

English 2326 Introduction to American Literature

Instructor: Dr. Gabriela Serrano

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Office Hours: TR: 11:00 a.m. - 2:00 p.m., Wednesday Virtual: 10:00 a.m.-2:00 p.m.

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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.

Texts:

The Norton Anthology of American Literature (Shorter Ninth Edition) (Vol. Volume 1): ISBN-13: 978-0393264524

The Norton Anthology of American Literature (Shorter Ninth Edition) (Vol. Volume 2) ISBN-13: 978-0393264531

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

Exam 1	20%
Exam 2	20%
Exam 3	20%
Literary Analysis (3)	10%
Quiz Grades	10%
Discussion Questions	10%
Discussion Posts	10%

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**. In 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.

Discussion Posts

Discussion posts are vital because allow us to mimic a face-to-face classroom experience. They allow students and the instructor to exchange ideas and learn from one another. These posts will be due at the end of the week, and although students must post at least one comment per week, except on weeks when I have scheduled an exam, they may post as many times as they wish and respond to as many posts as they like. Although I encourage students to feel free to voice their opinions when they relate to the subject being discussed, **I expect members of this class to respect and show concern for all members of the class when participating in these discussion boards**.

“No Drama Clause”:

I will drop the lowest quiz and discussion question grade at the end of the semester, and I will drop one letter grade per day a paper is late in case of illness, a death in the family, car trouble, etc., but **I do not want students to ask for special exceptions for such occurrences**. Again, I drop the lowest discussion question and quiz grades and deduct 10 points per day a literary analysis is late in case of an emergency.

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, Lectures, and Assignments

(Tentative and Subject to Change)

Week One

Lectures

Course Introduction/Course Policies

Race in American Literature and the Harlem Renaissance

Langston Hughes: "Theme for English B" (1043 *1865 to Present*)

"The Negro Speaks of Rivers" (1037 *1865 to Present*)

No assignments due this week

Week Two

Lectures

Gloria Anzaldua: "How to Tame a Wild Tongue" (1558 *1865 to Present*)

Sandra Cisneros: "Woman Hollering Creek" (1614 *1865 to Present*)

Carmen Tafolla: "La Malinche" (Blackboard)

Assignments

Post on Discussion Board

Take Quiz on Readings for the Week

Week Three

Lectures

Gene Luen Yang: selection from *American Born Chinese* (Blackboard)

Emma Lazarus: "The New Colossus" (432 *1865 to Present*)

Maxine Hong Kingston: "No Name Woman" (1544 *1865 to Present*)

Assignments

Post on Discussion Board

Upload Discussion Questions on Blackboard

Take Quiz on Readings for the week

Week Four

Lectures

Frederick Douglass: *Narrative of the Life of Frederick Douglass*, Ch. 10
(1034 *Beginnings to 1865*)

Paul Laurence Dunbar: "Frederick Douglass" (638 *1865 to Present*)

Harriet Beecher Stowe: *Uncle Tom's Cabin*, Ch. VII (840 *Beginnings to 1865*)

Assignments

Post on Discussion Board

Upload Literary Analysis

Take Quiz on Readings for the week

Week Five

Lecture

Alice Walker: "Everyday Use" (1568 *1865 to Present*)

Review for Exam 1

Assignment

Exam 1

Week Six

Lectures

Gender in American Literature

Edgar Allan Poe: "Annabel Lee" (738 *Beginnings to 1865*)

Kate Chopin: "The Storm" (455 *1865 to Present*)

Assignments

Post on Discussion Board

Upload Discussion Questions on Blackboard

Take Quiz on Readings for the week

Week Seven

Lectures

Emily Dickinson: "Wild Nights—Wild Nights!" (1254 *Beginnings to 1865*)

Adrienne Rich: "Driving into the Wreck" (1421 *1865 to Present*)

Elizabeth Bishop: "In the Waiting Room" (1115 *1865 to Present*)

Assignments

Post on Discussion Board

Upload Discussion Questions on Blackboard

Take Quiz on Readings for the week

Week Eight

Lectures

Theodore Roethke: "My Papa's Waltz" (1093 *1865 to Present*)

Sylvia Plath: "Daddy" (1447 *1865 to Present*)

Charlotte Perkins Gilman: "The Yellow Wallpaper" (511 *1865 to Present*)

No assignments due this week

Week Nine

Lectures

Zora Neale Hurston: "Sweat" (950 *1865 to Present*)

Alysia Harris: "That Girl" (Blackboard)

Assignments

Post on Discussion Board

Upload Literary Analysis

Take Quiz on Readings for the week

Week Ten

Lectures

Ernest Hemingway: "Hills Like White Elephants" (1032 *1865 to Present*)
Review for Exam II

Assignment

Exam 2

Week Eleven

Lectures

The Individual in American Literature
William Faulkner: "A Rose for Emily" (1009 *1865 to Present*)
Nathaniel Hawthorne: "The Minister's Black Veil" (685 *Beginnings to 1865*)

Assignments

Post on Discussion Board
Upload Discussion Questions on Blackboard
Take Quiz on Readings for the week

Week Twelve

Lectures

Henry David Thoreau: *Walden*, Chapter 2 (962 *Beginnings to 1865*)
"To Build a Fire" (641 *1865 to Present*)

No assignments due this week

Week Thirteen

Lectures

Stephen Crane: "The Open Boat" (614 *1865 to Present*)
T. S. Eliot: "The Love Song of J. Alfred Prufrock" (830 *1865 to Present*)

Assignments

Post on Discussion Board
Upload Discussion Questions on Blackboard
Take Quiz on Readings for the week

Week Fourteen

Lectures

Emily Dickinson: "This is My Letter to the World" (96 *Beginnings to 1865*)
Wallace Stevens: "Sunday Morning" (779 *1865 to Present*)
William Carlos Williams: "The Red Wheelbarrow" (793 *1865 to Present*)

Assignments

Post on Discussion Board

Upload Literary Analysis

Take Quiz on Readings for the week

Week Fifteen

Lectures

Robert Frost: "Stopping by Woods on a Snowy Evening" (747 1865 to Present))

Review for Final Exam

No Assignments due this week

Week Sixteen

Upload Final Exam by Midnight 5/11