ENGL 2130-91 - American Literature - Credits: 3.00
A survey of important works of American Literature. Required for English majors.

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.
● Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
● 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/6083.php
LIBRARY: http://www.westga.edu/library/
THE WRITING CENTER: TLC 1201 678-839-6513 Writing@westga.edu www.westga.edu/~writing

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: Activities each day are graded. I do not offer make up grades. Please attend class. After 4 absences, you will lose your participation grade.

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: 5% per day late will be deducted from late papers or major projects
Protocol for out-of-class essays: Assays are typically 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-ZHA1OUJoVXJiaUU](https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU)

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>
</tr>
</thead>
<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>Attends class regularly but never contributes to the discussion in the aforementioned ways.</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
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).

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
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 unless I request hard copies. Final essays in Am Lit are delivered in print at the final exam. 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 with assigned writing to support the process.

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

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

MATERIALS & TEXTS (Most are available online. Some must be purchased.)

FOUNDATIONAL TEXTS
“Native American Myths and Legends (See Handout)
http://www.pantheon.org/areas/mythology/americas/native_american/
“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
Declarartion of Independence 1776
https://www.archives.gov/founding-docs/declaration-transcript

FICTION
“A Legend of Communipaw” (Irving) 1835
“Wakefield” (Hawthorne) (The New England Magazine) 1845
“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

“The Yellow Wallpaper” (Gilman) 1892 (The New England Magazine)

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
“We Can Remember it for you Wholesale” (Dick) 1966

“The Doctor” (Dubus) 1969
http://www.nchumanities.org/sites/default/files/e-%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

“The Man Who Was Almost a Man” (Wright) 1961
http://xroads.virginia.edu/~DRBR2/wright.htm

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

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/mathew-brady-arranging-the-bodies

“The Bunny Gives Us a Lesson in Eternity”

FILMS (Will watch in class if time permits)
Captain Fantastic (Matt Ross)

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 or that you want to annotate.

TO PURCHASE:
Composition Notebook for in-class writing assignments, notes, and journaling
Binder for notebook and printed texts
I recommend hard copies of Their Eyes Were Watching God, Of Mice and Men, and Call of the Wild
Vonnegut novel of your choice from the list provided
Internet and UWG email access ($0)

GRADE DISTRIBUTION AND MAJOR ASSIGNMENTS:

5% DIAGNOSTIC Essay, 1-2 Pages: Based on your current knowledge and understanding, what is the American Dream and how is it expressed in American Literature? DUE: FRIDAY August 30 by 10AM to Course Den MLA Style. See ESK if you are not familiar with MLA.

10% Journal of reading notes composed in complete sentences that indicates your areas of curiosity and inquiry

20% Daily In-Class Writing Exercises or Quizzes:

20% Mid-term Debate and Preparation

20% Final Exam/Essay (Graded by EC 1102 Rubric)

20% Independent Project

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
Attendance and Participation

Dickson Jackson, EC 1102-04  Course Calendar

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

GENERAL CALENDAR  (Subject to updates and spontaneous implosion to accommodate class progress)

Order of Information: Week # / Day of Week / Month / Day of Month / Class Reading or Plan with year published / Web link to text

Items in Red are long works that you need to begin reading two or three weeks ahead.

August

1  T 8/15 Welcome and Syllabus Review. Course Preview.
Diagnostic Assigned

2  T 8/20 Native American Creation Myths
Native American Myths and Legends -- Prepare by reading these three tales and taking notes in your journal.
https://www.amnh.org/exhibitions/totems-to-turquoise/native-american-cosmology/the-spider-woman
https://www.firstpeople.us/FP-Html-Legends/The-Spider-And-The-People-Osage.html
https://www.firstpeople.us/FP-Html-Legends/TheFirstFire-Cherokee.html
http://americanfolklore.net/folklore/native-american-myths/
http://www.pantheon.org/areas/mythology/americas/native_american/

H 8/22  Jeff Bishop Native American History and Lit Lecture in Brief

3  T 8/27 “Sinners in the Hands of an Angry God” (Edwards)
1741
http://www.jonathan-edwards.org/Sinners.pdf (review)
The Puritans
IP 1 Anne Bradstreet 1612-1672
IP 2 Micheal Wigglesworth 1631-1705

H 8/29 “Advice to a Young Friend” (Franklin)
1745
http://www.bibliomania.com/2/9/77/124/21473/1/frameset.html
“The Way to Wealth” (Franklin) 1758
https://liberalarts.utexas.edu/coretexts/_files/resources/texts/1758%20Franklin%20Wealth.pdf
The Transcendentalists
IP 3 Henry David Thoreau
IP 4 Ralph Waldo Emerson

F 8/30 Diagnostic Due

September

4  T 9/3 “Declaration of Independence” 1776
https://www.archives.gov/founding-docs/declaration-transcript
Transcendentalists Continued
IP 5 Walt Whitman
IP 6 Margart Fuller

H 9/5 “Rip Van Winkle” (Irving) 1819

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
“National Nomenclature” (Irving)

IP7  Henry Wadsworth Longfellow

5 T 9/10  Hawthorne  "Wakefield" (Hawthorne) (The New England Magazine) 1835
"The Maypole of Merry Mount" (Hawthorne)
1836
http://livros01.livrerosgratis.com.br/ln000757.pdf

IP8  John Greenleaf Whittier

H 9/12  Poe  The Facts in the Case of Mr. Valdemar 1845
https://poestories.com/read/facts
9  Oliver Wendell Holmes

6 T 9/17  Melville  "Bartleby the Scrivener" (Melville) 1851
http://moglen.law.columbia.edu/LCS/bartleby.pdf

H 9/19  Melville Lecture II  and Introduction to  Moby Dick

7 T 9/24  Stowe  (Lecture only -- read your assigned  novels)

H 9/26  Gilman and Chopin
"The Yellow Wallpaper" (Gilman) (The New England Magazine) 1892
"The Story of an Hour" (Chopin) 1894
http://archive.vcu.edu/english/engweb/webtexts/hour/

October

8 T 10/1  London  The Call of the Wild (London) 1903
https://www.ibiblio.org/ebooks/London/Call%20of%20Wild.pdf

Th 10/3 -10/4  Fall Break

9 T 10/8  Midterm Review -- Movements Worksheet Due
H 10/10  Midterm In-class DEBATE!

10/9  NOTE: ** Last day to withdraw with a grade of W from Full Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 21st and October 8th will  receive a grade of W. Reminder there is no refund associated with withdrawing from a course.

10 T 10/15  Twain  Read at home: “The Celebrated Jumping Frog of Calaveras County” 1865
http://twain.lib.virginia.edu/projects/price/frog.htm
To read in class:  The Diaries of Adam and Eve  (Twain) 1905
http://kelleytown.com/Shared%20Files/Adam%20and%20Eve.pdf

H 10/17  Faulkner  “A Rose for Emily” (Faulkner) 1930

Office:  Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm  Writing Center:  M 10-12 and 2-3, Appointments Required
http://xroads.virginia.edu/~drbr/wf_rose.html

IP 10 Countee Cullen

11 T 10/22 Hurston Their Eyes Were Watching God (Hurston) 1937
http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf
IP 11 Langston Hughes

H 10/24 Steinbeck Of Mice and Men (Steinbeck) 1937
(related essay: https://www2.le.ac.uk/offices/english-association/schools/resources-for-trainee-teachers-and-nqts/O%20Mice%20and%20Men%2063.3.pdf)
IP 12 Claude McKay

12 T 10/29 Shirley Jackson “The Lottery” (Jackson) 1948
IP 13 Robert Lowell
IP 14 Sylvia Plath

H 10/31 Flannery O’Connor “A Good Man is Hard to Find” http://xroads.virginia.edu/~drbr/goodman.html 1953
“A Revelation” http://producer.csi.edu/cdraney/archive-courses/summer06/engl278/e-texts/oconnor_revelation.pdf
IP 15 Denise Levertov
IP 16 Anne Sexton

November

13 T 11/5 Richard Wright “The Man Who Was Almost a Man” 1961
http://xroads.virginia.edu/~DRBR2/wright.htm
IP 19 Laurence Ferlingetti
IP 20 William S. Burroughs

H 11/7 Truman Capote “A Diamond Guitar” 1950
https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/h/2405/files/2015/09/A-Diamond-Guitar-1s1n3il.pdf
Black Mountain School
IP 17 Charles Olson
IP 18 Robert Creeley

14 T 11/12 PK Dick “Small Town” 1966
IP 21 Allen Ginsberg
IP 22 John Ashbery
IP 23 Frank O’Hara

H 11/14 Tennessee Williams -- Watch Cat on a Hot Tin Roof at home:

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
https://www.youtube.com/watch?v=nOcabzKAQ94

15 T 11/19  Captain Fantastic - in Class
H11/21  Captain Fantastic - in Class

T 11/26  Thanksgiving Break
H 11/28  Thanksgiving Break

December
16 T 12/3  Course Review and Student Evals  Final Essay formally assigned, In-Class Writing and prep
IP 26  Mark Strand
IP 27  Galway Kinnel
IP 28  Carolyn Kizer
IP 29  W.S. Merwin
IP 30  Mary Oliver

H 12/5  In-Class Workshop for final Essay

T 12/10  Turn in your final project during the exam time: 9-11 am  Turn in Final Essay during this window

Note: Grades will be posted to BanWeb by noon on December 16th. No grades will be distributed via phone or email.

Poets and Essayists (Self Directed Projects)
Each Student will present a mini-lecture with a visual component and a study guide on one of the following writers. 20% of final grade 6-8 minutes
helpful resource: https://www.arts.gov/art-works/2016/how-read-and-talk-about-poetry

The Puritans  https://en.wikipedia.org/wiki/Puritan_poets
1  Anne Bradstreet  1612-1672
2  Micheal Wigglesworth  1631-1705

The Transcendentalists  http://www.online-literature.com/periods/transcendentalism.php
3  Henry David Thoreau
4  Ralph Waldo Emerson
5  Walt Whitman
6  Margaret Fuller

7  Henry Wadsworth Longfellow
8  John Greenleaf Whittier
9  Oliver Wendell Holmes

10  Countee Cullen
11  Langston Hughes
12  Claude McKay

13  Robert Lowell
14  Sylvia Plath
15  Denise Levertov

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
16. Anne Sexton  

17. Charles Olson  
18. Robert Creeley  


19. Laurnce Ferlingetti  
20. William S. Burroughs  
21. Allen Ginsberg  


22. John Ashbery  
23. Frank O'Hara  


24. Charles Martin  
25. A.E. Stallings  

Other Contemporary Poets

26. Mark Strand  
27. Galway Kinnel  
28. Carolyn Kizer  
29. W.S. Merwin  
30. Mary Oliver

Rubric and Project Guide

Independent Project, American Poetry, 20% of Grade. 6-8 minutes

Student Name: _____________________________________________

Movement or School and Presentation Date: __________________________

<table>
<thead>
<tr>
<th>0 Not Addressed</th>
<th>1 Incorrect/Incomplete Information</th>
<th>2 Mentioned, Little Elaboration</th>
<th>3 Described, &amp; Explained</th>
<th>4 Sophisticated Delivery or Analysis</th>
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Introduce the School or Movement and Poet or Writer you will discuss

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.

Biographical information on the Writer

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 or individual poet.

1. 2. 3. 4.

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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.

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MAJOR MOVEMENTS IN AMERICAN LITERATURE

Research and Define with Approximate Dates and Major Players -- Due by Midterm Review 10/8/2019

Native American:

Pre Colonial and 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:

Transrealism:

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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
1830  Indian Removal Act passed
1846-1848  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
2016  Donald Trump elected


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