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Office Hours: 10-12 MWF; 8:30-9:30 & 1-2 TR; and by appointment

Course: English 2326--Readings in American Literature

Course Description: A study of diverse works by American writers. Emphasis on reading, comprehending, appreciating, and thinking critically about the selected works within the context of American culture and literary history.

Prerequisites: Proficiency requirement in composition.

Purposes: This course introduces students to selected works of imaginative literature by a variety of American authors. It is designed to provide enhanced appreciation of the literary arts and practice in analyzing literary works in order to better understand how they reflect truths of human experience in American culture. It will introduce, as appropriate to course objectives, selected information about and insights into literary terminology as well as biographical, historical, formalistic, stylistic, cultural, political, analytical, and thematic matters related to the selected readings.

Major Objectives: Students will make progress in the following areas:
--Gaining factual knowledge (terminology, classifications, methods, trends) (IDEA #21)
--Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (IDEA #27)
--Learning to analyze and critically evaluate ideas, arguments, and points of view (IDEA #31)

Student Learning Outcomes: Upon completing sophomore literature, students should be able to
-- understand the role of literature as an expression of values and interpretation of human experience (see IDEA objective #27);
-- understand and apply methods of responding to literature analytically(see IDEA objectives #27 and #31);
-- understand the form, function, scope and variety of literature, including specialized terminology (see IDEA objective IDEA objectives #21 and #27);
-- understand the interactive relationship between history, culture, and literature (see IDEA objective #27).

Assessment Procedures: Student learning outcomes will be assessed via reading quizzes, major exams (including short analytical essays), and group and class discussions.
Student Activities: Students’ major activities during the semester will include reading, listening to and taking notes on lecture material, discussing course material in class and group discussions, writing both informal and formal responses to course material, completing quizzes and exams.

Course Grade: The following grades will be averaged to determine the final course grade:

- Quiz Average (may include work other than quizzes; e.g., daily grades, group work, informal writing)
- Exam 1
- Exam 2

Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 & below = F

Major Assignments and Deadlines:

- **Reading assignments** are continual throughout the semester; students are expected to complete each assignment by the deadline specified on the Daily Assignments sheet. Should any changes in the daily assignments be necessary, the professor will announce them in class as far in advance as possible.

- **Miscellaneous assignments** include (but are not limited to) written and oral responses to questions, individual in-class work, in-class group work. Although “informal,” this work should be thoughtful and grammatically correct. **NO LATE OR MAKE-UP MISCELLANEOUS WORK WILL BE ACCEPTED.**

- **Quizzes** typically consist of ten to twenty questions about the reading assignment for the day and terminology previously discussed. Quiz dates are unannounced; students should be prepared for a quiz every day a reading assignment is due. **NOLATE OR MAKE-UP QUIZZES WILL BE GIVEN.** Two quiz grades will be dropped prior to averaging at the end of the semester.

- **Exams** will include both objective and essay questions. They are in-class exams. The final exam is **comprehensive.** Exam dates are listed on the Daily Assignments sheet.

Required Text:

Lorrie Moore and Heidi Pitlor, eds. *100 Years of the Best American Short Stories*, Houghton Mifflin Harcourt.

NOTE: In addition to works in the textbook, students will read poems provided by the teacher. Students must bring textbooks or other reading material to class when that work is under discussion. Students who do not bring reading materials to class may be counted absent and receive a zero daily grade.

Attendance Policy: Students are expected to attend every class meeting. They are expected to arrive on time and remain in class for the entire class period. Typically, the only valid reasons for missing class are illness, family emergency, and University business. Except
in cases of emergency, doctor appointments should be scheduled for times other than class times. Students requesting make-up work or permission to submit late work must provide evidence of a valid reason for missing class. Students who know in advance that they will miss a class should consult with the professor in advance. **Any student who accumulates six (6) absences will receive an F for the semester.**

**Students who are habitually late to class, habitually leave class early, or habitually leave and then return during class time will be counted absent for every two occurrences.** If another professor regularly keeps the class late prior to this class, you should consult with that professor about leaving in time to attend this class. If you have difficulty finding a parking place, you should adjust your schedule accordingly so that you can arrive to class on time. If you must regularly leave class to visit the restroom, you should consult a doctor.

Please note that I do not distinguish between “excused” and “unexcused” absences. An absence is non-attendance of any regularly scheduled class time. While I sincerely hope (as I’m sure you do) that you will not experience any extreme case of illness or family emergency, they do occasionally happen. **Any student who must miss three weeks or more of classes for any reason should seriously consider withdrawing from the course.**

**Observances of Religious Holidays:** A student who intends to observe a religious holy day should make that intention known in writing to me prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

**Honors Statement:** 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](http://www.angelo.edu/forms/pdf/honorcode5.pdf). **Students caught cheating on a quiz or exam will receive a zero for that assignment; if caught a second time, they will fail the course.** Students submitting plagiarized written assignments will receive an F for the course.

**Common Courtesy:** Students are expected to exhibit common courtesy toward their professor and their classmates at all times. A few guidelines for common courtesy follow:

--arrive on time and remain for the full class time
--if late arrival or early departure is unavoidable, sit near the door to avoid distracting others
--remain seated unless class assignment requires otherwise
--do not hold individual conversations unless directed to do so by the professor
--stay awake
--work on this course material only
--do not eat
--do not pop gum
--do not begin packing prior to the official end of class
--do not wear any sort of head phones
prior to entering the classroom, turn off all cell phones and other electronic devices that might create a distraction.

--NOTE: Formal, professional studies have demonstrated that no matter how good we think we are at multi-tasking, activities such as texting during class lecture/discussion significantly diminish our attention to lecture/discussion material and, therefore, our comprehension and understanding of that material. For your own sake, then, you may not use headphones or cell phones in the classroom without the express permission of the teacher. Any student using such devices during class for any reason will be asked to leave the classroom and will be counted absent.

Students’ Special Requirements: Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 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.

Student-Professor Communication: Other than class time, you may consult with me in person during the office hours specified at the beginning of this syllabus or during another specified time on which we have agreed in advance. You may also contact me via e-mail or telephone. However, I neither check nor respond to telephone messages as regularly as I do e-mail messages. In addition, I do not check or respond to e-mail or phone messages after I have left my office for the day (usually between 4 and 5 p.m.) or on weekends.

Please Note: Your syllabus for this class lists class policies and deadlines for all major assignments. Please consult the syllabus before e-mailing or calling with questions that are answered there.

Please Also Note: A college education includes learning to communicate appropriately with individual audiences. To help you practice effective communication, I require that e-mails to me be designed and written appropriately for your purpose and audience. All e-mails must begin by addressing me (e.g., Dr. Dalrymple); they must be written following the conventions of standard written English (e.g., complete sentences, capitalization where necessary, punctuation where necessary, correct spelling); they must end with your first and last name and the course and section number (unless the course and section # are included in the text of the message). I will not respond to e-mails that do not follow these easy guidelines.

Student Success: This course is designed so that all students with college-level skills in reading, writing, note-taking, and study skills can pass with a C or higher, so long as they complete all assignments on time, attend class regularly, and remain attentive during class time. More specifically, successful students will
--attend every class meeting on time and remain for the full time;
--regularly consult the syllabus for assignment deadlines and course policies;
--complete all reading assignments on time and bring reading materials to class;
--remain attentive during class and follow guidelines of common courtesy;
--take notes on class material, particularly on terminology discussed and on other major topics of discussion;
--review notes regularly;
--participate in class and group discussions;
--ask questions about material that remains unclear;
--study for exams as suggested by the professor;
--write essay exam answers as suggested by the professor (a separate handout of these suggestions will be provided).
T 1-16  Introduction to Class
R 1-18  General discussion of literature
T 1-23  Continue discussion
R 1-25  Read Edna Ferber, "The Gay Old Dog," pp.4-23
T 1-30  Read Edwin Arlington Robinson, "Richard Cory," "Miniver Cheevey," and "Mr. Flood's Party," provided by teacher
R 2-1  Read Ring Lardner, "Haircut," pp. 48-58
T 2-6  Read F. Scott Fitzgerald, "Babylon Revisited," pp. 62-81
R 2-8  continue discussion
R 2-15  Read Tillie Olsen, "I Stand Here Ironing," pp. 173-180; read Sylvia Plath, "Morning Song"; read Linda Pastan, "To a Daughter Leaving Home"; read Sharon Olds, "The Daughter Goes to Camp"
T 2-20  Read Brian Turner poems
R 2-22  Read Writers Conference assignment
T 2-27  Read Philip Roth, "The Conversion of the Jews," pp. 211-224
R 3-1  Read Flannery O'Connor, "Everything That Rises Must Converge," pp. 227-241
T 3-6  Review
R 3-8  Exam 1
T 3-13  SPRING BREAK
R 3-15  SPRING BREAK
T 3-20  Discuss Exam 1
R 3-22  Read John Updike, "Pigeon Feathers," pp. 242-259; read David O'Meara, "The Game"; read Mark Doty, "A Replica of the Parthenon"
T 3-27  Read Donald Barthelme, "The School," pp. 308-311
R 3-29  Read Stanley Elkin, "The Conventional Wisdom," pp. 312-335
T 4-3   continue discussion
R 4-5   Read Mona Simpson, "Lawns," pp. 375-393
T 4-10  Read Mary Gaitskill, "The Girl on the Plane," pp. 472-485
R 4-12  Read Sherman Alexie, "What You Pawn I Will Redeem," pp. 582-602; read Sherman Alexie "Evolution," "Good Hair," and "On the Amtrak from Boston to New York City"
T 4-17  continue discussion
R 4-19  Read Benjamin Percy, "Refresh, Refresh," pp. 625-638
R 4-26  Read George Saunders, "The Semplica-Girl Diaries," 683-706
T 5-1   Review
R 5-3   Review
T 5-8   NO CLASS
R 5-10  Final Exam, 10:30-12:30