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ENGLISH 2131—AMERICAN LITERATURE II

Dr. Crisp, Fall 2017

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- Email: jcrisp@daltonstate.edu
- Phone: 706-272-2513 (office) or 706-406-5856 (Google Voice; during business hours, this forwards to me at work, home or cell)
- Office Hours: I set student drop-in hours for you early during the second week of class once schedule adjustments are complete. Check on GeorgiaView for these hours, or check my office door (LIA 217).
- If your schedule conflicts with my office hours, see me or email me and we'll set up an appointment time that works for both of us.

TEXT:

Writing The Nation by Amy Berke, Robert R. Bleil, Jordan Cofer, and Doug Davis (free Adobe Acrobat document available in the online course)

RECOMMENDED MATERIALS:

A college dictionary, *The American Heritage Dictionary*, 4th ed., hardbound or paperbound. The hardbound is particularly recommended. Hardbound: ISBN: 0-618-09848-8
Paperbound: ISBN: 0-385-33576-8

COURSE DESCRIPTION:

Prerequisite: English 1102

A minimum grade of C is required in English 1102 before the student can take English 2131.

English 2131 is a chronological study of American literature from Walt Whitman through modern American literature. Drama, poetry, prose, and fiction are read and discussed from historical, cultural, and aesthetic perspectives. Course activities may include readings, lectures, audio-visual presentations, note-taking, transcription, paraphrase, discussion, research, documentation, tests, and essays.

However, the course is first of all a readings course, so literal understanding, together with analysis through reading, class lectures, audio-visual presentations, and discussion of selected works which exemplify literary history, genre development, and social significance is its aim.

Because English 2131 follows a required Freshman English sequence, the student is expected to have mastered the fundamentals of grammar, mechanics, and composition as well as literary analysis, literary terminology, research, documentation, and close reading.

Correct spelling and grammar are always required; 2131, after all, is an English course; quizzes, tests, or other assignments often will require response in complete sentences or paragraphs as well.

COURSE OBJECTIVES:

The student will demonstrate in class and on tests knowledge of the elements of fiction, poetry, prose, and drama (such as character, situation, plot, meter, verse form, theme, dramatic structure), authors, titles, characters, literal content, vocabulary, ideas, philosophies, and artistic techniques of the works assigned.

The student will also be able to compare and contrast works, authors, themes, and periods covered and to answer questions based on text introductions, informational handouts, class lectures, and audio-visual presentations.

STUDENT LEARNING OUTCOMES:

Instructors will use a thesis-driven researched and documented essay that requires at least 5 secondary sources, one of them electronic, written for the course for all assessments of this course.

Outcome 1: Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)

Measure: Students' competence will be measured by a rubric evaluating the research and the documentation components of the researched and documented essay on a chosen work(s) of American Literature II requiring at least 5 secondary sources, one of them electronic, used in a substantive, supporting, and correct manner in current MLA format in the essay.

Target: Seventy-five percent of students will earn **75% or better** on the research and the documentation components of a thesis-driven researched and documented essay on a chosen work(s) of American Literature II requiring at least 5 secondary sources, one of them electronic, used in a substantive, supporting, and correct manner in current MLA format in the essay.

Outcome 2: Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Measure: Students' competence will be measured by a rubric evaluating the analysis and the content components of a thesis-driven researched and documented essay requiring at least 5 secondary sources, one of them electronic, on a chosen work(s) of American Literature II that requires specific, analyzed, and supporting examples drawn from the work(s) that support the thesis.

Target: Seventy-five percent of students will earn **75% or better** on each of the content and analysis components of a thesis-driven researched and documented essay requiring at least 5 secondary sources, one of them electronic, on a chosen work(s) of American Literature II that requires specific, analyzed, and supporting examples drawn from the work(s) that support the thesis.

Outcome 3: Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)

Measure: Students' competence will be measured by a rubric assessing the interpretation component of a thesis-driven researched and documented essay requiring at least 5 secondary sources, one of them electronic, on a chosen work(s) of American Literature II that asks students to identify and to interpret connections among the work's/s' content and the culture, the trends, and the social issues of the time period in support of the essay's thesis.

Target: Seventy-five percent of students will earn **75% or better** on the interpretation component of a thesis-driven researched and documented essay requiring at least 5 secondary sources, one of them electronic, on a chosen work(s) of American Literature II that asks students to identify and to interpret connections among the work's/s' content and the culture, the trends, and the social issues of the time period in support of the essay's thesis.

EVALUATION:

Course grades will be computed as follows:

Assignment	Weight
Summary Writing assignment	25%
Researched Literary analysis:	30%
Reading comprehension quizzes (6):	15%
Discussion boards (6):	20%
Midterm exam	15%
Final Exam	15%

Errors in grammar and writing mechanics are evaluated in determining the grade for each writing assignment, in addition to other grading criteria such as paragraph development, essay organization, clarity of ideas, coherence of sentences and paragraphs in the whole essay, and evidence supporting a clearly insightful thesis sentence or other insightful claim the student makes. In this 2000-level English course that follows the freshman sequence, each student is expected to have mastered the fundamentals of grammar, writing mechanics, composition skills, research skills, and ethical research writing. If students have not used these skills in a while and feel in need of a review, tutors in the Writing Lab (315 LIA) can provide assistance.

TURNITIN USE:

In an effort to prevent many kinds of possible plagiarism in English classes, the Department of English faculty voted to use Turnitin in all English classes. Your papers submitted in the Assignments folder will be checked by Turnitin.com; you will also be able to see the results yourself and make corrections before the due dates if you start early enough.

LATE WORK/MAKE-UP POLICY:

I accept late work only by previous arrangement with me (agreed upon at least one full weekday before the deadline) or in cases of *documented* emergencies (hospital records, obituary, etc). Due dates are available at the beginning of the semester, and I'm always happy to accept work in

advance. **Missed discussion boards may not be made up; the point of these is to discuss with your classmates while the class is considering the topic at hand together.**

CHEATING AND/OR POOR CONDUCT:

See the “Netiquette Assignment” for the rules of polite behavior in online discussions; violations of these rules in public boards, private discussions with the instructor or classmates, or group work, will be considered disruptive class behavior.

Other dishonest and disruptive behavior will be dealt with according to the *Student Handbook*.

PLAGIARISM:

Plagiarism (the use of others’ ideas or words as if they were your own) is a serious offense. A first occurrence will mean a zero on the assignment, whether it be a report, presentation or discussion. Second offenses will be scored zero and the student will be referred for disciplinary measures detailed in the Catalog and Student Handbook. **The professor reserves the right to check any assignment, including discussion board postings, through turnitin.com – research in these is welcomed, but it must be properly cited and documented. If you are unsure of something, email me at least one working day before the deadline. I’m glad to help.**

COURSE CALENDAR:

The course calendar is subject to change at the instructor’s discretion or as needed. Check GeorgiaView for the latest version.

ATTENDANCE POLICY:

Attendance in an online course consists of regularly logging in and participating. You should plan to be actively involved at least a couple of times a week; in fact, the discussion boards generally require this.

COMPLETE WITHDRAWAL STATEMENT:

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students must* meet with a staff member at the Dean of Students office in the upper level Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

ETHICAL CONDUCT

Academic Dishonesty: Cheating and plagiarism are a part of the [Dalton State Student Code of Conduct](#). ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Borrowing another students’ work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student

Code of Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

Classroom Behavior: Dalton State is committed to respect via the Roadrunner Respect pledge. “I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.”

CAMPUS CARRY

For information regarding HB 280 (campus carry), please visit the following website: <http://www.usg.edu/hb280>.

DISABILITY SUPPORT SERVICES:

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Access Library Guide at <http://libguides.daltonstate.edu/c.php?g=24716&p=149663> or contact the Disability Access office.

Contact information:

Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level, Dean of Students Office
706-272-2524
aroberson@daltonstate.edu

TITLE IX INFORMATION:

Sex Discrimination, Harassment, & Assault

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation

Dalton State Public Safety (this report is not confidential)

Health Professions Building- Upper Level - 706-272-4461

[Online Sexual Assault Report](#)

If you would like to report to Dalton State Administration: (this report is not confidential)

[Report Title IX complaint online](#)

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Dean of Students Office
Assistant Director, Student Conduct/ Deputy Title IX Coordinator
Pope 237

balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Lori McCarty, Human Resources

Director of Human Resource/ Title IX Coordinator

Memorial 122

lmccarty@daltonstate.edu 706-272-2034

If you would like to speak with a professional counselor confidentially:

Dalton State Counseling Center

706-272-4430

counseling@daltonstate.edu