

# English 2326 – American Literature

Summer I 2020

Dr. Roy Bearden-White / Department of English  
Internet Class

**Note: The material in this course at times features images and language that were expressly designed to be controversial; please be aware of this before you enroll.**

## Required Texts and Resources:

Brown, Charles Brockden. *Weiland; or, The Transformation* (1798). Dover, 2010. ISBN: 9780486475998  
Hawthorne, Nathaniel. *Blithedale Romance* (1852). Dover, 2003. ISBN: 9780486426846  
Twain, Mark. *Pudd'nhead Wilson* (1894). Dover, 2012. ISBN: 9780486408859  
Hurston, Zora Neale. *Their Eyes Were Watching God* (1937). Amistad, 2016. ISBN: 9780061120060  
Kerouac, Jack. *On The Road* (1957). Penguin, 1999. ISBN: 9780140283297

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*  
A flash drive or internet cloud storage.

**Course Description:** Within first sight of the shores of the Massachusetts Bay Colony in 1630, John Winthrop considered the moral role of his people in this new land of America and said, “for wee must Consider that wee shall be as a Citty upon a Hill, the eies of all people are upon us [sic].” That city, we soon found out as the nation developed and evolved, was problematic in a number of ways. Not only did the reality of America often differ from the ideal of America, we soon learned that different people held different interpretations of what that ideal actually entailed. This course will follow the historical evolution of the subjective meaning and intrinsic reality of the “American Dream,” through five major novels of American literature. Our investigations will be guided by questions of religion, gender, class, ethnicity, and citizenship as they pertain to that “Citty upon a Hill.”

**Departmental Course Description and Purpose:** This course is a study of selected significant works of American literature, and may include study of movements, schools, or periods. English 2326 introduces students to some of the great works of American literature, from the Colonial Period through the present, which helped to shape modern literature, language, and culture. This course includes the general historical background, as well as the principles of literary criticism appropriate to the literature.

**Prerequisite:** English 1301 and English 1302

**This course satisfies a Core Curriculum Requirement** of the Language, Philosophy, and Culture Foundational Component Area

## Core Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Student Learning Objectives:** Upon successful completion of the course, students will (1) Understand the distinguishing elements of non-fiction, fiction, poetry, and drama for the appropriate time period; (2) Understand the major elements of literature that are highlighted by the instructor; (3) Be able to discuss the distinguishing characteristics of American literary movements: Native Oral, Colonial, Revolutionary, Independence, Pre- and Post-Civil War, Late 19<sup>th</sup>, 20<sup>th</sup> Century Modern, and Post Modern literature and analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods; (4) Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302; (5) Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302; (6) Apply critical thinking to the study of literature and to the writing of analytical essays; (7) Use a library and relevant internet sources for research purposes; (8) Research and write an accurately documented paper, using MLA style or other assigned documentation style; (9) Participate in class discussions and group work over the literature in the course; (10) Make constructive suggestions for others' work during peer critiques or presentations

**How to Contact me:**

Office: Levelland Campus, CM 100

Office Hours: Times by Appointment

Office Phone: 806-716-4030

Email: [rbearwhite@gmail.com](mailto:rbearwhite@gmail.com) or [rbearwhite@southplainscollege.edu](mailto:rbearwhite@southplainscollege.edu)

**Course work:** This is a reading-intensive course. Students will read a selection of novels from Major American authors and consider their cultural impact, from the time they were first published to the present, on our conceptions of America, from both a social and individual perspective. Through assigned readings and class discussions, students will consider texts in relation to the time in which they were written, the theme and message they represent, the public response, and their applicability to our current generation. Students will also respond to the texts and to issues raised by the texts in thoughtful, well-prepared, 2-3 page response papers. There will be a final exam in the form of a Critical Response paper (4-5 pages).

**Grading of Course work:**

Four (4) Response papers (2-3 pages, 10% each, see below for details)	40%
Quizzes (5 Video Quizzes and 5 Reading Quizzes)	40%
Final Exam (4-5 pages) – see below for details	20%

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Response Papers:** Each written response will allow you to pursue and consider questions or issues raised within one of the texts with an aspect of the culture, the history, or other social implications surrounding the text. Papers that respond to more than one text will not be accepted. Since it is a formal response, each paper should constitute a firm and arguable opinion in a well-crafted essay, complete with thesis statement and supporting evidence. According to the class schedule, you will have five opportunities to post a response paper, but only the best four will be used for your grade. For each response, you need to post copies in two separate places. Post a copy in the appropriate forum on the discussion board so that others can read and respond to your work. Also post a copy in the corresponding assignment app located under the appropriate section tab.

- The electronic version should be added to the discussion forum before the assigned date.
- The grading rubric for the response papers, along with example papers, can be found on the syllabus and under the “Sample Response Papers” tab on Blackboard.
- Examples can be found under the “Sample Response Papers” tab on Blackboard.
- Each response paper should include at least one quote from the text that you are responding to (including

in-line citation(s) and a works cited page).

- For each reading unit, there is an “Issues about” document on Blackboard that may provide insight on creating a Response Paper topic.
- Be sure to view these videos on Blackboard:
  - How to Interpret a Text
  - General MLA Formatting
  - How to Write a Response Paper

The response papers must be a minimum of 2-3 pages in length (500-750 words) and follow MLA guidelines. You will be given five opportunities to turn in a response paper, but only the scores for the best four will be used to calculate 40% of your final course grade. All submitted assignments may be processed through Turnitin.Com to verify originality.

**Final Exam:** The final exam will be in the form of a Critical Response Paper. The paper will be a four to five page research-supported, analytical essay (1000-1250 words) on a single text from the assigned readings.

**Prompt:** Pick one of the assigned novels and explain how the work directly and indirectly represents a social commentary upon America, the American people, or the American culture, and explain that commentary. You may build upon a topic you pursued in a previous response paper, but the argument in this paper should be substantially different.

Your analysis should attempt to determine a larger significance related by the author of the text. Organize your paper as a persuasive argument, driven by an interesting and concise thesis and supported by evidence from the text. As a minimum, besides at least one quote from the text you are analyzing, you need to include quotes from at least one scholarly source. No quotes, however, should be included as part of the paper’s length requirement. Your paper should conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. The final essay should be typed or computer generated papers with all text in Times New Roman, 12 point font and should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

#### Other Considerations and Requirements:

- The analysis you present must be your own. A good analysis must be consistent within the critical framework or lens that you use to view the text.
- Your source must be scholarly and reliable. By and large, avoid “surfing the web” for material. Sources such as Wikipedia, Schmoop, Cliffnotes, Sparknotes, Enotes, or any of the countless other sites from the open web that promise literary analyses are not allowed as source material. Use the library databases for discovering suitable sources.
- Your analysis must convey some sense of importance or meaning to your readers. It is not sufficient, for example, to only discuss the satire and imagery of Jonathan Swift’s “A Modest Proposal.” How does the effect of such a satirical style impact the readers? What relevant message imbedded within the style should readers gain from the text?
- Since you should assume that the audience for your paper is already familiar with the text you are analyzing, there is no need to either retell the narrative or relate the biography of the author.
- You must have a Works Cited page as part of your essay, though it does not count as part of the essay length.

**Attendance in an Online Class:** Regular engagement with the course materials and requirements is imperative for successful completion of this course. Since this is an online class, we will not meet in person. I still need to monitor your progress. Your 4<sup>th</sup> missed Assignment may result in being dropped from the class. However, it is

your responsibility to drop the class if you are no longer able to meet the requirements.

**Online Etiquette:** Netiquette is the etiquette used online. Remember, every post on Blackboard came from a living, breathing human being. Shared Assignments should be a positive exchange of ideas. If you disagree with someone's post, address why in an academic manner. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don't use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Use standard spelling and grammar. Simply put – be polite.

**Academic Integrity—Plagiarism and Cheating:** “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Students with Disabilities:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

**Statement of Nondiscrimination:** It is my policy not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:** In this class, I will continually strive to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Campus Concealed Carry syllabus statement:** Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

# English 2326 - Class Schedule

## Summer I 2020

All assignments are to be submitted on Blackboard before the date and time listed. It is highly recommended to complete work early to avoid late penalties. Email me if there are any issues with scheduling.

### Week One – Monday 6/1 to Sunday 6/7

**Watch Video:** Introduction to Course

**Post on Blackboard:** Introduction to class: Post a message on the discussion board and tell a little bit about yourself and why you are taking this class. My introduction has already been posted.

**Watch Videos: How to Interpret a Text**

**General MLA Formatting**

**How to Write a Response Paper**

**N.B.** These three videos should be referenced throughout the class.

**Watch Video:** “American Gothic”

It is recommended that Unit videos are watched prior to engaging in the readings. Be sure to also consider any optional readings in the “Notes To” sections.

**Quiz:** Video Quiz #1 due by 11:59 p.m. Sunday 6/7

**Read:** Brown, Charles Brockden. *Weiland; or, The Transformation* (1798).

**Quiz:** Reading Quiz #1 due by 11:59 p.m. Sunday 6/7

**Read:** Issues to Consider #1 (On Blackboard)

**Response Paper #1** due by 11:59 p.m. Sunday 6/7 Be sure to read the section on Response Papers in the introductory announcement on Blackboard and look at the sample Response Papers before you write and submit your response. Remember that Response papers need to be posted in two places on Blackboard: the associated assignment drop box and the discussion board. When you post your essay on the discussion board, take the time to read and consider responses from other students.

### Week Two – Monday 6/8 to Sunday 6/14

**Watch Video:** “Transcendentalism”

**Quiz:** Video Quiz #2 due by 11:59 p.m. Sunday 6/14

**Read:** Hawthorne, Nathaniel. *Blithedale Romance* (1852).

**Quiz:** Reading Quiz #2 due by 11:59 p.m. Sunday 6/14

**Read:** Issues to Consider #2 (On Blackboard)

**Response Paper #2** due by 11:59 p.m. Sunday 6/14 Before you write your second Response Paper, it would be a good idea to read my comments on your submitted, first response paper.

### Week Three – Monday 6/15 to Sunday 6/21

**Watch Video:** “The Gilded Age”

**Quiz:** Video Quiz #3 due by 11:59 p.m. Sunday 6/21

**Read:** Twain, Mark. *Pudd'nhead Wilson* (1894).

**Quiz:** Reading Quiz #3 due by 11:59 p.m. Sunday 6/21

**Read:** Issues to Consider #3 (On Blackboard)

**Response Paper #3** due by 11:59 p.m. Sunday 6/21

### Week Four – Monday 6/22 to Sunday 6/28

**Watch Video:** “Harlem Renaissance”

**Quiz:** Video Quiz #4 due by 11:59 p.m. Sunday 6/28

**Read:** Hurston, Zora Neale. *Their Eyes Were Watching God* (1937).

**Quiz:** Reading Quiz #4 due by 11:59 p.m. Sunday 6/28

**Read:** Issues to Consider #4 (On Blackboard)

**Response Paper #4** due by 11:59 p.m. Sunday 6/28

### Week Five – Monday 6/29 to Sunday 7/5

**Watch Video:** “The Beat Generation”

**Quiz:** Video Quiz #5 due by 11:59 p.m. Sunday 7/5

**Read:** Kerouac, Jack. *On The Road* (1957).

**Quiz:** Reading Quiz #5 due by 11:59 p.m. Sunday 7/5

**Read:** Issues to Consider #5 (On Blackboard)

**Response Paper #5** due by 11:59 p.m. Sunday 7/5

### Week Six – Monday 7/6

**Final Exam:** Critical Response paper due by **5:00 p.m. Monday 7/6**. The final exam will be in the form of a Critical Response Paper. The paper will be a four to five page research-supported, analytical essay (1000-1250 words) on a single text from the assigned readings.

**Prompt:** Pick one of the assigned novels and explain how the work directly and indirectly represents a social commentary upon America, the American people, or the American culture, and explain that commentary. You may build upon a topic you pursued in a previous response paper, but the argument in this paper should be substantially different.

Your analysis should attempt to determine a larger significance related by the author of the text. Organize your paper as a persuasive argument, driven by an interesting and concise thesis and supported by evidence from the text. As a minimum, besides at least one quote from the text you are analyzing, you need to include quotes from at least one scholarly source. No quotes, however, should be included as part of the paper's length requirement. Your paper should conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. The final essay should be typed or computer generated papers with all text in Times New Roman, 12 point font and should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

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—Your source must be scholarly and reliable. By and large, avoid “surfing the web” for material. Sources such as Wikipedia, Schmoop, Cliffnotes, Sparknotes, Enotes, or any of the countless other sites from the open web that promise literary analyses are not allowed as source material. Use the library databases for discovering suitable sources.

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—Since you should assume that the audience for your paper is already familiar with the text you are analyzing, there is no need to either retell the narrative or relate the biography of the author.

—You must have a Works Cited page as part of your essay, though it does not count as part of the essay length.