Instructor Information:
Name: Melinda Bacon
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Brief Course Description: A study of diverse works by American writers with an emphasis on reading, comprehending, and thinking critically about the selected works within the context of American cultural and literary history

Learning Outcomes: Upon completing sophomore literature, students should be able to:
1. understand the role of literature as an expression of values and interpretation of human experience
2. understand and apply methods of responding to literature analytically
3. understand the form, function, scope and variety of literature, including specialized terminology
4. understand the interactive relationship between history, culture, and literature.
Sophomore literature outcomes will be measured by various assignments, including the composition of a literary analysis.

Required Text:

Course Content:
College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

Grading: I will NOT accept late papers. All essays are to be submitted on Blackboard by 11:47pm. If you miss class due to a school sponsored activity, you must notify me before you are gone. Major essays/assignments should be turned in prior to an excused absence and will not be accepted late.

Course Average will be determined using the following percentages:
- Midterm 25%
- Final 25%
- Paper(s) 20%
- Quizzes 20%
- Daily 10%

Your final course grade will be determined by this point scale:
- A = 90-100%
- B = 80-89%
- C- 70-79%
- D = 60-69%
- F = 0-59%
**Attendance:** Prompt and regular class attendance is considered necessary for satisfactory work.

**Absences**
- At 5 non-school related absences, the student will drop one full letter grade.
- At 7 non-school related absences, the student will drop another full letter grade.
- At 9 non-school related absences, the student will be removed from the dual credit class and be placed in regular English class.

***Long term illnesses and/or injuries will be reviewed on a case by case basis by the administration.***

**Academic Honesty**
“Angelo State University students shall maintain complete honesty and integrity in their academic pursuits. The University expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.”

**Student Absence for Observance of Religious Holy Day**
“Religious Holy Day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor 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 a reasonable time after the absence. A student who is excused under this policy may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Student with Special Needs:** Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify their instructors the first week of class. It is the student’s responsibility to provide the necessary documentation to the Office of Student Affairs.

**Academic Integrity:**
Plagiarism of an essay, in part or entirely, will result in an F for the course.

**Changes to the Syllabus:** The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**Schedule**
- Unit One – Weeks 1-4 - American identity vs inner struggle
- Unit Two – Weeks 5-8 - Equality and Independence
- Unit Three – Weeks 9-12 - Rebellion vs Conformity
- Unit Four – Weeks 13-16 - Dystopian
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 and examinations which show mastery of assigned literary works in terms of generic conventions and content.

*Communication will be demonstrated in written analyses of individual literary works and students will take essay examinations that are graded in terms of both content development and clarity of expression following widely accepted generic conventions.

*Social responsibility will be demonstrated by engaging with literary artists and the texts they create. Students are introduced to the shared traditions of literary expression, the debates that help shape the literature, and the conflicts, cultural differences, and shared experiences involved in the forging of human culture in all its diversity.

*Personal responsibility will be demonstrated by reading the works of some of America’s greatest writers as they grapple with the choices inherent in human life, including in areas such as gender relations, race and ethnicity, class, and national origin. ENG2324 students can understand how their own lives are affected by similar ethical decisions and learn to connect their own choices and actions to the related consequences.