. As a result, students should refrain from writing, posting, or sending any messages that they might later regret, as all messages inside the online classroom are easy to copy, to forward, to print, etc. In other words, students should not generate written messages that they would not actually say to someone else in person.
- Because communication inside the online classroom is written and not oral, and because this written communication is received without vocal tone, body language, or physical facial expressions, students should approach this communication carefully. Real people, not just a computer, are the recipients of this communication, and as a result, online miscommunication is all too easy. The use of “emoticons,” such as happy faces :‐), can help to alleviate some of this miscommunication.
- Students should be considerate of the recipients of their messages. These recipients should be greeted by name, should receive messages that are concisely and accurately titled (in the “subject line”), and should be presented with clear and grammatically standard written communication.
- Students should not expect instant replies or responses to their messages, as other participants in the online classroom are not necessarily constantly or simultaneously online.
- Students should remember that “flaming,” or sending angry messages to others, must be avoided. (If a student is tempted to send a hostile message, then that student should stop, take a break, and calm down. After the student is calm, a respectful message, as opposed to a hostile one, should be sent.)
- Students should send questions or concerns about course materials directly to the instructor via ASU email inside the online classroom. Broadcasted complaints in any other form are both
In addition to these course policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, available at http://www.angelo.edu/content/files/17187-20122013-student-handbook-for-web.

I quoted this policy and the next (on academic honesty and special accommodations) directly from official university operating policy text. They express important information that I take seriously. If you have questions about these policies or requests for special accommodations, please ask me. I'll be happy to speak to you about these policies.

WC Hours of Operation (during long semesters):
10:00 - 5:00 Mon – Thurs
10:00 - 12:00 Friday
6:00 - 8:00 Wed evening
1:00 - 4:00 Sun afternoon

What WC Tutors Do/Don't Do:
The Writing Center tutors provide assistance at any stage of the writing process; however, tutors do not complete a student’s work, and they do not proofread a student’s work. Tutors teach students how to effectively revise their own writing, helping students to develop the skills they need to plan, draft, and revise their work.

Inappropriate and unacceptable; such comments also become part of the class record.

Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the Web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. At minimum, students who are determined to have violated this policy will receive a failing grade on the assignment and may also receive a failing grade in the course. They may also be referred to the English Department Chair for possible further action.

In this writing class, all aspects of Academic Honesty apply. Please pay close attention to issues concerning plagiarism. Make sure that you completely understand the offense; if you have any questions concerning plagiarism, consult the aforementioned ASU publications or speak to your instructor about your concerns. Students who violate the Policy on Academic Honesty will be subject to disciplinary action, which may include a failing grade in the course. When academic dishonesty occurs, instructors will communicate with the student concerning the penalty and the student’s right of appeal. Students can refer to the Academic Honor Code for complete details.

Departmental Reminder for Submission of New Work: Students who have been enrolled in English 1301 (online, in a classroom, or otherwise) in a previous semester should remember that the work they submit this semester must be new. This means, for instance, that students cannot submit papers (or any other assignments) that were initially written in a previous semester. Students need to treat this semester as a fresh start--because recycled work from previous semesters will not be accepted. Likewise, if students have friends and/or family members who have previously taken this class, then students should remember that papers (or other assignments) from these friends and/or family members cannot be submitted in place of students' own work. The work that each student submits this semester must be original. Any student who submits recycled and/or copied work this semester will be subject to the Angelo State University policies governing academic dishonesty.

Resources to Ensure Success

THE WRITING CENTER
Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1302, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all ASU students at no cost. The Writing Center is located on the third floor of the Porter Henderson Library, Room C305.
Please feel free to email me whenever you like. I only ask that you take the time to attend to a few basic communication conventions and that you realize it might take me as long as 24-48 hours to get back to you.

Be sure to check your ASU email and Blackboard at least once per day. I'll occasionally send out important class updates via email in between class sessions. I also suggest downloading the Bb app for alerts and notifications.

SOME HELPFUL CAMPUS RESOURCES FOR STUDENTS

- Contact ASU Health Clinic and Counseling Services at (325) 942-2171 from 8 a.m.–5 p.m., M-F. Search angelo.edu for more info.
- The ASU Tutor Center is next to the Writing Center on the third floor of the Library building—two excellent resources.
- First Year Experience has a million useful resources for first year college students—and college students in general. Search “First Year Experience” at angelo.edu.

You should plan to visit the Center frequently throughout the writing process for each of your out-of-class writing assignments. I may also require you to visit the Center. In this case, the final copy of a written assignment will not be accepted for full credit unless you have completed the required work in the Center.

CONTACTING ME

When questions about course content occur, I encourage you to email me for assistance. However, please understand that I receive a lot of email on any given day and that you are communicating within a professional environment, so it’s important that your email messages attend to some basic conventions of electronic communication:

- Helpful subject line (before email); Ex: “Question about WRR3”
- Greeting or salutation (to begin email); Ex: “Hello, Mrs. _____,”
- Body of email
- Signature and section # at end of email; Ex: “Thanks, Devon Jacobs ENG 2326.210”

Finally, I ask that you attempt to use properly punctuated and complete sentences in your emails to me. They don’t have to be perfectly edited, but I will not respond to carelessly written messages littered with typographical errors. In short, emailing is not texting. Please remember the different expectations for the two.

I am available via phone during regular office hours. Email is usually the best way to contact me. While I do my best to respond to student e-mails in the shortest amount of time as possible, a response time is going to be dependent on time of day the e-mail is sent, my own academic schedule, and any technical support inquiry I must do in order to properly answer your message. I do my best to respond to student e-mails within 24 hours during the week. On weekends and holidays, response times may be longer, including up to 48 hours.

SPECIAL ACCOMMODATIONS

“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

Contact the Student Life Office: Students are expected to attend all classes, conferences, and required Writing Center activities unless prevented from doing so by illness, bona fide emergencies, or circumstances beyond their control. Should a serious illness, emergency, or other crisis occur, it is the student’s responsibility to contact the Student Life Office immediately so that professors may be informed. In all cases, I determine whether an absence will be considered legitimate and if work can be made up.
English 2326 Online (tentative) Weekly Plan

For this online section, we use an e-book and learning platform called MindTap inside of Blackboard. This resource serves as our text for the course.

Our course is set-up in sixteen weeks. At the end of each week, students must complete the required practices, discussions, homework, quizzes, essay, and any other graded activity in MindTap. More detailed weekly information is available in Blackboard (under Weekly Checklists). One (1) week of Weekly Checklists and MindTap Weekly Units will be posted at a time, and at times, two (2) weeks will be posted. Electronic textbook readings should be completed before online activities are attempted.

All work is due Friday at 3 pm Central Standard Time unless stated otherwise on the Weekly Checklist and on MindTap.

This is a tentative schedule. All changes will be announced and recorded in the Weekly Checklist.

Week 1 Aug 28-Sept 1
  • Introductory Discussion post
  • Introductory and welcome videos
  • Email activity

Week 2 Sept 4-9
  • Reading Critically and Annotation
  • How to read different genres
  • American literature timeline of literary movements

Week 3 Sept 11-16 Begin Short Fiction section and the American Identity
  • Read selection(s) by Faulkner (“A Rose for Emily”)
  • Quiz
  • Discussion post

Week 4 Sept 18-23
  • Read selection(s) by Hemingway (“Hills Like White Elephants” and “The Killers”)
  • Quiz
  • Discussion post

Personal Emergencies: Sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss assignments, get in touch with me as soon as you can and contact Student Services as soon as possible. I don’t need all of the details, but at least I’ll know you haven’t dropped the course or been eaten by a bear. This does not guarantee anything, but it will at least maintain communication so that we can move forward.
Week 5 Sept 25-30
- Read selection(s) by Hemingway (con’t)
- Quiz
- Discussion post

Week 6 Oct 2-7
- Read selection(s) by Fitzgerald (“Babylon Revisited”)  
- Quiz
- Discussion post

Week 7 Oct 9-14
- Fiction Analysis (writing, peer review)

Week 8 Oct 16-21
- Fiction Analysis due
- Exam over Fiction (Midterm)

Week 9 Oct 23-28 Begin Poetry section
- Critically reading poetry and annotating
- Reading literary criticism
- Read selection(s) by Langston Hughes
- Quiz
- Discussion post

Week 10 Oct 30-Nov 4 Last day to drop November 3
- Read selection(s) by Elizabeth Bishop
- Quiz
- Discussion post

Week 11 Nov 6-11
- Read selection(s) by Emily Dickinson
- Quiz
- Discussion post

Week 12 Nov 13-18
- Read selection(s) Silvia Plath
- Quiz
- Discussion post

Week 13 Nov 20-25 Thanksgiving Holiday Nov 22-24
- Poetry Response (write, peer review)

Week 14 Nov 27-Dec 2
- Poetry Analysis due
- Prepare for Final Exam
Week 15 Dec 4-9

Week 16 Dec 11-16
  • Poetry Exam (Final Exam)