

# American Literature 1865-now

## INSTRUCTOR

Theron Francis, PhD

## EMAIL

[tf Francis@sulross.edu](mailto:tf Francis@sulross.edu)

## OFFICE

Morelock 112c

## OFFICE PHONE

837-8283

## OFFICE HOURS

MTWT: 2 - 4 pm

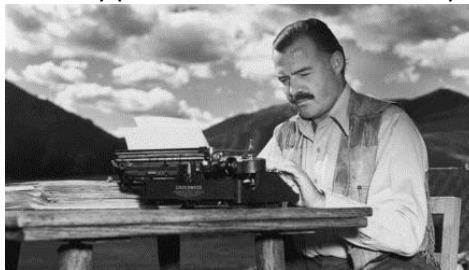
On Zoom at

<https://SulRoss.zoom.us/j/92031984487>

or by appointment



Man Ray portrait of Gertrude Stein's portrait



Hemingway's Typewriter



James Baldwin's typewriter

## TEXTS

*The Portable Beat Reader*. Editor Ann Charters. 2003. ISBN: 9780142437537 \$23. Penguin Classics

*The Penguin Anthology of Twentieth-Century American Poetry*. Edited by Rita Dove. ISBN: 9780143121480. Penguin Books. \$26

Baldwin, James. *The Fire Next Time*. ISBN: 9780679744726. Vintage-Random House \$14

Kerouac, Jack. *On the Road*. ISBN: 9780140283297. Penguin Classics. \$14

## **COURSE DESCRIPTION**

### **STUDENT LEARNING OUTCOMES**

Students will be able to

1. Develop an awareness of the literary tradition of modern American Literature after 1865.
2. Apply the modernist frameworks to solve problems related to education, race, class, sexism, and the environment.
3. Use literature as a means of critically understanding our society.
4. Apply techniques of literary research and criticism to write about writing.
5. Use theoretical concepts in early American literature as a lens for interpretation.

### **Student Learning Outcomes**

1. Interpret and analyze texts for various audiences
2. Develop persuasive strategies
3. Strengthen collaborative writing skills and
4. Experiment with writing and multimedia in the genres of technical and business writing.

### **Marketable Skills**

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

### **English (Undergraduate) Student Learning Outcomes**

Graduating students will demonstrate that they can

**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.

### **The course promotes skills in the following areas:**

- 1. The Writing Process**  
Developing and understand various strategies for planning, researching, drafting, revising, and editing documents that respond effectively and ethically to professional situations and audiences.
- 2. Writing in Context**  
Analyzing professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication and public discourse.
- 3. Research**

Understanding and using various research methods to produce professional documents, including analyzing professional contexts, assessing and using information resources, and determining how various media and technologies affect and are affected by users and readers.

**4. Technology**

Developing strategies for using and adapting various communication technologies to manage projects and produce informative and usable professional documents.

**5. Document Design**

Learning to argue with visual data, understanding and implementing various principles of format, layout, and design of professional documents that meet multiple user and reader needs.

## **DISTANCE EDUCATION STATEMENT**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## **STATEMENT ON WEARING MASKS**

Because of the pandemic currently being experienced, Sul Ross aims to do our part to prevent further spread of the novel coronavirus SARS-CoV-2. A mandatory campus-wide mask policy is in place, given the high level of contagion of this coronavirus and the implications of its disease COVID-19. Following guidelines from the Centers for Disease Control, face masks can be cloth and must cover your nose and mouth. Masks must be kept on during classes and within all public places in campus buildings at all times as part of this community-wide effort to prevent more spreading of COVID-19. Failure to do so will be treated as a class disruption, per the Student Handbook, and will result in immediate dismissal from class.

## **Attendance Policy**

### **Asynchronous Online Students**

Online students may be dropped from the class if they fail to submit significant amount of assignments and are inactive prior to the March 30 instructor initiated drop deadline.

## **BB Collaborate Class Attendance Policy**

Two unexcused absences are permitted without affecting the class participation grade. One letter grade will be subtracted from the Class participation grade for each absence beyond two. ***More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.*** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

## **Deadlines**

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

## **Blackboard**

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

## **SRSU Disability Services**

### **ADA (Americans with Disabilities Act)**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

## **Counseling**

Rebecca Greathouse Wren, LPC-S  
Counseling and Accessibility Services in Ferguson Hall 112  
8-12 am and 1-5 pm M thru F

**Call 432 837-8203**

Mailing address: P.O. Box C-122, Sul Ross State University  
Alpine, Texas 79832  
E-mail: [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu)

## **SRSU Library Services**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Tutoring & Learning Center at the Wildenthal Library and Smart Thinking**

Writing tutors are available in the library's Tutoring & Learning Center. An additional source for feedback and tutoring is Smart Thinking. Smart Thinking provides immediate access to tutors online and quick responses to written work. The link to Smart Thinking can be found on the course's Blackboard site.

## Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

## PROJECTS

### I. Response Papers (400 points)

I will expect a total of 8 two-page response papers through the semester. The due dates for discussion post is on the calendar on the syllabus. The length of each post should be from 400-500 words (about two pages), which could be two to four paragraphs. Response papers will be on readings and on the term paper you are writing. Although summarizing is one step in analysis, focus on raising questions, interpreting, applying ideas and responding critically. To develop your ideas, *use quotes*. Another good strategy is to consider the reading through reference to other—contemporary or earlier—piece of literature you know: inter-textual reading. Response papers are less formal, but they still require some care and art. Be careful that you do not only summarize ideas: explain them. A response paper is an essay in the original sense—a try (or trial).

### II. Term Paper (400 points)

The term paper can focus on one aspect of one work of literature or compare two works of literature. Send a brief statement of purpose to me a month before the paper is due (3.31). We will share ideas for papers and help each other through peer review and editing. Format: 8-10 pages; MLA style; analytical close reading—use quotes.

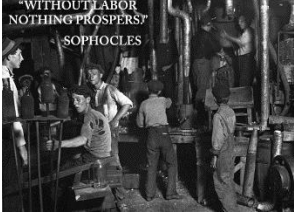
## PEER FEEDBACK AND EDITING

I will give up to 25 points extra-credit to any student who carefully responds to and proofreads another student's term paper (up to 50 points total). The best means of proofreading is by using the review functions in Word. This allows you to "track changes" and make marginal "comments," then accept or reject the changes when you receive your paper from the proofreader. Email the proofread copy to the classmate, and cc the instructor in order to receive extra-credit.

Projects	Due Date	%	Points
Posts to the Class Discussion Board (8 in number)	Alternating weeks	40	400 50 pts each
Term Paper 10-15 pages in length		40	400
Final Presentation on Term Paper		10	100
Class Participation		10	100
Total Points Available		100	1000

**COURSE CALENDAR**


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Dates	Activities	Topics	Objectives, Resources and Due Dates
Week One			
8.25-27	25 Edgar Lee Masters  EA Robinson  27 James Weldon Johnson  Paul Laurence Dunbar  Robert Frost		
Week Two			
9.1-3	1 Wallace Stevens 31-36  William Carlos Williams 39-41  3 Stein 26-27  Pound 53-64		
Week Three			
9.8-10	8 HD (Hilda Doolittle) 65-69  Jeffers 70-72  Marianne Moore 73-75  11 Eliot 76-92  McKay 93  MacLeish 95		 <p data-bbox="1003 1514 1166 1549">Labor Day 9.7</p>
Week Four			
9.15-17	15		

	EE Cummings 98-101 Langston Hughes 127-29 Countee Cullen 130-32 17 W.H. Auden 136-37 Theodore Roethke 138-39		
Week Five			
9.22-24	22 Gwendolyn Brooks 181-87  Elizabeth Bishop 147-53  24 Charles Olson 141-46  Robert Creely 244-47		
Week Six			
9.29 10.1	29 WH Merwin 273-75  Philip Levine 282-86  1 Mary Oliver 329-330  Anne Sexton 287-91		
Week Seven			
10.6-8	WEB Dubois Readings Provided		
Week Eight			
10.13-15	James Baldwin <i>The Fire Next Time</i>		
Week Nine			
10.20-22	Readings Provided 20 Hemingway's <i>Nick Adams Stories</i>  22		

	Faulkner Selection from <i>Go Down Moses</i>		
Week Ten			
10.27-29	27 Readings Provided Upton Sinclair <i>The Jungle</i>  29 Dashell Hammett <i>Red Harvest</i>		
Week 11			
11.3-5	3 + 5 Jack Kerouac's		
Week 12			
11.10-12	10 Portable Beat Reader Ginsberg's poems 62-100  12 William Burroughs 104-145		
Week 13			
11.17-19	17 Kenneth Rexroth 233  19 Gary Snyder 289-305		
Week 14			
11.24	24 Frank O'Hara 400-404		



			 <p>Thanksgiving 11.25-27</p> <p>Last Day to Drop with W: 11.23</p>
Week 15			
12.1	1 Charles Bukowski 435-38  Ken Kesey 495-505		
Week 16			
Final	Presentations		

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

English Language Arts and Reading 4-8 Domain II:

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

English Language Arts and Reading 7-12

Domain I:

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

Domain II:

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*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.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*