English 2326
Readings in American Literature

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Office Hours: By appointment

For the protection of all students, staff, and faculty, students must correctly wear a protective mask at all times while in the classroom and around campus. Also, make sure to wash and sanitize your desks, wash hands frequently, and practice social distancing.

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 reflection on public reading or lecture.
- 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.

Open Door Policy
Students are welcomed and encouraged to visit me whenever they wish to discuss an exam, quiz, or any other problem as it relates to this class. If students cannot come during my office hours, they may schedule an appointment or contact me via Skype. I will be logged on to Skype during my office hours, so feel free to contact me at the aforementioned Skype Profile during this time. If I am away for a few minutes or attending to a student, I will return your call promptly. The easiest and best way to contact me outside of my office hours is to e-mail me (gserrano@angelo.edu). I read my e-mail on a daily basis during weekdays and will reply promptly.

Semester Grade

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<th>Component</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Literary Analysis (3)</td>
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<td>Quizzes</td>
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<tr>
<td>Discussion Questions</td>
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Exams
Students will complete three exams over the course of the semester. **I will not accept late submission for exams**, so make sure to complete them by the due date and time. **You may only submit the exam once**, so make sure not to be ready to sit for two full, consecutive hours to complete the exam. **Follow the instructions carefully, and do not press the browser button.**
● Exam 1 will cover Race in American literature
● Exam 2 will cover Gender in American literature
● Exam 3 will cover Individuality in American literature

Literary Analysis
Students will complete three, one-page responses over the short-stories and/or poems we will cover this semester. Students are expected to read, evaluate, and respond to the text(s) critically to deepen their understanding of the text(s). I will post two prompts on Blackboard for each unit—Race, Gender, and the Individual—and students may choose from one of these two prompts to write about. These will be due by the end of the class period and must be uploaded on Blackboard, but students have unlimited submissions for these. I will not accept late submissions, so make sure to upload them by the due date and time.

Quiz Grades
Quizzes will cover the assigned readings due for the week, and they will be due at the end of the week. I will not accept late submission, so make sure to complete them by the due date and time. You will have a maximum of two submissions for the quizzes, just in case something goes wrong—the most common error is pressing the browser button—but I will not reset quizzes if you fail to submit them successfully. I will, however, drop the lowest quiz grade at the end of the semester in case of technical difficulties, illness, a family emergency, etc.

Discussion Questions
Discussion Questions cover the assigned readings and lectures due for the week. I will not accept late submissions, so make sure to upload them by the due date and time. You do, however, have unlimited submissions for these. I will, however, drop the lowest Discussion Question grade in case of illness, a family emergency, etc.

Use of Technology
Assignments must be uploaded on Blackboard as WORD or PDF documents. I will not accept excuses for any technical difficulties students may have with their assignments, which include computers crashing, difficulty uploading papers, Blackboard shutting down, etc. This is an online course, and students must have a competent knowledge of Blackboard. I addition, students need to make sure to give themselves enough time after finishing their assignments to manage any of these technical difficulties. I will not accept any assignments via email because it is a violation of your rights as students for me to discuss grades via email. Make sure to upload all assignments in the designated content area labeled “Assignments” on Blackboard.

Student Handbook Statement of Academic Integrity:
Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.
Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

Operating Policy 10.5 (student accommodation):
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

Operating Policy 10.19 (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 section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Title IX at Angelo State University:
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.

Inclusion Statement
We will be addressing controversial topics related to underprivileged groups throughout the semester. I support a diversity of thoughts, perspectives and experiences, and honor all identities (including race, gender, class, sexuality, religion, ability, etc.). Please let me if there is a particular name or pronouns by which you identify. Also, please let me know if anything I or your peers may say in class makes you feel excluded or marginalized. You may come see me in my office, leave me a note, and your concerns will remain anonymous.

Schedule of Readings and Assignments
Tentative and subject to change

**Week One**
Jan. 26  Course Introduction/Course Policies
        Race in American Literature and The Harlem Renaissance

        Jan. 28  Langston Hughes: “Slave on the Block”
                 Terrance Hayes: “What I Am”

**Week Two**
Feb. 2   Rudolfo Anaya: Selections from *Bless Me, Ultima*
        Carmen Tafolla: “La Malinche”

Feb. 4   Sandra Cisneros: selection from *Woman Hollering Creek*
        selection from *The House on Mango Street*

**Assignment (Due by Midnight 2/7)**
Upload Discussion Questions on Blackboard
Quiz

**Week Three**
Feb. 9   Art Spiegelman: selection from *Maus*

Feb. 11  Emma Lazarus: “The New Colossus”
        Gene Luen Yang: selection from *American Born*

**Week Four**
Feb. 16  Booker T. Washington: *Atlanta Compromise Speech*
        Ralph Ellison: “Battle Royal”

Feb. 18  Joel Chandler Harris: “The Wonderful Tar Baby Story”
Charles Chestnutt: “’Po Sandy”

**Assignment (Due by Midnight 2/21)**
Upload Literary Analysis
Quiz

**Week Five**
Feb. 23  Booker T. Washington: *Atlanta Compromise Speech*
Ralph Ellison: “Battle Royal”

Feb. 25  Joel Chandler Harris: “The Wonderful Tar Baby Story”
Charles Chestnutt: “’Po Sandy”

**Assignment (Due by Midnight 2/28)**
Upload Literary Analysis
Quiz

**Week Six**
Mar. 2  *Review for Exam 1*

Mar. 4  Frederick Douglas: *Narrative of the Life of Frederick Douglass*
Paul Laurence Dunbar: “Sympathy”

**Assignment (Due by Midnight 3/7)**
Exam 1

**Week Seven**
Mar. 9  Frank Bidart: “Queer”
David Sedaris: selection from *Me Talk Pretty One Day*

Mar. 11  Elizabeth Bishop: “In the Waiting Room”
Audrey Lorde: “The Black Unicorn”

**Assignment (Due by Midnight on 3/14)**
Upload Discussion Questions on Blackboard
Quiz

**Week Eight**
Mar. 16  Nathaniel Hawthorne: selection from *The Scarlet Letter*
Rebecca Brown: “ Forgiveness”

Mar. 18  Edgar Allan Poe: “Annabel Lee”
Gregory Corso: “Marriage”

**Assignment (Due by Midnight on 3/21)**
Upload Discussion Questions on Blackboard
Quiz

**Week Nine**

Mar. 23  Alice Walker: “In Search of Our Mothers’ Gardens”
        “Everyday Use”

Mar. 25  Theodore Roethke: “My Papa’s Waltz”
        Sylvia Plath: “Daddy”

**Assignment (Due by Midnight 3/28)**
Upload Literary Analysis
Quiz

**Week Ten**

Mar. 30  Abraham Panther: “An Account of a Beautiful Lady”
        Ernest Hemingway: “Cat in the Rain”

Apr. 1   *Review for Exam II*

**Assignment (Due by Midnight 4/5)**

**Exam II**

**Week Eleven**

Apr. 6   The Individual in American Literature
        Bob Dylan: Selected Works
        Joyce Carol Oates: “Where Are You Going, Where Have You Been?”

Apr. 8   Kurt Vonnegut: selection from *Slaughterhouse Five*
        Tim O’Brien: “The Things They Carried”

**Assignment (Due by Midnight on 4/11)**
Upload Discussion Questions on Blackboard
Quiz

**Week Twelve**

Apr. 13  J.D. Salinger: selection from *Catcher in the Rye*
        Stephen Chbosky: selection from *The Perks of Being a Wallflower*

Apr. 15  Walt Whitman: “A Noiseless, Patient Spider”
        William Carlos Williams: “The Red Wheelbarrow”

**Assignment (Due by Midnight on 4/18)**
Upload Discussion Questions on Blackboard
Quiz
Week Thirteen
Apr. 20  Henry David Thoreau: “Where I Lived, and What I Lived For”
         B.F. Skinner: *Walden Two*

Apr. 22  Kurt Vonnegut: Letter to the Future

**Assignment (Due by Midnight 4/28)**
Upload Literary Analysis
Quiz

Week Fourteen
Apr. 27  Nathaniel Hawthorne: “The Minister’s Black Veil”

Apr. 31  William Faulkner: “A Rose for Emily”
*No Assignments due this week*

Week Fifteen
May 4    Robert Frost: “Stopping by Woods on a Snowy Evening”

May 6    Review for Final Exam

Week Sixteen
TR 9:30 a.m. ENGL 2326.010 Course: Final exam due by May 13 at 10:00 a.m. on Blackboard

TR 11:00 a.m. ENGL 2326.020 Course: Final exam due by May 11 at 12:30 p.m. on Blackboard