



**ENGL 2328-101CL**  
**American Literature II**  
**Spring 2024**  
**MW 8-9:20 a.m., LRC 257**

**Instructor Information:** Dr. Brian Anderson  
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Telephone: 409-933-8186 (office)

**Student hours and location** (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 (Volume 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**

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

### **Creative Project**

Students will design and **present** a creative project based on topic related to American literature. Collaboration on the creative projects, depending on the topic, may be allowed. Details for this assignment as well as a list of topics will be distributed in class. You will be asked to submit your selected topic ahead of time. Additional assistance and ideas for this project will be distributed. Students will be graded on the quality, creativity, and preparation of their project and presentation.

### **Final Exam**

The final exam may consist of a mix of multiple-choice, short-answer, and short-essay questions to assess your knowledge of the readings, the contextual material and discussions, lecture notes, and other ideas. The test will cover the entire semester. You will not be allowed to use your notes on this exam.

Although I will give you some review information for the exam, it does not only involve recalling memorized ideas. The exam 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 the best on this exam have kept up with the readings in the class, engaged in the classroom discussions, and kept notes as suggested.

### **Quizzes and Minor Assignments**

Quizzes may be given on the reading assignments during class. Quizzes may be open-ended or may consist of objective questions. Some quizzes and reading discussions may be administered online. I may also count group-discussion sheets or oral responses as quiz grades or minor-

assignment grades, although group work always impacts a student's professionalism grade as well. Online work (such as discussions) will be counted as part of this average.

### **Professionalism Grade (Personal Responsibility)**

A student's professionalism grade is based on attendance and participation, including contribution to class discussions, group work, completion of minor assignments, and related activities. Participation points will be given for substantive classroom contributions and completion of in-class assignments (which may also count as separate quiz grades). Participation points may be deducted for missing class, engaging in disruptive behavior, or not completing reading or in-class assignments. Besides obvious disruptions like talking to others while I'm speaking, disruptive behavior can include (but is not limited to) egregious use of cell phone or texting, arriving late or leaving early repeatedly, sleeping, working on other classes, and regularly leaving the class during class time to attend to personal business. A student will be awarded a final professionalism grade reflecting his or her overall attendance and participation as evaluated by the instructor (see separate rubric). Students engaged in disruptive or unprofessional behavior may also be asked to leave the class or referred to the appropriate student supervisors, as stated in college policy.

Generally speaking, the professionalism grade is designed to help you succeed in class but also learn certain habits of mind and improve your opportunities for success in the real world.

A caveat regarding professionalism: I do not penalize students for being shy or introverted. Quality of participation is valued more highly than quantity.

### **Student Journals**

Students will write journal entries based on assigned topics designed to reflect and build on class discussions. In most cases, you will be asked to write journals at home and bring them to the next class period. (Due dates will not always be noted on syllabus, but they will be announced in class.) These will be collected in class. Journal entries should be at least one page (double-spaced) and should be printed from a computer and formatted according to MLA guidelines. Journals will be graded on quality of thought and sincerity of effort. While grammar and punctuation are not stressed on journals, attention to these matters will improve readability and clarity. Points will be deducted for journals that are late or otherwise incomplete. I will not accept journals that are written in class on the day they are due.

### **Extra Credit**

Extra credit may be offered for attending certain presentations, lectures, plays, and other performances outside of class. These will be announced as the opportunities arise. Extra credit may also be given for completing the bonus discussions and other class activities as announced. Some extra-credit opportunities (for help with a particular task, for instance) may be offered on

a first-come basis. Additionally, I will usually award extra-credit points (1-3 points) to any student who brings an error in classroom instructions or documents (including typos) to my attention. Individual extra credit will *not* be offered as a way of remediating grade deficiencies at the end of the semester.

### **Symposium and Honors Projects**

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic/course/program-related and creative projects. To learn more about this spring event, visit: <https://www.com.edu/symposium/>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. Please see me if you are interested in developing and submitting an abstract based on work completed for this class (for extra credit). If you are a participant in the honors program and would like to discuss completing an honors project, please let me know.

### **Determination of Grade (Grading Formula)**

Journal Assignments	100 points (average)
Quizzes/Minor Assignments	50 points (average)
Professionalism/Participation	100 points
First Essay (Essay 1)	100 points
Critical Research Essay (Essay 2)	150 points
Final Exam	100 points
Creative Project	100 points
<b>Total:</b>	<b>700 points</b>

**Grading scale:** Grading scale: 630-700 = A  
560-629 = B  
490-559 = C  
420-489 = D  
419 and below = F

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

**Online Grade Book:** Running point totals and current grades will be posted on Brightspace (D2L). Remember that the online 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. You are

responsible for keeping track of your progress in the class. Your final grades will be made available through WebAdvisor at the end of the semester.

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

**Late Work/Make-up Policy:** Students are expected to turn work in on time. If a student cannot attend class for some reason, he or she should make other arrangements to turn in assignments on time. Late work (such as journals) will only be accepted for a valid reason and will be penalized 20% per business day. Normally, in-class assignments cannot be made up, since they are partly designed to encourage your attendance and active learning. However, the lowest formal quiz grade may be dropped (depending on number of quizzes given). Make-up exams and quizzes will only be given with prior permission of the instructor, and documentation may be required for emergencies or school-related absence if a student requests a make-up. Please plan accordingly and contact me ahead of time if you know you have a situation.

**Extra Credit:** See above.

**Attendance Policy:** Regular attendance is expected and counts toward the student's professionalism grade. If you cannot attend class because of some emergency, you should call or email me as soon as possible before class (this does not excuse the absence; it just lets me know you will be missing). You should also arrange to obtain any missed notes or assignment instructions from another student or from me during office hours, and you should seek out available online materials.

Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate before Census Day. After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See withdrawal policy below.

**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. (Communication for this class may also take place through the LMS messaging tool.)

### **Student Learner Outcomes and Core Objectives**

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives	Social Responsibility	<b>Critical essay assignments;</b> final exam

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.	Personal Responsibility	<b>Critical essay assignments;</b> journals; discussions
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		<b>Critical essay assignments;</b> 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	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 as explicitly allowed) is also not permitted; 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 Dean of Instruction Rocky Barney at [rbarney@com.edu](mailto:rbarney@com.edu) or 409-933-8727.

#### **Additional Course Policies and Procedures:**

- 1. Caveat on Grading.** The instructor reserves the right to make subjective 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.
- 2. Syllabus Changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. Readings may also be added, but no major assignments will be added unless needed due to a weather emergency or other outside circumstances. You will be duly notified of any such changes.
- 3. Brightspace (D2L).** Even though this is not an online course, some assignments and learning materials will be released through the online learning management system

(Brightspace) for this course. You may also be required to submit papers via Brightspace. Let me know if you need assistance.

- 4. 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.

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 CALENDAR

### **Tentative Class Schedule and Reading Assignments**

**Note:** As defined in the catalog, this is a "reading-intensive" course. Focus will be on reading and analyzing the texts, and your completion of the reading assignments is critical for the success of the class. **You should read the assignment for each date before coming to class on that date.** Additional readings (such as critical articles) may also be announced or distributed in class.

No readings are optional unless indicated. Page numbers (from 10<sup>th</sup> edition) are provided for your convenience; please look in the index if you cannot find something or if page numbers seem incorrect. Don't just skip it if you can't find it. Read the author introductions whenever possible.

Some outside video assignments ("flipped" assignments) are listed here, but others will be announced in class. Journal assignments and other minor assignments will also be announced in class; not all deadlines are listed here.

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



- 1/15 MLK Day Observed (College Closed)
- 1/17 Course introduction; review syllabus; other matters.  
Why Study Literature?  
Discussion of campus resources.
- 1/22 Introduction to Mark Twain and *Adventures of Huckleberry Finn*  
Begin reading *Huckleberry Finn* (Chapter 1) in class.  
**Journal #1 Due**
- 1/24 Read Period Introduction, pp. 3-20  
Mark Twain bio, pp. 79-82  
Selections from *Huck Finn*, pp. 91-97 (Chapters 2-3); 99-117 (Chapters 5-8)  
You may read the chapters of *Huck Finn* online if you don't have the textbook yet.  
**First essay assigned.**
- 1/29 Selections *Huck Finn*, continued  
*Huck Finn*, pp. 117-131 (Chapters 9-12); pp. 138-53 (Chapters 15-17)  
Chapter 23, pp. 182-86  
Chapter 31, pp. 219-24  
Chapter the Last, pp. 269-70  
Discuss summary of omitted chapters and last parts of novel.
- 1/31 *Huck Finn*, continued  
Critical readings on Huck Finn controversies in text, pp. 276-79 (specific readings TBA);  
discussion/video of other viewpoints (distributed).  
(Census Day)
- 2/5 *Huck Finn*, completion
- 2/7 Intro. to Ambrose Bierce, p. 303  
"An Occurrence at Owl Creek Bridge," pp. 304-10  
"Chickamauga," distributed  
"Realism and Naturalism," pp. 311-12  
Additional readings on Civil War (handouts) and Naturalism.  
Jack London, intro. and "To Build a Fire," pp. 592-604
- 2/12 Henry James, *Turn of Screw*, pages TBA, and film
- 2/14 *Turn of the Screw*, continued

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

2/19 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).  
Online: “Yellow Wallpaper” short video (optional)

2/21 Introduction to Modernism  
**Online:** Period Introduction Illustrations  
Read Period Introduction, pp. 619-44

**First Essay Due 2/25 online**  
**Critical Research Essay assigned**

2/26 Robert Frost, intro. and all poems, pp. 671-82  
(Focus on “The Road Not Taken” and “Stopping by Woods on a Snowy Evening.”)

William Carlos Williams, intro., pp. pp. 718-20; “Red Wheelbarrow” and “This is Just to Say,” p. 726  
Wallace Stevens, “The Idea of Order at Key West,” p. 784

2/28 More background on Modernism era and Harlem Renaissance; Mid-semester check-up

3/4 Langston Hughes: intro. and all poems, pp. 1068-77  
“From *The Negro Artist and the Racial Mountain*,” pp. 872-74  
**Online:** Langston Hughes Biography (video).  
“All About that Troublesome Word” (distributed in class or online)

3/6 William Faulkner, intro. pp. 1036-39  
“A Rose for Emily” pp. 1039-45  
“Barn Burning,” pp. 1046-60  
Faulkner and Hurston intro. (Southern Renaissance video)  
Online: *Faulkner: A Life In Literary Genius* (film – optional)

**3/11-3/17 SPRING BREAK**

**Post-War America and Postmodernism: Literature since 1945**

3/18 Faulkner and Southern Literature, continued

3/20 Zora Neale Hurston, intro., pp. 918-920  
“How It Feels to Be Colored Me,” pp. 929-31

3/25 Ernest Hemingway, Intro., “Indian Camp” and “Soldier’s Home,” pp. 1058-68

"Hills Like White Elephants," distributed  
Additional readings and articles on Hemingway (handouts distributed online and in class).

3/27 Hemingway, "Snows of Kilimanjaro," copies distributed; Hemingway continued

3/29 to 3/31 College Closed, Spring Holiday (Easter)

4/1 Read period introduction, pp. 1109-30

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.

**Online:** Review Period Introduction illustrations

4/3 Southern Gothic fiction revisited:

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

4/8 *Sampling of Modern Fiction:*

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

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

4/10 Morrison, intro. and "Recitatif," pp. 1487-1502

4/15 Comics and Graphic Novels as Art, Bechdel, intro. and excerpt from *Fun Home*, pp. 1676-87

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

4/17 Cisneros, intro. and "Woman Hollering Creek," pp. 1638-47

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

4/22 Modern Fiction, continued: Saunders, intro. and "CivilWarLand in Bad Decline," pp. 1663-76

"W" day for 16-week classes

4/24 **Creative projects presented**

Critical Essays due 4/29 on Blackboard

- 4/29 **Creative projects presented**
- 5/1 Creative Nonfiction, readings TBA  
David Foster Wallace, *"This is Water"* (distributed in class).
- 5/6 **Final Exam**
- 5/8 *Conference Day or Make-up Day as Needed*
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## **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).