Instructor: Terence A. Dalrymple  
Office: A 021C    Phone: 325-486-6141    E-mail: Terry.Dalrymple@angelo.edu

Office Hours: 11-12 & 1-2 MW; 9-11TR; 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.

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. 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, 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: Your final course grade will be the average of the following two grades:

Reading Quiz and Daily Grade Average
Terms Quiz and Analytical Quiz Average

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.

--Daily Grades will include (but are not limited to) attendance and participation in class
discussions, group work, and informal writing assignments. Although “informal,” this
work should be thoughtful and grammatically correct. In addition, a student who attends
class but fails the reading quiz will receive a daily grade of 50 for that day (a failing
reading quiz grade indicates lack of preparation, which in turn an inability to participate
fully in the day’s discussion or other work.) **NO LATE OR MAKE-UP DAILY
ASSIGNMENTS**, but the two lowest Daily Assignment grades will be dropped at the
end of the semester.

--Reading Quizzes typically consist of ten to twenty questions about the reading
assignment for the day. Quiz dates are unannounced; students should be prepared for a
quiz every day a reading assignment is due. **NO LATE OR MAKE-UP QUIZZES
WILL BE GIVEN**, but the two lowest Reading Quiz Grades will be dropped at the end
of the semester.

Literary Terms Quizzes will consist of objective questions over literary terminology
discussed prior to the quizzes. **One of the first two terms quizzes may be a make-up
quiz**, which must be completed the day you return to class and must be completed in my
office that day at a time we establish. However, to take a make-up quiz, a student must
provide official evidence of the illness, family emergency, or university business that
required an absence. In the case an absence due to university business, students should
notify the professor well in advance and may be asked to take a terms quiz or analytical
quiz in advance of the absence.

--Analytical Quizzes will require short essay responses to questions about course
material. **One of the first two analytical may be a make-up quiz**, which must be
completed the day you return to class and must be completed in my office that day at a
time we establish. However, to take a make-up quiz, a student must provide evidence of
the illness, family emergency, or university business that required an absence. In the
case an absence due to university business, students should notify the professor well in
advance and may be asked to take a terms quiz or analytical quiz in advance of the absence.

**NOTE:** Grades on TQ1 and AQ1 will be combined for a single grade, as will grades on TQ2 and AQ2. The final quiz will be a combined TQ and AQ quiz.

--The Terms/Analytical quiz must be **must be taken at the time specified on the University calendar.**

**Required Texts:** None.

**NOTE:** All reading material will be provided by the instructor or by students. All students must bring copies of 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.

All students must have a Dropbox account. If you do not already have one, go to [https://www.dropbox.com/basic](https://www.dropbox.com/basic) and create an account. A Basic Dropbox account provides 2GB for free. Do not sign up for any “free trial”; just create a basic free account.

**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 nine (9) 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. 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 cases 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
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 electronic equipment (e.g., head phones, cell phones, computers) 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.).

**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).

Title IX compliance: Title IX Compliance: The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:
Michelle Boone, J.D., Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022; michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.
If you are wishing to speak to someone about an incident in confidence, you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345.*

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
**Daily Assignments**

NOTE: Unless professor notes otherwise, all literary terms can be found at [http://web.cn.edu/kwheeler/lit_terms.html](http://web.cn.edu/kwheeler/lit_terms.html). You will also be responsible for knowing any additional information about terms provided by the professor.

<table>
<thead>
<tr>
<th>M 1-13</th>
<th>Introduction to Class</th>
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<tbody>
<tr>
<td>W 1-15</td>
<td>Discussion of Literature</td>
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<tr>
<td>F 1-17</td>
<td>Continue discussion</td>
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<tr>
<td>M 1-20</td>
<td>HOLIDAY</td>
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<tr>
<td>W 1-22</td>
<td>Before class, read “Brothers” (David Jauss)</td>
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<td>F 1-24</td>
<td>Before class, read “Killings” (Andre Dubus)</td>
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<tr>
<td>M 1-27</td>
<td>Continue discussion; before class, read about character (entries for flat character, round character, static character, dynamic character, motivation, epiphany)</td>
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<tr>
<td>W 1-29</td>
<td>Before class, read “Everything that Rises Must Converge” (Flannery O’Connor)</td>
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<tr>
<td>F 1-31</td>
<td>Continue discussion; before class read about point of view (entries for point of view, narrator, first person major, first person minor, third person omniscient, third person limited omniscient, third person objective, unreliable narrator)</td>
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<tr>
<td>M 2-3</td>
<td>Before class, read “Roman Fever” (Edith Wharton)</td>
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<td>W 2-5</td>
<td>Before class, read “On the Rainy River” (Tim O’Brien)</td>
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<td>F 2-7</td>
<td>Continue discussion</td>
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<td>M 2-10</td>
<td>Before class, read “The Lottery” (Shirley Jackson)</td>
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<tr>
<td>W 2-12</td>
<td>Continue discussion</td>
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<tr>
<td>F 2-14</td>
<td>Review for Terms Quiz 1 and Analytical Quiz 1</td>
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<tr>
<td>M 2-17</td>
<td>Terms Quiz 1</td>
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<tr>
<td>W 2-19</td>
<td>Analytical Quiz 1</td>
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<td>F 2-21</td>
<td>Before class, read “The House on Mango Street” (Sandra Cisneros)</td>
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<td>M 2-24</td>
<td>Before class, read “That’s Right, You’re Not from Texas” (David Haynes) and the author’s note about writing the story</td>
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<td>W 2-26</td>
<td>Before class, read “What You Pawn I Will Redeem” (Sherman Alexie)</td>
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<tr>
<td>F 2-28</td>
<td>Continue discussion</td>
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</tbody>
</table>
M 3-2  Before class read “Sweetheart Sorrow” (David Hoon Kim)
W 3-4  Before Class, read “The Turning Tide” (Laila Lalami)
F 3-6  Attend Writers Conference (Thursday or Friday)
M 3-9  SPRING BREAK
W 3-11 SPRING BREAK
F 3-13  SPRING BREAK
M 3-16  Discuss grades and forthcoming assignments
W 3-18  Before class, read about plot (entries for plot, exposition, in medias res, conflict, protagonist, antagonist, rising action, climax, denouement, foreshadowing, flashback)
F 3-20  Before class, read “The Conversion of the Jews” (Philip Roth)
M 3-23  Before class, read about irony (entries for irony, verbal irony, situational irony, cosmic irony, dramatic irony)
W 3-25  Before class, read “The Story of an Hour” (Kate Chopin)
F 3-27  Before class, read “Everyday Use” (Alice Walker)
M 3-30  Before class, read “Vampires in the Lemon Grove” (Karen Russell)
W 4-1  Continue discussion
F 4-3  Review for Terms Quiz 2 and Analytical Quiz 2
M 4-6  Terms Quiz 2
W 4-8  Analytical Quiz 2
F 4-10  HOLIDAY
M 4-13  Discuss graded TQ2 and AQ2
W 4-15  Before class, read Trifles (Susan Glaspell)
F 4-17  Watch film adaptation of Trifles in class
M 4-20  Before class, read “This is What it Means to Sat Phoenix, Arizona” (Sherman Alexie)
W 4-22  Watch film adaptation (Smoke Signals) in class
F 4-24  Film
M 4-27  Review
W 4-29  Review
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>F</td>
<td>5-1</td>
<td>Review</td>
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<tr>
<td>M</td>
<td>5-4</td>
<td>Combined TQ3 and AQ3 (Final Exam); 10:30 a.m.-12:30 p.m.</td>
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