

**Sul Ross State University**  
**Policy and Syllabus**  
**English 2327**  
**Fall 2018**

Instructor: Laura Payne, Ph.D.

Email: [ibutler@sulross.edu](mailto:ibutler@sulross.edu)

Office Location: MAB 114

Office Hours: M/W 9-1;  
T/Th 9-9:30; 12:30-1  
(and by appointment)

Office Phone: 837.8744

Main Office: 837.8151

### **Required Text**

- *The Norton Anthology of American Literature*, Ninth Edition, Volumes A and B

### **Course Expectations**

This is an intensive reading and writing course that examines and discusses the growth of literature in America. We will trace the development of story-telling, political writing, and finally fiction and poetry as they reflect and inform an also ever-developing American culture (indeed, from its infancy); in doing so, we will uncover the complexities inherent in the particularly American voices. To accomplish this, we will determine how authorship and its surrounding, informing cultures developed literature. We will discover by carefully and historically tracing individual writers as they created our history and wrote their world-views.

### **Course Objectives**

The purpose of this course is to improve your knowledge of American literature through a consideration of the history of American letters. The course will help you to improve your literacy through close readings, and it will aid your abilities to analyze and discuss your ideas about what you read. The course will also help you develop your abilities to write clearly and concisely about what you read, especially in terms of higher culturally analytic reactions and applications to critical thinking.

### **Student Learning Outcomes:**

Graduating students in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects

5. Compare/contrast and analyze major works and periods within World, English, and American literature.

**SLO 1** – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

**SLO 2** – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

**SLO 3** – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using the style appropriate to the document.

**Educator Standards:** For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading 8-12 Standard IV:

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: *The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

Competency 007: *The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

## **Course Requirements**

Assignments require

- substantial individual readings from the texts,
- substantial writings in both journal form and long, research or creative forms,
- objective and subjective testing.

In addition to the reading and writing assignments, course work will consist of in-class discussions based on your understanding of what we read. You will be expected to keep up with the reading assignments for each class and then to freely discuss the reading assignments with your instructor and peers. You must complete satisfactory work and actively participate in class to succeed in English 2327; therefore, good attendance is required for you to pass this course.

**Major Assignments:** Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 2327 to receive a passing grade.

Major Assignment	% of Final Grade
Journal	25%
Midterm Examination	25%
Research Essay	25%
Final Examination	25%
Total Points	100%

**Late Work:** All major assignments and/or projects, etc. are due on the dates assigned, at the beginning of the class period, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 2327 to receive a passing grade. **Late assignments** will receive a full letter grade deduction for being late. This means, if you turn in your assignment late and it receives a B, it will automatically be reduced to a C.

**Attendance:** English 2327 is conducted as a discussion that benefits from the cooperation and collaboration of all present—being on time and attending regularly is in your own best interests. Recent studies have shown that academic success is as often tied to students' time spent in class as to the time spent studying.

**Absences:** Missed work may only be made up in the event of an excused or explained absence. Excused absences are University-sanctioned events, and an explained absence includes the death of an immediate member of your family, or an illness for which a doctor prescribes bed-rest. All three of these require documentation to be considered. It is your responsibility to provide me with documentation within a week of the absence.

### **Grading Scale:**

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

**Cheating & Plagiarism:** It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any documented case of plagiarism or cheating in this course will result in a 0 for the assignment, which will likely result in an F for the course.

## **Miscellaneous – but important!**

If, for some reason, you require accommodations for the successful completion of this course, please see me immediately so that we may make arrangements.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu).

The Writing Center is located in the library, first floor. Tutors there are happy to help you in the pursuit of improving your writing skills.

I do not allow e-cigarettes in classrooms.

I do not allow earbuds or earphones to be worn during this class.

With respect toward me and your fellow students, please turn OFF all electronic devices and stow them in your bags for the duration of this class. While you are in class, these devices tend to disrupt your attention span and intellectual development.

**All English majors are reminded of the capstone portfolio course which requires the compilation of assignments written in major classes. Please retain copies of graded work (i.e. exams and papers with instructor comments) as well as your electronic copies for this and all your English courses. You should, anyhow!**

## Syllabus

<u>date</u>	<u>assignment</u>	<u>comments</u>
Tue. Aug. 28	Course Introduction	
Thur. Aug. 30	Assessment Essay Period Introduction	
Tue. Sept. 4	Stories of the Beginning of the World/Trickster Tales Christopher Columbus John Smith	
Thur. Sept. 6	William Bradford Anne Bradstreet Mary Rolandson	
Tue. Sept. 11	Cotton Mather William Byrd	
Thur. Sept. 13	Benjamin Franklin John Adams Thomas Paine	
Tue. Sept. 18	Thomas Jefferson The Federalist Papers	
Thur. Sept. 20	Phillis Wheatley	
Tue. Sept. 25	Washington Irving	

Thur. Sept. 27	James Fenimore Cooper
Tue. Oct. 2	James Fenimore Cooper
Thur. Oct. 4	William Cullen Bryant Ralph Waldo Emerson
Tue. Oct. 9	Ralph Waldo Emerson <i>midterm review</i>
Thur. Oct. 11	<b>midterm exam</b>
Tue. Oct. 16	Nathaniel Hawthorne
Thur. Oct. 18	Nathaniel Hawthorne
Tue. Oct. 23	Nathaniel Hawthorne
Thur. Oct. 25	Edgar Allan Poe
Tue. Oct. 30	<i>Library Day!!</i>
Thur. Nov. 1	Edgar Allan Poe

Tue. Nov. 6	Edgar Allan Poe
Thur. Nov. 8	Harriet Jacobs
Tue. Nov. 13	Frederick Douglass
Thur. Nov. 15	Henry David Thoreau
Tue. Nov. 20	Walt Whitman
Thur. Nov. 22	Thanksgiving
Tue. Nov. 27	Herman Melville <b>Research Essay Due</b>
Thur. Nov. 29	Emily Dickinson <b>journals due</b>
Tue. Dec. 4	Final Examination Review

**Final Examination:**