

**Angelina College**  
School of Arts and Education  
**English 2328, American Literature II**  
**Instructional Syllabus**

**I. BASIC COURSE INFORMATION**

**Course Description**

Three hours credit. A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**Intended Audience**

Students who have successfully completed 1301 or its equivalent.

**Instructor**

**Name: Jason Rogers**

**Office Location: SBS 202a**

**Office Hours:** Monday 11:25 until 2:30  
Wednesday: 11:25 until 2:30  
Friday: By appointment

**Phone: 936-633-5335**

**E-mail Address: jrogers@angelina.edu**

**II. Intended Student Outcomes**

**A. Core Objectives:**

- **Critical Thinking**– to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication**– to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

**B. Learning Outcomes:**

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **III. Assessment Measures**

#### **A. Assessments for the Core Objectives:**

1. Critical Thinking- Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.

2. Communication- Students will write researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. A rubric will be used to assess the effective development, interpretation, and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.

3. Social Responsibility- Students will develop intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national, and global communications through the study of literature. A rubric will be used to assess social responsibility as demonstrated through embedded questions on standardized exams.

4. Personal Responsibility- Students will be required to make choices in the composition of written assignments that demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded questions on standardized exams.

#### **B. Assessments for Course Learning Outcomes:**

1. Students will demonstrate the ability to identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions by preparing researched writing assignments which examine these.

2. Students will demonstrate the capability to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods by composed researched writing assignments.

3. Students will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions by preparing written assignments which address these.

4. Students will be able to articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities and demonstrate this ability through the composition of written assignments.

5. Students will demonstrate the ability to write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature by composing a literary research paper.

### **IV. INSTRUCTIONAL PROCEDURES:**

#### **A. Methodologies common to all sections**

Methodologies that may be utilized in presenting course content include in class or online lecture notes, paper and pencil or online exercises or research exercises which give immediate feedback, in person or email workshops for student writings in progress, audio-visual presentations for view in class or outside of class, online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, and guest participants.

#### **B. Methodologies determined by the instructor**

These objectives will be pursued through a variety of methods, including class lectures, discussions, research, and audio-visual presentations.

**V. COURSE REQUIREMENTS AND POLICIES:**

A. Required Textbooks, Materials, and Equipment –  
*The American Tradition in Literature (Concise Edition in One Volume) 12th Edition*

B. Course Policies –This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

**Academic Assistance** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A student success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205a); text 936.463.8078; or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling 936.633.5292 or by emailing [shudman@angelina.edu](mailto:shudman@angelina.edu).

**Attendance** –From *the Angelina College Policy Manual*:

Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student’s responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

*All make-up work is at the discretion of the instructor.*

**Additional Policies Established by the Individual Instructor –**

*If this course is a hybrid, these in- class policies apply as usual, and they apply when interacting with other students or faculty on-line.*

Attendance—If you must leave class early, discuss the matter with me before class begins. If you simply get up and walk out of class, you will be counted absent; if you do this twice, you will be dropped. Class is over when I dismiss the class. Please gather tissues and use the restroom prior to class.

It is your responsibility to be prepared for and to be informed about class assignments. If you miss a class, you are still required to be prepared when you return. Your Tentative Calendar is the document I use to organize the class, so look at your copy of it to know what you need to do to be prepared for class when you come back. Make-up assignments must be arranged ahead of time.

Do not show up late. If you are late more than once or leave early without having made prior arrangements with me, you will be counted absent. If the door is closed when you arrive late, you may not be permitted enter the classroom. The same goes for active participation. In order to be counted “present,” you must be present of mind as well as body. If nothing else, hone your acting skills, and pretend to be engaged.

Online and hybrid students must log on at least once a week to get credit for having attended class. The hours you spend logged into the class will be part of your participation grade.

Email—I will only respond to email during business hours. I don’t expect you to answer my emails on Saturday night, so I ask you to give me the same courtesy. Expect to wait 24 hours for a response. All email correspondence must be professional (formatted like a letter) to receive a response. Unless Blackboard is down, please email me via Blackboard.

Disruptions—Any student actions that inhibit my ability to teach or the other students’ ability to learn will not be tolerated (i.e. talking out of turn, texting, sleeping, etc.) and will result in removal from the classroom if the situation is not immediately remedied. Students will be dropped from the course for continual disruptions (i.e. if I have to speak to you more than once).

Hostility will not be tolerated. The classroom is to be a safe and comfortable space for both students and instructor.

Technology—Turn off your phone. Do not text. Take out your earphones. First instance on noncompliance will result in a warning; the second will result in removal from classroom and reduction of attendance grade. Students are not allowed to use any electronic devices except on selected class days.

Grading—I strive to return papers to you promptly. Do not ask me when you will be getting your papers back if it has been less than 2 weeks since they were submitted. (See additional policies under “evaluation and grading.”)

I do not discuss grades via phone; you will need to come to my office hours.

Office hours—This time is to be used to clarify issues addressed in class, discuss papers, receive additional help, etc. It is not to be used to repeat lectures that were missed.

## **VI. COURSE CONTENT:**

### **A. Required Content/ Topics**

Emphasis on developing all four genres, prose, poetry, drama, and fiction, in American literature after the Civil War; students will study works in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Students should continue to apply and improve their writing skills.

### **B. Additional Content (as required by the individual Instructor)**

Emphasis on these genres: short story, novel, poetry, and drama. The course should include readings by major or significant authors of this time period and movements in American literature, such as the shift from the Romantic Movement to Realism and Regionalism, Naturalism, the Lost Generation and the Jazz Age, the Harlem Renaissance and Hard-Boiled fiction

## **VII. EVALUATION AND GRADING:**

A. Grading Criteria

Grades are based on the following:

Quizzes/Daily	25%
Midterm Exam	25%
Final Exam	25%
Research essay	25%

\* Quizzes will cover readings assigned for the week, but not necessarily previously discussed, or lecture or film content from a previous class period, so it is important that you attend class, pay attention and take notes, watch films, and keep up with your reading assignments. The two lowest quiz grades will be dropped, but no make-up grades will be permitted.

B. Determination of Grade (assignment of letter grades)

A (90-100)	Excellent
B (80-89)	Good
C (70-79)	Average
D (60-69)	Minimum passing
F (50 or below)	Failure

*Standard Grading Policy for the English Department for all Essays Assigned:*

A—above average. Good organization, exceptional content, No more than one major Error.

A+ = 98, A = 95, A- = 92, A - - = 90

B—above average. Good organization, exceptional content, and only one or two major errors.

B+ = 88, B = 85, B - = 82, B - - = 80

C—average. Organization, clear content, no more than 3 major errors.

C+ = 78, C = 75, C - = 72, C - - = 70

D—below average. Either lacks content and/or organization or has many major errors. More than 4 major errors drops the grade to an F.

D+ = 68, D = 65, D - = 62, D - - = 60

F—failing. Shows little or no effort. Contains 4 OR MORE major errors. F = 50.

O—no grade. Did not turn in work, plagiarized an essay, or did not write on the assigned topic.

**Please Note: In the case of a plagiarized essay or research paper, a student may be dismissed from this course with an F.**

**Examples of major errors:**

CS - comma splice	The boy ran, he fell down.
Frag - fragment	Crying as he fell on the sidewalk.
Frag error - fragment error	Although he was hurt; no one stopped to help him.
RO - run on or fused	He hurt his knee it was bleeding.
S/V - subject/verb agreement	Everyone laugh at him.

**VIII. SYLLABUS MODIFICATION:**

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

English 2328 TR Class Schedule  
Fall 2018

Note: Changes may be made to the schedule based on class needs.

August 28, 2018: Discussion of Course Policies

August 30, 2018: Introduction to course

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September 4, 2018: MLA Review

September 6, 2018: Terms and Notes  
Assignment: find information about author and do one to two page summary

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September 11, 2018: Author discussion  
Realism, naturalism, and regionalism  
Homework: Read "The Notorious Jumping Frog of Calaveras County"  
and "When The Buffalo Climbed a Tree"

September 13, 2018: Discussion: The stories above  
Homework: Read "The Outcasts of Poker Flat" and pages 1047-1051

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September 18, 2018: Discussion: Discuss "The Outcasts of Poker Flat."  
Homework: Read "A White Heron"

September 20, 2018: Discussion: "A White Heron"  
Homework: Read "Editha"

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September 25, 2018: Discussion: Continue with the stories noted above.

September 27, 2018: Finish up unit

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October 2, 2018: **First Unit Exam**  
Homework: Begin reading *The Awakening*

October 4, 2018: Discussion: Chapters 1-10

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October 9, 2018: Discussion: Continue novel. Chapters 11-20

October 11, 2018: Discussion: Continue novel 20-30

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October 16, 2018: Discussion: Continue novel (Chapters 30-39) and begin research methods.

October 18, 2018: Review for Novel Unit Exam

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October 23, 2018: **Novel Unit Exam**  
Homework: Read "Do Not Weep, Maiden, for War is Kind," "The Road Not Taken,"  
and "Stopping by Woods on a Snowy Evening."

October 25, 2018: Discussion: the poems above  
Homework: Read "To Build a Fire"

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October 30, 2018:	The story above
November 1, 2018:	Discussion: "The Body of an American" Dos Passos
November 6, 2018:	Assign article summary
November 8, 2018:	Meet in lab for research day
November 13, 2018:	Catch up day for any stories or poems that need clarification
November 15, 2018:	Discussion: <i>Trifles</i>
November 20, 2018:	Discussion: <i>The Hairy Ape</i>
November 22, 2018:	Thanksgiving break
November 27, 2018:	Finish up the plays
November 29, 2018:	Discussion: "Babylon Revisited" and "Good Country People"
December 4, 2018:	Turn in article summary Finish up short stories
December 6, 2018:	Final exam review
December 7-13, 2018:	Final Exams- check final exam schedule for days and times