ENGL 2130H, AMERICAN LITERATURE, Fall 2016

Course Instructor:

Dr. S. Boyd
University of West Georgia
Carrollton, GA
Phone Number: (678) 839-4851
TLC 2252
sboyd@westga.edu

Office hours:
M, W, 9 am - 11:00 am
During office hours you can reach me at the above phone number or in my office. It is best to make an appointment to ensure your time does not overlap with another student.

NOTICE: Please use sboyd@westga.edu to email me.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 48 hours during the week. You should not expect me to respond to emails during the week.

Course Description:

ENGL 2130 serves as an introduction to the authors, texts, and genres, as well as the literary, cultural, and political paradigms of American literature from its colonial beginnings to the present. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of this period. The course will pay attention to literary movements, regional writing, native and immigrant cultures, and multiple perspectives.

NOTE: This course fulfills the humanities requirement in Core Area C.2. It is required for English majors (Area F). Students who complete this honors section of ENGL 2130 with a grade of B or higher may receive credit for ENGL 1101 and ENGL 1102. Please consult with the Honor’s College office for details.

Learning Outcomes: 1) Students will develop the ability to recognize and identify significant achievements in American literature; 2) Students will understand the relevant social, historical, and aesthetic contexts of these literary works; 3) Students will appreciate the implications of theoretical and critical approaches to such literature; 4) Students will develop enhanced cultural awareness and analytical skills; and 5) Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Relationship of Course to Program Goals: A) This course fulfills the Area C.2 requirement in the core; B) This course fulfills the following Area C (Humanities/Arts) Learning Outcomes: 1) To develop the ability to recognize and identify achievements in literary, fine and performing arts; 2) To have an appreciation of the nature and achievements of the arts and humanities; and 3) To develop the ability to apply, understand, and appreciate the application of aesthetic criteria to “real world circumstances; C) This course fulfills an Area F core requirement for English majors (all tracks); D) This course contributes to the program goal of equipping students with a foundation in literary history and the issues surrounding literary study in contemporary culture; and E) This course broadens students’ interest in literature and increases their ability to appreciate its value.

Learning Outcomes for Honors Courses: 1) Students will demonstrate the ability to examine topics and issues from diverse perspectives; 2) Students will demonstrate the ability to engage in higher order abstract, creative and
critical thinking; 3) Students will demonstrate the ability to explore, and if feasible, experiment with possible applications of their learning toward the solution of “real world” problems; 4) Students will demonstrate the ability to explore and conduct discipline-specific independent research and creative activities using a variety of resources; and 5) Students will demonstrate superior oral and written communication skills.

**Course Text**

I have explored cost reducing options for students and currently offer open education resources for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text selections for this course allow students to read and/or print the reading assignments at no cost. The reading selections are embedded throughout the units that constitute the course.

**Technical Requirements and Assistance**

**Assistance:** For technical assistance contact the 24/hour helpline at [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/) (scroll down to the Student Support area).

**Discover an Error?**

If you discover a typo, broken image, or other error in this course, please email me immediately.

**Unit Breakdown**

The following units are covered in this course.

Unit 1: Course Introduction

Unit 2: Pre-Colonial America and Colonial Settlements

Unit 3: Toward a National Literature

Unit 4: The American Renaissance: Romanticism and Transcendentalism

Unit 5: Nineteenth Century Critical Perspectives

Unit 6: Romanticism: Whitman and Dickinson

Unit 7: The Frontier

Unit 8: Realism and Naturalism

Unit 9: Modernism

Unit 10: Harlem Renaissance

Unit 11: Post Modernism

**Grading and Standards**

**Grading Scale:** Students are assigned a letter grade for each assignment ranging from A+ to F based on the
numerical scale below. This grade will be used when calculating the final average at the end of the semester.

97-100 = A+  
87-89 = B+  
77-79 = C+  
67-69 = D+  
below 60 = F

94-96 = A  
84-86 = B  
74-76 = C  
64-66 = D

90-93 = A-  
80-83 = B-  
70-73 = C-  
60-63 = D-

Course Evaluation

15% Quizzes and Homework Assignments

15% Presentation

35% Critical Essay I and II

35% Midterm and Final Essay Examination

Class Presentations and Homework Assignments: You will complete short, informal writing and presentation assignments throughout the semester to facilitate our discussions in class and to help you prepare for the critical essays and examinations.

Quizzes: A reading quiz will be due on CourseDen before the start of class on most days. It will cover the reading assignment(s) listed on the syllabus for that day. The questions will be objective and will assess basic reading comprehension. Quizzes typically include short questions that focus on the following: titles of works and approximate dates; identification of major themes; identification of characters and setting; and identification of significant events and main ideas.

Midterm and Final Examinations: The midterm and final examinations will be based on reading assignments, course lectures/discussions, and other materials covered in class. For each examination students will be expected to know the major historical and literary terms and concepts, authors, literary works (including specific passages), and the critical/theoretical interpretations of those works presented in this course. Consequently, students should be familiar with each reading assignment and should take careful notes during class.

Essays: You will write two critical essays (5-6 typewritten pages minimum each). Each essay will focus on a thesis-based analysis of a literary work covered in this course. Guidelines for each essay will be posted on CourseDen. All essays must be typed. Essays will be assessed on the basis of an argumentative thesis, organizational structure, interpretive content, use of supporting evidence from the literary work, standard grammar, MLA paper format, and writing style as outlined in the grading rubric.

Writing Assessment Grading Rubric: Critical essays will be evaluated using the department’s grading rubric. A copy of the rubric is available here: (http://www.westga.edu/~dnewton/students/rubric.html). You may find it useful to consult this rubric as you write your essays in this class. I will use the rubric when grading your formal essays in this course. Please see me if you have questions about these departmental standards for writing assessment.

Writing Format and MLA Documentation Style: Critical essays must follow Modern Language Association (MLA) format. All essays must use Times New Roman typeface and 12 point font. Guidelines for all major writing, grammar, and MLA format requirements can be found on CourseDen. I will use these guidelines when I assess your essays and examinations. I encourage you to be thoroughly familiar with them. All major essays will be evaluated by Turnitin.com when you submit them to the Dropbox. Do not email me copies of your essays.

Attendance Requirements: I expect you to be present and on time for all class meetings. Readings and homework exercises should be completed in advance of each class. You should be prepared to participate actively in class discussions OR by simply asking questions. Remember: if you do not understand something presented in class, ask.

If you find it unavoidable to miss class, be aware of the following guidelines:
1) Four (4) absences are allowed during the semester. Every absence thereafter will result in a 4 point grade reduction of your final grade in the course, regardless of the nature of the absence. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely, so be prepared to use absences for these events only;

2) Class roll will be taken at the beginning of every class. If you arrive late, it is your responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies;

3) Entering class late and leaving class before it is over will count as an unexcused absence, unless you have a legitimate medical excuse for doing so. Reasons related to outside employment or work in other classes are not legitimate excuses for leaving class early or arriving late;

4) Excessive absences or tardiness from class may result in failing this course.

Grade Turnaround

I will attempt to grade all assignments and assessments within one week's time. I plan to provide comments along with grade as necessary for feedback.

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Participation
Participation is required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and me regularly. I expect you to demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion etiquette. Be sure to read and observe the following procedures:

- You are a guest in my classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of me and classmates in all your communication.
- Respect my time, and be on time in your work submissions.
- Address me as Dr. Boyd.
- Use correct grammar and punctuation in all your communication ("Dear Professor xxx" not "Hey").
- Accept my feedback and learn from it.

**Late Policy**

I do not normally accept late work. If you need more time for essays, make arrangements with me ahead of time. I do not give makeup work so if you miss class on the day of your assigned presentation, you should expect a zero unless there are extenuating circumstances.

**Academic Honesty**

*(Acknowledgment is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

**Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

**Plagiarism**
Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof
In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

**Writing Center**

The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas to student essays, and tutors are specifically trained to avoid appropriating the student's work.

- For more information, visit the Writing Center online: http://www.westga.edu/writing/.
- To schedule an appointment, call 678-839-6513 or email writing@westga.edu.
- The UWC is located in TLC1201.

**Extra Credit:**

I do not give extra credit for additional work beyond the assignments listed here. Please focus on completing the above assignments successfully.

**Electronic Devices:**

Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Use of them will result from your dismissal from class. Laptops can be used for class-related work only. Use for other purposes will result in your dismissal from class.

**CourseDen (D2L) & Technology:**

This is a technology-supplemented course; therefore, you need to be familiar with CourseDen (http://westga.view.usg.edu) and have basic technology skills to participate in this course. All assignments, lecture notes, and other supplemental information related to this course will be posted on CourseDen. General information about CourseDen is available online including student tutorials.

**UWG Email**

The official email communication method for all UWG classes is through campus email (MyUWG). UWG students are provided a MyUWG e-mail account. This email account is the official means of communication between the university and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email. Please use your UWG email when communicating with me about this course. Do not use outside email accounts. You can also communicate with me about this class through CourseDen.

**Americans with Disabilities Act**
Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. If you have a registered disability through UWG that requires accommodation, see me at the beginning of the semester so that I can work with you to determine what accommodations might be needed. For further information about accessibility services and how to schedule an appointment: http://www.westga.edu/studentDev/index_8884.php.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. Academic dishonesty of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. It is your responsibility to report instances of academic dishonesty if you see them occur. UWG Honor Code: http://www.westga.edu/handbook/59.php

Department Policy on Disruptive Behavior

Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or texting, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the course attendance policy. If you have concerns about disruptive behavior or would like to talk about the classroom
environment or your participation in the class, please set up a time to meet with me. For more information see http://www.westga.edu/vpsa/index_4615.php

**Conferences and Privacy**

I am available to meet with you outside of class to discuss your progress in this class, upcoming and graded writing assignments, research topics, or reading assignments we are currently studying. If you are having trouble with the material in this course or have questions and/or concerns you would like to discuss, please set up a time to meet with me. My office hours are listed above, but I will be glad to meet with you at other times, if we arrange a mutually convenient time in advance. I can arrange to meet at days and times outside of my scheduled office hours.

I encourage you to visit me during my office hours (or to make an appointment if you cannot make my regular times). Please come by to say hello, to introduce yourself, to ask questions about the readings, or to discuss any element of your writing and research (at any stage of the process). I’d love to see you!

The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here.) As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. Here is the UWG Title IX website.

What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

(This one is not confidential, but you should have it) **UNIVERSITY POLICE** 678-839-6000 (96000 on campus)

**HEALTH SERVICES** 678-839-6452

**COUNSELING CENTER** Counseling Center
Location: 123 Row Hall
Office Hours: Monday-Friday, 8:00 AM-5:00 PM
Tel: (678) 839-6428 (after hours call UWG Police)
Email: counseling@westga.edu

**PATIENT /VICTIM ADVOCATES**
678-839-0641; 678-839-5338
(after hours 678-839-6000)