

**BRAZOSPORT COLLEGE
LAKE JACKSON, TEXAS**

**ENGLISH 2328
SYLLABUS**

CATALOG DESCRIPTION

ENGL 2328 AMERICAN LITERATURE II. CIP 2314025112

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. (3 SCH, 3 lecture, 0 lab)

Prerequisite: ENGL 1301(Composition I)

Required skill level: College-level reading and writing.

Dr. Kathleen Andersen-Wyman

Roy Lewis

Dr. Brenda Dillard

Emily Masterson

Dr. Joy Kennedy-O'Neill

Mariellen Overly

Dr. Chun Lee

Dr. Ed Putty

Dr. Kate Funkhouser, Chair
Communications & Fine Arts Division

Dr. Lynda Villanueva
VP, Academic and Student Affairs

November 2013

GENERAL OBJECTIVES

This course gives students opportunities to study selected American literary works from the latter part of the 19th Century to modern times, along with selected critical commentaries. The successful student will demonstrate skills in reading, speaking informally, thinking critically, and writing.

CORE CURRICULUM OBJECTIVES AND ASSESSMENTS

As part of the Brazosport College Core Curriculum, this course provides students the opportunity to achieve the following core curriculum objectives:

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

Objectives will be assessed according to the Brazosport College Core Assessment Plan through the sampling and evaluation of student work.

SPECIFIC OBJECTIVE AND COURSE CONTENT

The general performance objectives listed above are attained by focusing upon three primary kinds of students' oral or written responses to literature:

1. Understanding literal levels of works
2. Analyzing and evaluating various features of works – the forms, styles, tones, themes, writers' techniques, etc.
3. Interpreting works, with relevant supporting evidence drawn from the literature itself, from literary criticism, and from appropriate supporting or related disciplines (history, psychology, philosophy, anthropology, sociology, etc.)

Typical readings are listed below. Variances may occur semester by semester.

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| John Chandler Harris | selected prose |
| Mark Twain | selected prose and <u>Adventures of Huckleberry Finn</u> |
| Kate Chopin | selected fiction |
| Edwin Arlington Robinson | selected poetry |
| Robert Frost | selected poetry |

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| Carl Sandburg | selected poetry |
| Ezra Pound | selected poetry |
| T. S. Eliot | selected poetry |
| E.E. Cummings | selected poetry |
| Wallace Stevens | selected poetry |
| William Carlos Williams | selected poetry |
| Marianne Moore | selected poetry |
| Ernest Hemingway | “The Short Happy Life of Francis Macomber” |
| William Faulkner | “A Rose for Emily” |
| Langston Hughes | selected poetry, fiction |
| Eudora Welty | selected poetry |
| Theodore Roethke | selected poetry |
| Elizabeth Bishop | selected poetry |
| Robert Lowell | selected poetry |
| Allen Ginsberg | selected poetry |
| Sylvia Plath | selected poetry |
| James Dickey | selected poetry |
| Flannery O’Connor | selected fiction |
| Barnard Malamud | “The Magic Barrel” |
| Joyce Carol Oates | “How I Contemplated the World from the Detroit House of Corrections and Began my Life Over Again” |
| Bobbie Ann Mason | “Shiloh” |
| Gloria Naylor | selection from <u>The Women of Brewster Place</u> : “Lucielia Louise Turner” |
| Sandra Cisneros | selection from <u>Woman Hollering Creek and Other Stories</u> : “Mericans” |
| Selected criticism, explications | |

In a typical semester, students will write 5-8 informal papers, 3-5 formal papers of at least 500 words each (may include essay writing on exams), several sets of outside-of-class study guide preparations on specific works, and at least two essays on a final exam

EVALUATION

Students’ grades will be determined as specified in the following statement, which is either presented in writing to students or discussed in class. The written statement is addressed to students:

Evaluation of Your Course Work – Please see the Brazosport College English Department policy statement on general evaluation standards, which describes the criteria that the faculty member will consider in evaluating your formal written work. Some of the writing that you will do may be considered informal, perhaps taking up to thirty minutes of class time periodically. In these instances the specific writing prompts will

clearly indicate what is expected, and the faculty member will advise you regarding possible adjustments in the formal evaluation criteria.

Your course grade will be determined primarily by how well you perform in writing tasks. Informal writing may include journal short compositions in class. Formal papers, some of which will require research, may be written in class or outside of class. Final exam essays are considered formal writing. At least two essays will be required during the two-hour final exam period. During the final you may refer to your textbook and notes prepared by yourself, but you may not refer to previously-written prose drafts of any kind.

Your course grade will be determined, proportionally, as follows:

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| Final exam essays | 1/3 |
| Formal writing | 1/3 |
| Informal work | 1/3 |

Included in the informal category may be your teacher's opinions of how promptly and completely you typically have prepared homework assignments, how frequently and with what level of insights you have participated in small group discussions and class discussions. If significant improvement occurs in your writing late in the semester, your teacher will take that achievement into consideration in determining your course grade.

The effectiveness of this course will be evaluated by means of classroom assessment techniques administered during the course and by students' evaluations of the course and the teacher as required by college policy at the end of semesters. Department faculty will review and revise the course periodically.

Articulation reports from participating public senior colleges may provide data on the performances of students in subsequent writing-intensive courses.

Selected faculty member(s) will study students' essay performances over a period of time to determine whether academic standards are being maintained.

GENERAL EVALUATION STANDARDS

Since quality of a students' written work is a major factor in determining their grade, the students should be familiar with basic evaluation standards. The following points will receive attention:

1. Significance of purpose or controlling idea
2. Amount and relevance of supporting evidence
3. Plan, proportion, and transitions
4. Sentence structure
5. Diction
6. Mechanics

Listed below are general characteristics of each grade category:

Grade of A: Significant thesis; excellent support of thesis; well-planned, well-proportioned, effective transitions; varied sentence structure; accurate and imaginative diction; free from errors in grammar, punctuation, and spelling.

Grade of B: Significant point; adequate support; good arrangement, proportion, and transitions; competent sentences; precise diction; practically free from mechanical errors.

Grade of C: Fairly obvious point with relevant support, good planning, proportion, and transitions; mechanically correct sentences; conventional diction; infrequent mechanical errors.

Grade of D: Obvious or insignificant point with inadequate or irrelevant support, weak planning, proportion, and transitions; unimaginative, faulty sentences; colorless diction; many mechanical errors.

Grade of F: Trivial thesis, lack of supporting material, lack of plan, proportion, and transitions; frequent structural errors, inadequate diction, illiterate mechanics.

Instructors will apply the above standards relatively. It is not likely that a particular paper will have all the characteristics listed in any one grade category.

STUDENTS WITH DISABILITIES

BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, 979-230-3236 for further information.

ACADEMIC HONESTY

BC assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the BC Student Guide for more information, this is available online at <http://www.brazosport.edu>, click on the link found on the left side of the homepage.

STUDENT RESPONSIBILITIES

Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.

- a. Time Management
- b. Understanding the Syllabus Requirements
- c. Utilizing Online Components (such as WebCT)
- d. Communicating with the Instructor
- e. Completing Course Work

OTHER STUDENT SERVICES INFORMATION

This list is provided to assist students in locating available services. Information about the BC Library is available at <http://www.brazosport.edu/~lib/Information.htm> or by calling 230-3310. Tutoring for Math, Reading, Writing, Biology, Chemistry, and other subjects is available in the LAC, 230-3253. To contact the Communications & Fine Arts Division call 230-3224. The Student Services area provides the following services: Counseling and Advising, 230-3040; Financial Aid, 230-3294; and Student Activities, 230-3355.

LEARNING OUTCOMES FOR FOR ENGLISH 2322, 2323, 2327, 2328, 2331, 2342, 2343 BRITISH LITERATURE I & II, AMERICAN LITERATURE I & II WORLD LITERATURE, FORMS OF LITERATURE I & II

1. Students will identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.

Assessment: Reading, listening, and critical thinking skills will be measured by quality of papers written, exams taken, class discussion, and other written work, with 70% as the minimum requirement for the outcome to be met.

2. Students will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

Assessment: Reading, listening, and critical thinking skills will be measured by quality of papers written, exams taken, class discussion, and other written work, with 70% as the minimum requirement for the outcome to be met.

3. Students will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

Assessment: Reading, listening, and critical thinking skills will be measured by quality of papers written, exams taken, class discussion, and other written work, with 70% as the minimum requirement for the outcome to be met.

4. Students will articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

Assessment: Assessment: Reading, listening, and critical thinking skills will be measured by quality of papers written, exams taken, class discussion, and other written

work, with 70% as the minimum requirement for the outcome to be met.

5. Students will write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Assessment: Writing skills will be measured by level of clarity, coherence, organization, argument, depth of thought, accuracy of understanding, and correctness of papers written, with 70% as the minimum requirement for the outcome to be met.
for the outcome to be met.