ENGLISH 2326 : American Literature
Prerequisite: English 1301

Instructor: Elizabeth SoRelle, M.A.
Cell Phone: (325) 234-1934
Office Hours: 1st Per. 7:50 – 9:25, alternates
8th Per. 2:45 – 3:35, daily

Email: elizabeth.sorelle@wallisd.net
Location: Wall High School Room 200

Class Meeting Times: 2nd Per. 7:50 – 9:25, alternates
3rd Per. 9:35 – 10:25, daily

GOALS AND OUTCOMES

In this American literature survey course, you will read and analyze works of prose, poetry, and drama. We will examine the concept of the American Dream and determine how our literature reflects our varying understandings of what the American Dream means to different people.

Upon completing sophomore literature, you 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; and
4. understand the interactive relationship between history, culture, and literature.

Sophomore literature outcomes will be measured by various assignments, including the composition of literary analysis.

ASU LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Student Learning Outcome</th>
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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>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. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Students will develop, interpret, and express ideas through effective written communication. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.</td>
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REQUIRED TEXTS AND MATERIALS

Please order these books right away. I do not have any copies for you to borrow.

Everyone:


3rd Period:


2nd Period:


SUPPLIES

You need a 5 subject spiral notebook and tabs. Label the tabs to match the units below.

COURSE OUTLINE

Introduction: Developing a Working Definition

In order to analyze the concept of the American Dream in our literature, film, and art, we need to first form a definition. What is the American Dream? Has our definition of the concept changed? In this unit, we’ll look at the *Declaration of Independence* in order to develop a foundation for our definition. Next, we’ll examine a *New York Times* article in which college students around the United States explain what they think a modern definition should be. Using both sources, we’ll develop a working definition.

Unit 1: Equality vs. Inequality

All men are created equal … but not always. We'll examine equality in the United States based on race, age and socio-economic status. We'll read a novel called *Nickel Boys*, which explores life in a...
reform school in the 1960s in Florida. Based on real-life atrocities committed at the Florida School for Boys (also called the Dozier school), the novel deals with institutional physical and psychological abuse and overall social and racial injustice. We'll examine essential questions like the following: How do poverty, race and age affect the concept of equality under the law? How does an individual climb the ladder to success when he cannot escape his genetics or the past behavior of his family? Does a desire to do better equate with the ability to do better?

Unit 2: The American Dream in Fragments

In this unit we will examine four concepts relevant to our American culture: the spirit of independence, love of the wild, self-determination, and national duty. We will analyze art, prose, and poetry from a wide variety of American writers and artists. In the end, we will synthesize the pieces and put the fragments together in order to continue to refine our definition of the American Dream.

Unit 3: From Rags to Riches vs. Materialism

Immigrants have always flocked to the United States hoping to achieve material wealth and success. Is the rags to riches story realistic and is the focus on materialism a benefit or a detriment to us? Our focus in this unit will be on the musical *Hamilton* and excerpts from a book entitled *Materialism in American Culture*.

Unit 4: Illusion vs. Disillusion

We'll examine the idealistic view of America through the work of various writers. Is this idealistic view an illusion or a reality? We'll then read several pieces of fiction and prose that illustrate the disillusionment of the American Dream. We'll read an excerpt from “The Word American Ends in Can -- The Ambiguous Promise of the American Dream,” a short story entitled “Track” about an Irish immigrant, and the novel *Fight Club* (in 3rd) or *The Great Gatsby* (in 2nd).

**ATTENDANCE POLICIES / MAKEUP WORK**

**Attendance**: Attendance is mandatory, whether we meet online in ZOOM or face to face in class. Attendance will be taken each class period. It goes without saying that you need to be in class (face to face or online) in order to learn. You are responsible for learning the material you miss.

**Assignments**: I will post daily assignments under WHAT TO DO TODAY in Google Classroom. I will also post a link to a live calendar, which may change often. If the calendar changes, it is always in your benefit.

**Late work**: I do not accept late work. Assignments are due at the beginning of the class period. If you are absent, your assignment is still due unless you use your one late pass. Sickness is NOT an exception. The "Late Pass": You will be allowed one late pass per semester. You may use this on a daily grade or on a major grade.

**COURSE REQUIREMENTS**

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

**Minor Assignments**: Minor assignments are comprised of a wide variety of activities, including but not
limited to in-class writing, homework readings and reading responses, peer review, informal presentations, and research.

**Major Assignments:** Major assignments include essays, tests and formal presentations.

**Quizzes:** In order to show mastery over certain concepts, you will take quizzes throughout the semester. You will always be given advance notice of quizzes.

**Participation:** Participation during online meetings means focusing on the teacher, dressed and ready to go in front of video when the session starts, participating as required in small groups on ZOOM, and being ready to discuss (which means doing your homework). Face-to-face meetings in class require the same level of readiness and participation. Sleeping in class or playing games on the Chromebook will result in an automatic zero for that class period.

**ONLINE POLICIES**

The same rigor and expectations will be applied to your coursework, whether we are working online or face-to-face. You will follow the exact same procedures as above no matter where you are taking the class.

If you are working asynchronously from home, **ALL QUIZZES, TESTS, AND IN-CLASS ESSAYS** will require you to ZOOM into the classroom and complete the assignment AT THE SAME TIME as everyone else.

<table>
<thead>
<tr>
<th></th>
<th>Total # of Assignments</th>
<th>Percentage of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Major Assignments</td>
<td>3-5</td>
<td>50%</td>
</tr>
<tr>
<td>Minor Assignments</td>
<td>15-20</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8-10</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>multiple</td>
<td>10%</td>
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</tbody>
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As per the standard in college classes, you should expect to spend 2.5 hours outside of class for every hour in class. This is a three hour course which means you should

**COURSE REQUIREMENTS**

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

**Reading Quizzes:** Reading quizzes will assess your basic understanding of assigned readings.

**Minor Assignments:** Minor assignments are comprised of a wide variety of activities, including but not limited to in-class writing, homework readings and reading responses, peer review, and research.

**Major Assignments:** Major assignments include essays, timed writings, projects, presentations, and exams.
**Participation:** You are expected to be prepared for class each day and to actively participate in discussion – both in person and on Blackboard discussion boards. In addition, you must be respectful towards one another and to me at all times.

Should TurnItin not be working at the time the assignment is due, you should be prepared to email the assignment in an attachment to me along with an explanation of the issue. Neither of these issues excuse you from turning in assignments on time. You should email that assignment to me BEFORE the deadline for that assignment and inform me of the issue.

**OTHER**

**Students with Disabilities**

ASU 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 of 2008 (ADAAA), and subsequent legislation. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting:

Ms. Dallas A. Swafford Director of Student Disability Services  
Phone: 325-942-2047  
Email: dallas.swafford@angelo.edu  
Location: Houston Harte University Center

**Title IX Statement**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

Michelle Nicole Boone, J.D.  
Director of Title IX Compliance 2  
Email: Michelle.boone@angelo.edu  
Phone: 325-486-6357  
Location: Mayer Administration Building 204

**Absences for Religious Holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Incomplete Grading Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.
STUDENT CODE OF CONDUCT

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

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