



**ENGL 2328.001IN  
American Literature II  
Spring 2024  
Internet Course**

**Instructor Information**

Dr. Brian Anderson

Email: [banderson@com.edu](mailto:banderson@com.edu)

Telephone: 409-933-8186 (office)

**Student Hours (Office Hours):** Mondays & Tuesdays, 9:30 a.m.-12:30 p.m.  
TH 9:30-10 a.m., LRC Suite B  
TH 10-11 a.m., Virtual  
Other times (including virtual meetings) by appointment.

**Required Textbook:**

*The Norton Anthology of American Literature, 1865 to the Present (Vol. II)*, Shorter Tenth Edition

*Additional notes on textbook:* You may be able to use an older or different edition of the text, but you will have to find page numbers on your own. I will also make public-domain copies of the readings available, since much of the material in the course is no longer under copyright, but the public-domain texts are often unedited and more challenging to read. A text should be on reserve at the library (if not, let me know).

**Course Description:**

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.

Prerequisite: ENGL 1301 with a grade of "C" or better

## **Course Requirements/Major Assignments**

Besides the assignments as described below, class activities and teaching tools may include presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

### **Critical Essays**

For critical-essay assignments, students will complete literary papers (of 4-8 pages) focused on a work or author read this semester (guidelines and possible topics will be distributed with the assignment) and based on a specific critical approach. Papers should be formatted according to MLA guidelines and should include a Works Cited list of appropriate resources and research. Separate instructions for each essay assignment, including guidelines on length, will be distributed. You will also do informal writing assignments on your essay topics to help you prepare for these more formal papers.

*Feedback* on the critical essays will be provided through the grade (a form of assessment and feedback) and detailed comments in the online grading window or in a marked-up Word document that is returned to you.

### **Quizzes**

Multiple-choice quizzes based on the reading assignments will be released with many of the weekly learning modules (weekly units). Please pay attention to the due dates for these quizzes (usually on Sunday night), given in each week's learning module (not in the syllabus), as they will not be reopened for students who miss the deadline.

### **Informal Writing Assignments**

Informal writing assignments (also called "journals") may include reflective pieces (in which you write about your personal reaction to certain literary topics or questions) and pre-writing exercises for the essays. Informal writing assignments should demonstrate knowledge of the readings and serious thought on the topic. While grammar and punctuation are not stressed, attention to these matters will improve readability and clarity. Points will be deducted for writing assignments that are late or not substantive enough. You should also refrain from using these journals or any other writing assignment (including discussions) to criticize the assignment itself or make unhelpful comments about some larger aspect of the class. If you have a concern with the class, I urge you to communicate with me directly.

For the most part, informal writing assignments are graded on quality of thought (reason, evidence) and sincerity of effort, not "correctness." I will use the writing assignments in part to give you feedback on your developing ideas, and you will receive this feedback through the grading comments.

## **Discussions**

Online discussions are designed to engage students with each other, to stimulate additional thinking on the readings, to gauge students' understanding and completion of reading assignments, and to generate ideas for papers.

Discussions are an important way to assess student participation and to keep the class engaged and interactive. Discussions give you a way to share ideas and interpretations with other classmates and the instructor. Because we do not meet in a face-to-face environment, discussions are graded more formally than normal classroom discussions would be, as a way to encourage and objectively measure student participation.

Remember that I do monitor and sometimes contribute to these discussions, which constitute a major part of your semester grade because we do not have face-to-face meetings. In the first post for each discussion especially, I'm looking for evidence of having done the reading and having engaged with the question in a serious way. You should be using page or chapter citations and quoting from the text for support. You should usually aim for about 150-300 words on your first post for most discussions. Review the discussion grading rubric for more information on how the discussions will be graded. Some discussions have specific requirements for responses, and others do not. This changes weekly.

As with other assignments, it is important that you be careful to avoid even the appearance of plagiarism when posting to a discussion. If you cite something from the text, include a page citation and quotation marks as appropriate. If you make a reference to another source (such as an instructor-provided handout or a classmate's remarks), acknowledge that person by name. You should normally avoid using outside sources besides the readings (such as websites) to complete discussions, since I'm interested in your thoughts and analysis, but if you do use such a source, you should of course give credit with proper citations. Discussions should also not be used as a forum to make provocative remarks on subjects only tangentially related to the class materials, though of course we will be discussing some potentially controversial subjects. I just ask that you keep your comments academically grounded and strive to maintain a professional and diplomatic tone.

## **Final Exam**

The final exam may consist of multiple-choice questions or short-answer questions. It will be an open-book, timed exam that you will complete on your own without assistance from others. Although you may use your notes, textbooks, and online class materials, you should not consult online sources or other students. The comprehensive final exam (covering readings for the entire semester) is designed to measure your objective as well as interpretative understanding of the readings. The exam is a final

learning opportunity, a way to reward students for keeping up with the reading and to give a satisfactory experience in thinking about all the readings at once.

The comprehensive final exam (covering readings for the entire semester) is designed to measure your objective as well as interpretative understanding of the readings.

Although I will give you some review information for the exam, it does not involve simply recalling memorized ideas, and you will not do well on the exam if you expect to look up all answers as you take it. The exam also involves some critical thinking about the questions and concepts learned in the class, so that you will have to think about what you have already read. The students who do well on this exam have kept up with the readings and other activities (including distributed class materials) in the class (as indicated by their contributions to class discussions and other assignments).

**Discussion Grading Rubric:** A discussion grading rubric will be released with the first week's learning module and will also be posted on the course home page for easy reference. This is a guide and does not necessarily cover all factors that may affect a discussion grade. Specific discussions may use different rubrics.

### **Extra Credit**

See below.

### **Determination of Grade (Point Distribution)**

Informal Writing Assignments	100 points total
Reading Quizzes	~70 points
Discussions	130 points
First Critical Essay (shorter)	150 points
Second Critical Essay	200 points
Final Exam	100 points

**Final Grading Scale:** A—675 to 750 pts.; B—600 to 674 pts.; C—525 to 599 pts.; D—450 to 524 pts.; F—449 and below.

**Notes:** There may be some adjustment of point distributions, values, or weights as needed to correct for errors or changes in assignments. Any extra-credit points will be added as raw points.

**Gradebook:** The online grade area (grade book) is for reviewing and keeping track of completed grades and getting an overview of your grade. Please note that the grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor's official records). Certain assignment points, like extra credit, may not be posted until the end of the semester, and the final gradebook may

require some adjusting if the class schedule has been changed or just to correct for technical problems or design errors. You are responsible for keeping track of your progress in the class and keeping up with all assignments. Your final grades will be made available through WebAdvisor at the end of the semester.

You should also avoid using the gradebook area as a way to locate assignments, as this can lead to confusion and missing deadlines. You will need to read all learning module instructions and all instructions for individual assignments. You cannot successfully complete this course by clicking on assignments as you find them in the gradebook. Please email me if you have questions.

### **Late Work, Make-Up, and Extra-Credit Policies**

1. *Late work/deadlines:* Please keep in mind that this class is **not** self-paced. Students are expected to know deadlines and to turn work in on time. This is in the interest of fairness as well as keeping the class manageable. Students should check deadlines carefully and understand that assignments may be locked down after the deadline, preventing further access. Points may be deducted for late or incomplete discussion postings (posting after the initial deadline); once an assignment has been taken down or a discussion has been “locked,” it will not be reopened. Late papers (essays) will only be accepted late with permission from instructor, and then a late penalty will apply as appropriate (20 percent of grade, per business day). Please contact me if you’re having difficulty with deadlines. Quizzes and exams cannot normally be made up or taken late, so plan accordingly.
2. *Make-up work:* Students may only turn in a major essay late or complete a make-up exam with the instructor’s express permission. Documentation may be required for students who request a makeup or deadline extension due to an emergency.
3. *Extra Credit:* Extra credit may be offered for attending certain presentations, lectures, plays, and other activities outside of class. These will be announced as the opportunities arise. This class will also include a creative project that you can complete for extra credit. Additionally, I will usually award a student a few extra-credit points (1-3) for alerting me to a typo or mistake in something I’ve written or posted. Just email me and politely let me know about the potential error; I promise to not take offense, though the points will only be awarded at my discretion. Extra credit will not be offered to individual students as a way of making up grade deficiencies at the end of the semester.

**Attendance Policy:** For the purposes of this online class, “attendance” means logging on to the class and completing tasks and/or communicating with the instructor. Regular class participation is expected; a student cannot expect to pass this online class without contributing to discussions and other assignments on a regular basis. Students are expected to check course email at least every other day and to sign on to the class at

least 4-5 times a week to check assignments and participate in online discussions and other learning activities. As stated in the COM student handbook, students are required to log on to the course for the first time within 48 hours of the beginning of the semester. Moreover, in order to not be marked as “never attended” on the Census Roster, you must also be sure to complete one of the early assignments; simply logging on is not enough. Students should expect to devote a minimum of three hours to class each week in terms of class participation, just as they would be attending a normal class for three hours each week. This time commitment does not include the time required for reading, completing writing assignments, and other preparation, but it does include reading discussions, viewing learning materials, taking notes from learning materials, crafting discussion posts, etc. Please be aware that I am able to check a student’s progress (including last sign-on date, items accessed, etc.) through the LMS (Brightspace D2L). Reading all instructions is essential for your success. For the purposes of this online class, “attendance” means more than just signing on to the class; activities must be completed or attempted.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (For purposes of this course, written communication can also occur through the LMS.)

*Additional clarification on communication:* I will answer questions submitted through email in a timely manner, that day whenever possible, but please keep in mind that emails sent late at night or on the weekend may not be answered until the next day.

### **Student Learner Outcomes**

Upon successful completion of this course, students will:

1. 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.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Please note that these learning outcomes are state mandated.

**General Education Core Objectives:** Students successfully completing this course will demonstrate competency in the following Core Objectives:

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

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. 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.	Social Responsibility (SR)	<b>Critical essay assignments;</b> quizzes; Discussions; Final Exam;
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Personal Responsibility (PR)	Critical Essay assignments
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		Critical Essay assignments; Quizzes; discussions; Final Exam;

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.		Critical Essay assignments
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Critical Thinking (CT) and Communication Skills (CS)	Critical Essay assignments

**Academic Dishonesty:** Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams -- is an extremely serious offense and will result in a **grade of zero** on that exam, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

*Plagiarism:* Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website and pasting it into your paper, or using someone else’s words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action and remediation.

The plagiarism and academic-dishonesty policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, and essays. If you use anything from another source, you must document properly using MLA standards. Making up quotes or falsifying information will also be construed as academic dishonesty. Reusing your own assignments from an earlier class or this class (except for your own discussion posts or journal assignments for papers, as explained in the class) is also not allowed; please ask me if you need guidance on this.

Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgment and expertise, in part garnered from years of grading student papers. We will also use TurnItIn for at least some assignments.

The use of any form of Artificial Intelligence (including but not limited to ChatGPT) to complete discussions, journals, or papers may be considered a form of academic dishonesty. Please note that our current plagiarism-checking tool provides information



on possible use of AI, though the instructor is responsible for making a final determination. Use of “smart” grammar checkers and “writing advice” aids may be permissible, but you should also be aware that using some of these tools in certain ways may also lead to flagging of your paper as “A.I.” by detection tools. We will discuss A.I. and these other tools, and we may have a select assignment where use of the tool will be allowed. However, you should not use A.I. to write your papers or discussion posts, unless otherwise noted, and this will be construed as plagiarism. If there is a suspected problem, you may be asked to have a discussion with the instructor.

*Avoiding Plagiarism Links and Resources:* See links and resources in the Brightspace D2L course on the course home page and in the “Writing Assistance” folder.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Rocky Barney, Dean of Instruction, at [rbarney@com.edu](mailto:rbarney@com.edu) or 409-933-8727.

### **Additional Course Policies and Guidelines**

- 1. Role of Online Environment:** As suggested by the IN course designation, this is an Internet class. There are no face-to-face class meetings. All work for this class, except for readings in the textbook and your own research, is to be completed in the online environment. All assignments will be completed in the LMS.

Each week, I will release a “Learning Module” (“unit” or weekly folder) that contains the assignments and course materials for that week. Normally, I will release the module and instructions for each week on **Monday**, and major assignments will be due on **Sunday** evening. (Some minor deadlines vary. Pay attention to the weekly instructions in each learning module.) Please read all the instructions for each learning module. You should log on to the course on Monday to check the assignments and due dates for the week, and you should check your COM email at least every other day to make sure you don’t miss any important announcements or changes. You should be able to see this week’s learning module on the course home page; you can also access older modules, though older assignments will not stay open.

Students should follow the normal or expected guidelines regarding online etiquette and strive to create an atmosphere of respectful academic discourse and professionalism.

- 2. Assignment submission requirements and standards:** All work submitted for evaluation in this class should have a minimum of mechanical and grammatical errors, result from the student’s own work, and show mature and serious attention to the assignment. Assignments should be formatted according to MLA guidelines

unless otherwise specified; all essays must be submitted as MS Word document attachments. In addition, all messages posted online or sent to the instructor via email should be written in [Standard English](#) (i.e., complete sentences with normal punctuation) as much as possible. We may also discuss the problems surrounding the "Standard English" dialect, but for this class, you should strive to use SE for assignments and discussion postings.

All writing assignments (essays and informal writing assignments) must be uploaded as Word documents and submitted **via the online assignment tools**. If you need help with accessing or using Word software or Brightspace (D2L), please contact me or support staff early in the semester.

3. **Caveat on Grading:** The instructor reserves the right to make evaluative decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student's overall mastery of the material and improvement over the course of the semester.
4. **Syllabus Changes:** The instructor reserves the right to change the syllabus, grading plan, and/or schedule as needed. You will be duly notified of any such changes.
5. **Course Introduction Letter:** Students are responsible for the instructions contained in the "Course Introduction Letter" posted at the beginning of the semester, outlining special concerns for online learning, online etiquette, and deadlines. This letter is considered a course document for policy purposes.
6. **Technology Outage Policy:** You should allow yourself time to deal with technical issues that might arise; I will not normally reopen an assignment or extend a deadline because of a temporary computer failure, problem with local network, power outage, or technical issue (unless the problem is on COM's end, in which case it will be documented by the distance-education facilitator). If you are afraid such issues might arise, complete your assignments early. If you are worried about having the assignment close while you are working on it, be sure to plan ahead and give yourself plenty of time to complete assignments. Please also be aware that DE support staff do not recommend using a wireless connection when taking an exam or other timed assignments. See link on COM website for resources and assistance in helping with LMS issues. If you experience a problem with Brightspace, please contact support personnel as soon as possible. Also be aware that COM maintains several on-campus computer laboratories if you need access to equipment.

**Withdrawals:** Students are not permitted a set number of absences (as defined for an online class). Although I reserve the right to drop a student, at my discretion, who has stopped participating, students retain ultimate responsibility for withdrawing themselves if they need to do so for any reason. Students should also be aware that

they may receive an “F” in the class for failure to participate or complete assignments. After the official drop date, a “W” will not be given as a grade for any reason, and “I” grades will only be considered in rare, emergency situations beyond the student’s control (and only when a student has otherwise successfully completed most of the work for the course). Also see general withdrawal policy below.

**Classroom Conduct Policy:** College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line [Student Handbook](#) (and in college policy). Any breaches of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class or from campus.

In addition to explicitly stated policies, the instructor expects that students will observe rules of common courtesy and will conduct themselves in a way that is befitting of college students and conducive to creating a serious and professional learning environment.

In an online course, conduct and online-etiquette guidelines apply to all your interactions (including discussions and email) with other students and the instructor. This may also affect your grade on specific assignments (such as discussions).

All policies and procedures are designed to encourage fairness, facilitate professional interaction, and improve student success. I have put these policies and procedures into place over the years because I have seen what works and what does not work.

Please also note that this document does not cover every eventuality or possible circumstance in a class. Just because something is not covered here doesn’t mean it is or is not “allowed.” In addition to college policies and procedures, we also follow the common rules of society and many other unwritten rules specific to our educational situation. Please talk to me if you have any questions or doubts about anything.

## **Course Outline**

### **General Course Outline, Major Due Dates, and Schedule of Reading Assignments**

**Note: *Journal assignments, discussions, quizzes, and other minor assignments will be announced with each learning module.*** Unless otherwise announced, all assignments will be due on Sunday at midnight and learning modules will be released on Monday morning by noon. Due dates for some assignments may vary depending on the week and other aspects of the class schedule.

Schedule subject to change as needed; additional readings may also be assigned. This will be announced in learning modules.

No readings are optional unless indicated. Page numbers are provided for your convenience; please look in the index if you cannot find something or if page numbers seem incorrect (also let me know if there's an error). See note about textbooks at beginning of syllabus.

**Quizzes, journals, and discussions announced in each week's learning module.**

**Any reading assignment may be the basis for questions on the final exam.**

Weeks run Monday to Sunday.

**Read all learning module instructions each week to get started.**

Week 1 (1/16 to 1/21)      Course Introduction, Syllabus, and Policies  
What does "American" mean to you? (discussion)  
Course Introduction Letter  
Syllabus Quiz  
Introduce Yourself Discussion  
*Why Study Literature?* (video lecture)  
(MLK Day 1/15)

**Reconstruction and Realism (1865-1914)**

Week 2 (1/22 to 1/28)      Period Introduction, pp. 3-20  
Mark Twain, introduction, pp. 79-82  
"The Notorious Jumping Frog of Calaveras County," pp. 82-87  
From *Adventures of Huckleberry Finn*, Chapters 1-11, pp. 87-126  
Strategies for reading *Huck Finn*.

Week 3 (1/29 to 2/4)      *Huck Finn*, Chapters 15-16, pp. 138-47  
Chapter 23, pp. 182-86  
Chapter 31, pp. 219-24  
Chapter the Last, pp. 269-70  
  
*Toni Morrison's "From Introduction to Adventures of Huckleberry Finn," pp. 276-78*  
*Alan Gribben's "From Introduction," pp. 278-79*  
Additional material and video on the controversy of *Huck Finn* (released with learning module).

Please note that any of these sources may be used and cited in your essays.

**First critical essay assigned.**

*Jan. 31. is Census Day. Students who have not signed on to the course or completed any assignments at this point will be dropped from the course.*

Week 4 (2/5 to 2/11)

Unit: Poets in Transition

*Read in text:*

Period Introduction (“1865-1914”), pp. 3-20 (if you haven’t already read)

Walt Whitman, introduction, pp. 21-24

“The Wound-Dresser,” pp. 29-31

“When Lilacs Last in the Dooryard Bloom’d,” pp. 31-37

“O Captain! My Captain!” (provided in D2L)

Emily Dickinson, introduction, pp. 41-45

Poems of Emily Dickinson:

*Poems (since Dickinson’s poems are untitled, numbers refer to first number before poem; bolded poems will be especially useful for discussion):*

202, “Faith is a fine invention,” p. 45

207, “I taste a liquor never brewed,” p. 46

260, “I’m Nobody! Who are you?” (provided on D2L)

269, “Wild nights – Wild nights!” p. 46

320, “There’s a certain Slant of light,” p. 48

339, “I Like a Look of Agony” (provided on D2L)

340, “I felt a Funeral, in my Brain,” p. 49

409, “The Soul selects her own Society,” p. 50

**479, “Because I could not stop for Death,” p. 50**

**591, “I heard a Fly buzz – when I died,” p. 52**

656, “I started Early – Took my Dog,” p. 53

1096, “A narrow Fellow in the Grass,” p. 53

Week 5 (2/12 to 2/18)

Booker T. Washington, intro. and “Up from Slavery,” pp. 438-48; W.E.B. DuBois, intro. and selections from “The Souls of Black Folk,” pp. 530-48.

Additional readings in learning module.

Week 6 (2/19 to 2/25)

Kate Chopin, Kate Chopin, pp. intro., pp. 415-16; “The Story of an Hour,” pp. 420-22; “The Storm,” pp. 422-26  
Charlotte Perkins Gilman, Intro., “The Yellow Wallpaper” and “Why I Wrote ‘The Yellow Wallpaper,’” pp. 479-95

Additional readings on Gilman and Chopin (handouts).

Week 7 (2/26 to 3/3)

*Naturalism:*

The Civil War and the Stories of Ambrose Bierce

Intro. to Ambrose Bierce, p. 303

"An Occurrence at Owl Creek Bridge," pp. 304-10

"Chickamauga," distributed

"Realism and Naturalism," pp. 311-12

Jack London, intro. and "To Build a Fire," pp. 592-604

Additional readings on Civil War, etc., provided.

### **Between the Wars (1914-1945)**

Week 8 (3/4 to 3/10)

*Modernism and Modernist Poets:*

Period Introduction, "1914-1945," pp. 619-44

William Carlos Williams, intro., pp. 718-20; "Red  
Wheelbarrow" and "This is Just to Say," p. 726

Robert Frost, intro. and all poems, pp. 671-82

(Focus on "The Road Not Taken," "Stopping by Woods on a  
Snowy Evening," and "Fire and Ice.")

Wallace Stevens, "The Idea of Order at Key West," pp. 716-  
17

"Thirteen Ways of Looking at a Blackbird," pp. 714-16

**Additional critical readings on Modernist poetry  
(handouts distributed in learning module).**

**First critical essay due March 10.**

**Second critical essay assigned.**

### **Spring Break 3/11-3/17 (College Closed)**

**Note:** Deadlines for the week before Spring Break will be extended over Spring Break.

Week 9 (3/18 to 3/24)

Langston Hughes: intro. and all poems, pp. 1068-77

"The Negro Artist and the Racial Mountain," pp. 872-74

"All About that Troublesome Word" (article posted  
online).

Week 10 (3/25 to 3/31) Sherwood Anderson, intro., "Hands" and "Mother," pp. 693-704  
Willa Cather, intro. and "The Sculptor's Funeral," pp. 645-57  
Additional readings on Anderson/Cather and small-town culture (handouts)

*College holiday (Spring Holiday/Easter), March 29-31*

Week 11 (4/1 to 4/7) William Faulkner, Intro. and "A Rose for Emily" pp. 1036-45  
"Barn Burning," pp. 1046-58  
Zora Neale Hurston, intro., pp. 918-920  
"How It Feels to Be Colored Me," pp. 929-31  
Additional readings/video on Faulkner and Hurston (distributed online).

Week 12 (4/8 to 4/14) Ernest Hemingway, Intro., "Indian Camp" and "Soldier's Home," pp. 1058-68  
"Hills Like White Elephants" and "Snows of Kilimanjaro" distributed online.  
Hemingway biography video, online.  
Additional readings and articles on Hemingway (handouts distributed online).

### **Literature since 1945**

Week 13 (4/15 to 4/21) Read period introduction, pp. 1069-90  
  
Read Tennessee Williams, intro. and *A Streetcar Named Desire*, pp. 1116-163; view video introduction to New Orleans; begin viewing play.  
Elizabeth Bishop, "The Fish," pp. 1106-08

Week 14 (4/22 to 4/28) Modern Poetry:  
Roethke, "My Papa's Waltz," p. 1133; "Cuttings," p. 1132  
Brooks, "We Real Cool," p. 1252  
Dove, "Adolescence-I" and "Adolescence-II," p. 1635  
Sexton, "The Starry Night," p. 1339  
Bishop, "The Fish," p. 1146  
Lowell, all poems, pp. 1240-49  
Read intros. for all authors.

*Southern Gothic fiction revisited:*

O'Connor, intro., "Good Country People," and "A Good Man is Hard to Find," pp. 1300-26

**Second critical essay due Sunday, 4/28**

*College "W" Day for 16-week classes, April 22*

Week 15 (4/29 to 5/5)

Sampling of Modern Fiction:

Kerouac, intro. and "From On The Road," pp. 1254-64

Carver, intro. and "Cathedral," pp. 1549-60

Cisneros, intro. and "Woman Hollering Creek," pp. 1638-47

Lahiri, intro. and "Sexy," pp. 1707-23

Morrison, intro. and "Recitatif," pp. 1487-1502

Saunders, intro. and "CivilWarLand in Bad Decline," pp. 1663-76

Sherman Alexie, intro. and poems, pp. 1695-97

Graphic Works:

Bechdel, intro. and excerpt from *Fun Home*, pp. 1676-87

Also peruse Spiegelman and *Maus*, pp. 1607-24.

Week 16 (5/6 to 5/10)

Creative Nonfiction:

Extra Credit Reading and discussion: David Foster Wallace, "This is Water" (released online).

**Final Exam and Course Completion**

**Exam due Thursday, May 9, by noon**



---

## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are

referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).