ENGL 2130-04 - American Literature - Credits: 3.00
A survey of important works of American Literature. Required for English majors.

This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth here. The guidelines, expectations, and grading criteria are clearly outlined, and these will govern the structure of the class. You should keep a hard copy of the syllabus in your class binder and make note of any changes or important questions as they occur. I have attempted to include as much material as possible here. Consider this document a text book for the course. Use the hyperlinks to find additional texts and guides without having to purchase them.

We will cover 400 years of material in sixteen weeks. From Native American creation myths to postmodern fragmentation, from Puritan sermons to Cowboy poetry, we’ll try to find the thread of a unique American identity through writers of all genres. As we look at this material together, let’s keep asking ourselves how the ideals of America’s culture and identity show up in the stories, poems, and dramas we visit. How are “life, liberty, and the pursuit of happiness” laid bare in American letters?

COMMON LANGUAGE FOR COURSE SYLLABI (July 2017)
IMPORTANT: Students are responsible for reviewing the following information each semester.
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Learning Outcomes:

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

Program Goals
Revised English Program Learning Outcomes (updated March 5, 2016)
English majors will be able to
- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
1. Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
2. Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

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. 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. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

CREDIT HOUR POLICY  (Expect 6 Hours per week out of class work)
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.  (See complete information at Common Language link)

Departmental Paperless Policy: As of Fall 2006, our English Department has implemented a “paperless” policy. I will post things on Course Den to download, print, and bring to class. It is your responsibility to check the syllabus and follow through.

FERPA: Please be aware that I cannot communicate with your parents unless you complete a FERPA form (available upon request). Should you have concerns about your progress in the course, or any other issues that arise, it’s best that you address them with me personally.

PER THE BOARD OF REGENTS ALL FACULTY MEMBERS ARE MANDATORY REPORTERS OF SEXUAL MISCONDUCT: This means that no conversation I overhear, or that we have, is confidential if any sexual misconduct is mentioned. Even if the incident occurred off campus or before you became a student at UWG, or doesn’t even involve you personally, I am legally obligated to report the information I hear. To review the policy in full: http://www.usg.edu/policymanual/section4/policy/C327/

RESOURCES FOR ACADEMIC SUPPORT AND PERSONAL GROWTH
ONLINE COUNSELING: https://www.westga.edu/student-services/counseling/online-counseling.php
TRADITIONAL COUNSELING SERVICES: https://www.westga.edu/student-services/counseling/appointments.php
REPORT AN INCIDENT: https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia
HEALTH SERVICES: https://www.westga.edu/health/
PEER TUTORING: http://www.westga.edu/cas/6024.php
SUPPLEMENTAL INSTRUCTION: http://www.westga.edu/cas/6081.php
LIBRARY: http://www.westga.edu/library/
THE WRITING CENTER: TLC 1201 678-839-6513 Writing@westga.edu www.westga.edu/~writing
   Hours: Monday - Wednesday: 10am-7pm, Thursday 10am-3pm, Friday 10am-1pm

NO CELL PHONES: Unless we are using them to conduct research, please put your phones away.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
A NOTE REGARDING PERSONAL AND ACADEMIC RESPONSIBILITY: As UWG students, you accept responsibility, not only for your actions, but for the work that you do; this means that it is up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. Grades are not assigned on the basis of effort, but rather, on the basis of academic performance. Your final grade will be the result of the grades you earn; I will not give you additional points because you need to pass the course in order to avoid academic suspension or because you may lose a scholarship. Again, I do not round up grades. An 89 is a B. A 79 is a C. Do not ask me to change or elevate your grade.

I will be glad to help you and to provide feedback as you engage in the writing process, but you must bring some form of pre-writing with you. In other words, do not meet with me only to tell me that you don’t know what to write about; it’s your responsibility to generate ideas, and then I will help you refine those ideas. In addition, you should not wait until the day before an essay is due to meet with me about it.

Plagiarism & Academic Dishonesty: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty: The Faculty Handbook, sections 207 and 208.0401: http://www.westga.edu/~vpaa/handrev/ Student Uncatalogue: "Rights and Responsibilities"; Appendix J: http://www.westga.edu/handbook/

Attendance: Your daily reading quizzes will be graded, and I will not offer makeup quizzes. Reading quizzes are 20% of your grade. As a result, attendance is critical.

Withdrawal period ends on SEPTEMBER 29. If you have already missed three classes and quizzes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade.

MAKEUP WORK: If you miss a quiz or daily class assignment, you may check Course Den or ask a classmate for the information. However, no grade will be entered for that activity on that day. You should complete the work in your notebook for final assessment. If your name is not on paper quizzes or assignments, you will not receive a grade.

Disruptive Behavior Policy (FYW policy): Students may be dismissed from any class meeting at 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 surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. (Department Policy)

Classroom Decorum: Respect, compassion and support for the class, the instructor, yourself, and your fellow students is critical. Any behavior in opposition to this expectation will result in dismissal from class and be regarded as an absence. Such behaviors include: texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general disregard for the classroom.

All electronic devices (cell phones, ipods, etc.) should be turned off and out of sight during class UNLESS I ask you to assist in looking up an item related to our discussion.

Late Work Policy: Late work will not be accepted.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
Protocol for out-of-class essays: All final essays will be delivered via Course Den Drop Box. Paper copies may be requested on a case by case basis.

Student-Professor Email correspondence: You are welcome to email me with any questions, and you may also email your thesis statement to me if you’d like feedback. While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online course calendar, a classmate, course den). Do not, however, ask me; I will be planning our next class. *Note: All student-professor email correspondence must take place via your myUWG account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so.

IMPORTANT: I give only 5 grades: A, B, C, D, F. I do not round up. An 89 is a B, and a 79 is a C.

(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers receive a 0.)


Plagiarism Exemplified: [https://drive.google.com/drive/folders/0BycRKttSSms-ZHAiOUJoVXJiaUU](https://drive.google.com/drive/folders/0BycRKttSSms-ZHAiOUJoVXJiaUU)

RUBRICS

Grading for Class Participation (from: [https://www.cmu.edu/teaching/designteach/teach/rubrics.html](https://www.cmu.edu/teaching/designteach/teach/rubrics.html))

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
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<tbody>
<tr>
<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric for All EC 1102 Essays

To earn a “C” on essay #3, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.
2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.
3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.
5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #3, a student must

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must
1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from
Failure to adhere to basic assignment requirements.
Or Two or more of the faults listed under “D.”

IMPORTANT NOTES

● This schedule is subject to change in order to accommodate the progress of the class. Changes will be discussed in class as needed. You are responsible for checking and updating the syllabus on a regular basis.

● Because we will read selections from our texts during class discussions, you should bring the work we are discussing to class; failure to do so will affect your participation and process grades. In some cases you may be required to print the text.

● Any uninvited use of cell phones or personal electronics at any time during class is discouraged and directly affects your grade. I do not want to see your cell phone unless I ask you to look something up. Put it away.

● All students are expected to participate in class discussions and draft workshops. Failure to do so will affect your participation grade.

● Attendance and classroom behavior directly affect your grade.

● Students will be required to take notes. Notebooks will be reviewed and will impact your grade.

● Students who plagiarize in any way including excessive collaboration, recycled papers, or failure to cite material or intellectual property will receive a 0 on the assignment in question and will fail the class. Plagiarism: Using the words and/or ideas of another without properly giving credit to the source(s). It should be noted that unintentional plagiarism is still plagiarism. In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as “making up” sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism.

http://www.westga.edu/writing/index_153.php

● Final Essays will be due to Course Den Drop Box. Printed copies of drafts may be required for draft workshops. I use plagiarism software, such as Turnitin, to check your work.

● Reading the assigned material is essential to your success in class. This class is primarily a reading and discussion class.

● Final grades will be posted to BanWeb; no grades will be given via telephone or e-mail.

● I can explain the assignment to you, but I cannot understand it for you. Confusion is not an excuse for inaction. Understanding emerges from participation in the process. Come to me with specific questions AFTER you have completed several pages of free writing and exploration, but do not tell me you are confused.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
MATERIALS & TEXTS (Most are available online. Some must be purchased.)

FOUNDATIONAL TEXTS
“Sinners in the Hands of an Angry God” (Edwards) 1741
http://www.jonathan-edwards.org/Sinners.pdf (review)

“Advice to a Young Friend” (Franklin) 1745
http://www.bibliomania.com/2/9/77/124/21473/1/frameset.html

Declaration of Independence 1776
https://www.archives.gov/founding-docs/declaration-transcript

FICTION
“A Legend of Communipaw” (Irving) 1741

"Wakefield” (Hawthorne) (The New England Magazine) 1835

The Premature Burial (Poe) 1844
Text: https://poestories.com/read/premature
Audio: https://librivox.org/search?title=The+Premature+Burial&author=Poe&reader=&&keywords=&&genre_id=0&status=all&project_type=either&recorded_language=&&sort_order=catalog_date&search_page=1&search_form=advanced

"Bartleby the Scrivener" (Melville) 1851
http://moglen.law.columbia.edu/LCS/bartleby.pdf

"The Yellow Wallpaper" (Gilman) 1892 (The New England Magazine)

The Story of an Hour“ (Chopin) 1894
http://archive.vcu.edu/english/engweb/webtexts/hour/

The Call of the Wild (London) 1903
https://www.ibiblio.org/ebooks/London/Call%20of%20Wild.pdf

The Diaries of Adam and Eve (Twain) 1905
http://kelleytown.com/Shared%20Files/Adam%20and%20Eve.pdf

A Rose for Emily" (Faulkner) 1930
http://xroads.virginia.edu/~drbr/wf_rose.html

Their Eyes Were Watching God" (Hurston) 1937
http://www.cnnud.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%201A/Their%20Eyes.pdf

Of Mice and Men" (Steinbeck) 1937
(related essay: https://www2.le.ac.uk/offices/english-association/schools/resources-for-trainee-teachers-and-nqts/Of%20Mice%20and%20Men%2064.1.pdf)

“The Lottery” (Jackson) 1948

“Good Country People” (O’Connor) 1955

Breakfast at Tiffany’s” (Capote) 1958

“We Can Remember it for you Wholesale” (Dick) 1966

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
“The Doctor” (Dubus) 1969
http://www.nchumanities.org/sites/default/files/c-%20Dubus-The%20Doctor.pdf

Any one of the following Kurt Vonnegut novels:
Mother Night, The Sirens of Titan, Cat’s Cradle, Dead Eye Dick, Slaughterhouse Five

“What We Talk about When We Talk about Love” (Carver) 1981

“Indian Education” (Alexie) 1993

“Eleven” (Cisneros) 1994

FILM ADAPTATIONS of Plays
Fences (Wilson) 1985
Cat on a Hot Tin Roof (Williams) 1958

POETRY (Self Directed Group Projects – see rubric provided in class)
helpful resource: https://www.arts.gov/art-works/2016/how-read-and-talk-about-poetry

The Puritans http://www.en.wikipedia.org/wiki/Puritan_poets
The Transcendentalists http://www.en.wikipedia.org/wiki/Transcendentalism
Cowboy Poets http://www.poets.org/poetsorg/text/brief-guide-cowboy-poetry

Two Contemporary American Poets:
Terrance Hayes “American Sonnet for my Past and Future Assassin”
Mary Ruefle “Matthew Brady Arranging the Bodies”
https://www.poetryfoundation.org/poems/53254/matthew-brady-arranging-the-bodies
“The Bunny Gives Us a Lesson in Eternity”

FILMS (Will watch in class if time permits)
Heart of a Dog (Laurie Anderson)
Captain Fantastic (Matt Ross)

ACADEMIC TEXT
Reading and Writing about American Literature Karen Gocsik (Available in Bookstore)

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
Other Materials
Print Materials from Course Den
PRINT NOW, File in Notebook: Class Syllabus, Jackson’s Essay Survival Kit, English Comp in 12 Steps, MLA Guides if you do not know MLA Style
PRINT AS NEEDED: Articles and Stories you can’t read online

TO PURCHASE:
Composition Notebook for in-class writing assignments, notes, and journaling
Binder for notebook and printed texts
Reading and Writing about American Literature (Available at the bookstore)
Vonnegut novel of your choice from the list above
Internet and UWG email access ($0)

GRADE DISTRIBUTION AND MAJOR ASSIGNMENTS:
5% DIAGNOSTIC Essay, 2-3 Pages: What is the American Dream and how is it expressed in American Literature?
DUE: FRIDAY August 18 by 10AM Course Den Drop Box
20% Journal of reading notes composed in complete sentences and indicating your areas of curiosity and inquiry
20% Daily In-Class Reading Quizzes:
20% Mid-term Exam
20% Final Exam and Essay (Graded by EC 1102 Rubric)
15% Participation – Small Group Poetry Project

Dickson Jackson, EC 1102-04 Course Calendar

YOU WILL HAVE A LOT OF READING AND PREP OUTSIDE OF CLASS. (Expect 6 Hours per Week as per the Credit Hour Policy)

IMPORTANT DATES FALL 2017
https://www.westga.edu/administration/vpaa/assets/docs/2017_2018_Academic_Calendar.pdf

August 9 Classes begin
August 9-11 Open Drop
August 9-14 Open Add
August 11 Withdrawal Period Begins
August 18 Rooster Verification for Faculty
September 2 No Saturday classes
September 4 Labor Day (no classes, offices closed)
September 29 Last day to Withdraw (no refund)
October 5-6 Fall break (no classes, offices open)

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
### GENERAL CLASS CALENDAR, SUBJECT TO CHANGE TO ACCOMMODATE CLASS PROGRESS

**American Literature 2130-04 Jackson Course Calendar**

<table>
<thead>
<tr>
<th>Week One Aug 9/10</th>
<th>Week Two Aug 14-17</th>
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<tbody>
<tr>
<td>Form Teams for Poetry Project</td>
<td>3. “Sinners in the Hands of An Angry God” “Advice to a Young Friend”</td>
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<tr>
<td>Assign Diagnostic Essay</td>
<td><strong>DIAGNOSTIC ESSAY DUE FRIDAY 10AM</strong></td>
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<tr>
<th>Week Three Aug 21-25</th>
<th>Week Four Aug 28-31</th>
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<tr>
<td>4. Puritan Poets Project</td>
<td>6. Transcendentalists Project</td>
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<tr>
<td>“Legend of Communipaw” Irving</td>
<td>“Bartleby, the Scrivener” Melville</td>
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<tr>
<td>5. “Premature Burial” Poe</td>
<td>7. <strong>Uncle Tom’s Cabin and Moby Dick (Discussion only)</strong></td>
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<td>“Wakefield” Hawthorne</td>
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<th>Week Five September 4-8</th>
<th>Week Six September 11-14</th>
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<tr>
<td>8. (No class Monday - still responsible for reading)</td>
<td>10. Harlem Renaissance Project</td>
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<tr>
<td>9. Fireside Poets Project</td>
<td>The Diaries of Adam and Eve Twain</td>
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<tr>
<td>“The Yellow Wallpaper” Gilman</td>
<td>Read Together in Class</td>
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<tr>
<td>“The Story of An Hour” Chopin</td>
<td>11. <strong>The Call of the Wild</strong> London</td>
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<tr>
<th>Week Seven September 18-21</th>
<th>Week Eight September 25-28</th>
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<tr>
<td>“A Rose for Emily” Faulkner</td>
<td>Of Mice and Men Steinbeck</td>
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<td>13. <strong>Their Eyes Were Watching God</strong> Hurston</td>
<td>15. “The Lottery” Jackson</td>
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<tr>
<th>Week Nine October 2-5</th>
<th>Week Ten Oct. 9-12</th>
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<tr>
<td>Midterm Review for M/W Classes</td>
<td>“Good Country People” O’Conner</td>
</tr>
<tr>
<td>17. MIDTERM EXAM</td>
<td>19. Breakfast at Tiffany’s Capote</td>
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<tr>
<td>(Fall Break begins)</td>
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<tr>
<th>Week Eleven Oct 16-19</th>
<th>Week Twelve Oct 23-26</th>
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<tr>
<td>“We Can Remember it for You Wholesale” Dick</td>
<td>“What We Talk about When we Talk About Love” (Carver)</td>
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<tr>
<th>Week Thirteen Oct 30-Nov 2</th>
<th>Week Fourteen Nov 6-9</th>
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<tbody>
<tr>
<td>Cat on a Hot Tin Roof Williams</td>
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<tr>
<th>Week Fifteen Nov 13-16</th>
<th>Week Sixteen Nov 27-30</th>
</tr>
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<tbody>
<tr>
<td>28. Final Essay Assigned</td>
<td>30. Student Evals</td>
</tr>
<tr>
<td>Watch Captain Fantastic</td>
<td>Heart of a Dog Anderson</td>
</tr>
<tr>
<td>29. Finish Movie / Discuss</td>
<td>31. Finish and Discuss</td>
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<tr>
<td>(Thanksgiving Break Begins)</td>
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### Monday, Dec. 4, 11:00 - 1:00 pm
Final Exam - short answer questions and in-class essay. Discuss Captain Fantastic or Heart of a Dog in relation to American Literature.

**EXAM SCHEDULE FROM THE SCOOP:** [https://www.westga.edu/student-services/registrar/exam-schedule-fall2016.php](https://www.westga.edu/student-services/registrar/exam-schedule-fall2016.php)

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10-12 and 2-3, Appointments Required
Mountain of Notes (For Reference – a great way to wrap your head around a difficult text)

**Dr. Master’s Mountain (of notes)**

**Stage one** involves collecting a mountain of textual evidence, ideas, thoughts, and interpretations. You will create a typed, single-spaced document, at least two pages in length (but hopefully more like three or four), with a series of numbered entries.

Most will be quotations from the texts that you plan to use in your paper, but these entries can also be general thoughts and musings, ideas you wrote down during discussion that you want to include, and questions you have that you know you will have to answer.

Under each typed passage or big idea, type out a series of notes (I find it helps to assign each sub-note a letter). What does the passage reveal? What is the significance of a particular word, phrase, or image? How does it speak to a specific conflict or theme? I often find that some of these individual notes later become larger ideas that may or may not get positioned near the particular passage that inspired them.

**Stage two** will be to construct an outline based on your notes. Using Roman numerals, set up your paragraphs, assigning each body paragraph a specific topic and establishing a sense of what you intend to prove in it.

Looking over your mountain of notes, what pieces of textual evidence do you want to include? How might you group various quotations and ideas together? What other thoughts and ideas should go into this paragraph?

For each body paragraph heading, include a sentence that explains why the new paragraph needs to follow the previous one. How will it build on it? Why does the new paragraph need to follow it?

**In stage three,** you will finally write the first complete draft of your paper. In your introduction you should establish a strong central argument, or thesis, which establishes the foundation of the entire paper. You will need to introduce the story and its author and a sense of your paper’s larger purpose. Spend some time setting up the paper’s central concerns, and then move towards defining a thesis about the story itself and how it reflects, challenges, and complicates your central concerns.

Each body paragraph should then work to develop, substantiate, and elaborate on your main argument, and each must begin with an argument or interpretive position about the literature that announces the paragraph’s “big idea.” These opening arguments also act as bridge statements: they remind your readers of where they’ve been, and they point them to where they’re going. In other words, they help to establish the logical structure of the paper and provide a sense of forward progress.

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10-12 and 2-3, Appointments Required
Rubric and Project Guide

Independent Group Project, American Poetry, 15% of Grade

Group Members (list names of students participating):

Movement or School and Due Date (circle your group’s topic):

<table>
<thead>
<tr>
<th>Puritan Poets, M Aug 21</th>
<th>Cowboy Poets, M Sept 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcendentalist Poet, M Aug 28</td>
<td>Beat Poets, M Oct 2 (before midterm review)</td>
</tr>
<tr>
<td>Fireside Poets, W Sept 6</td>
<td>Black Mountain School, M Oct 9</td>
</tr>
<tr>
<td>Harlem Renaissance, M Sept 11</td>
<td>New York School, M Oct 16</td>
</tr>
<tr>
<td>Confessional Poets, M Sept 18</td>
<td>New Formalism, M Oct 23</td>
</tr>
</tbody>
</table>

Introduce the School or Movement

1 2 3 4

Dates

1 2 3 4

Historical Context (in the country or the world as relevant)

1 2 3 4

Describe and explain the unique stylistic concerns

1 2 3 4

Describe and explain the thematic concerns

1 2 3 4

Major Poets (Name at least 3)

1 2 3 4

Brief Biographies of the Poets

1 2 3 4

Perform a minimum of one poem for the class (Plus 10 Points for Memorizing/Reciting any poem of more than 12 lines)

1 2 3 4

Explain how the poem illustrates or exemplifies the ideals, themes, and styles of the movement.

1 2 3 4

Prepare a study guide for your classmates. It can be in the form of a 2-page worksheet, blog, website, or podcast available for download.

1 2 3 4

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MAJOR MOVEMENTS IN AMERICAN LITERATURE

Research and Define with Approximate Dates and Major Players -- Due by Midterm Review

Native American and Pre Colonial:

Puritan:

Transcendentalists:

The Dark Romantics:

Civil War Era Literature:

Realism:

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Naturalism:

Modernism:

The Lost Generation:

The Harlem Renaissance:

The Beats:

Southern Gothic:

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Partial Timeline of U.S. History

30,000 B.C.  Asians begin migrating to North America across the Bering Strait
1492    Columbus, seeking a western route to Asia, reaches San Salvador Island in the Caribbean
1607    Jamestown founded
1611    First Virginia tobacco crop harvested
1619    First Africans arrive in Virginia
1620    Plymouth Colony founded
1630    Massachusetts Bay Colony founded
1681    Pennsylvania established
1692    Witchcraft trials begin in Salem
1734    Great Awakening begins
1754-1763  French and Indian War / Seven Years' War
1773    Tea Act, Boston Tea Party
1774    First Continental Congress
1775-1783  Revolutionary War
1776    Declaration of Independence
1781    Articles of Confederation adopted
1787    Constitutional Convention; Northwest Ordinance
1789    Washington becomes first president; French Revolution begins; Bill of Rights adopted
1796    Adams defeats Jefferson in first contested presidential election
1804-1806  Lewis & Clark expedition
1812-1814  2nd British-American War
1817    New York Stock Exchange founded; Erie Canal begins
1819    McCulloch v. Maryland enhances power of federal government
1823    Monroe Doctrine
1828    Jackson elected president
1844    Baltimore-Washington telegraph line
1844-1848  Mexican-American War
1852    *Uncle Tom's Cabin* published, Harriet Beecher Stowe
1858    Lincoln-Douglas Debates
1861-1865  U.S. Civil War
1865-1866  13th Amendment ratified, outlawing slavery, Civil Rights Act, 14th Amendment proposed
1869    15th Amendment proposed, transcontinental railroad completed at Promontory Point, Utah
1874    Gold rush begins in Black Hills of South Dakota
1896    Plessy v. Ferguson upholds separate but equal
1898    Spanish-American War
1906    Upton Sinclair writes *The Jungle*
1914-1918  World War I (US enters in 1917)
1916    The Great Migration begins - African americans fleeing the South
1920    First commercial radio broadcast, 19th Amendment grants women's suffrage
1925    Scopes Tennessee Evolution trial
1927    Lindbergh's solo flight across Atlantic
1929    Stock Market Crash, beginning of Great Depression
1939-1945  World War II (U.S. enters in 1941)
1945    Atomic age begins; United Nations founded
1949    NATO established; Soviet Union explodes atomic bomb; Onset of Cold War
1950-1953  Korean War
1963    Civil Rights March on Washington; President Kennedy assassinated in Dallas
1963-1975  Vietnam War
1969    Neil Armstrong walks on the moon
1989    Berlin Wall falls; Cold War ends
2001    9/11 Terrorist Attack on The World Trade Center
2008    Barack Obama, First African American elected president


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