

**RANGER COLLEGE**  
**Syllabus**

**COURSE NUMBER AND TITLE: ENGLISH 2326-AMERICAN LITERATURE From  
the Transcendental Period to the Present**  
**CREDIT HOURS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LAB/LEC COMB: 3**

**Name of Instructor: \_Dr. Roger Walton Jones**  
**Office Location: \_Jameson-A**

**Office Hours: Monday and Wednesday: 2:40-4:00**  
**Tuesday and Thursday: 10:20-11:00, 1:30-2:30**

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**I. CATALOG DESCRIPTION**

A study of selected significant works of American literature which illustrate the development of a national identity. May include study of movements, schools, or periods.

**II. REQUIRED BACKGROUND/PREREQUISITES**

Prerequisite: 1302

**III. REQUIRED TEXTBOOK**

Baym, Nina, ed. *The Norton Anthology of American Literature*. Seventh Edition. New York: W. W. Norton and Company, 2008.

Crane, Stephen. *The Red Badge of Courage*. Fourth Edition. New York: W.W. Norton and Company, 2008.

Dictionary of your choice.

**IV. METHODS OF INSTRUCTION**

Lectures, discussions, videos, etc.

**V. EXEMPLARY EDUCATIONAL OBJECTIVES**

The purpose of the Exemplary Educational Objectives is intended to contribute to the students' intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

**Humanities and Visual and Performing Arts (H)**

H1. To demonstrate awareness of the scope and variety of works in the arts and humanities.

H2. To understand those works as expressions of individual and human values within

- an historical and social context.
- H3. To respond critically to works in the arts and humanities.
  - H5. To articulate an informed personal reaction to works in the arts and humanities.
  - H6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
  - H7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

## **V. BASIC INTELLECTUAL COMPETENCIES**

The Basic Intellectual Competencies listed below are components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following numbering system:

- B1: Reading- The ability to analyze and interpret a variety of printed materials, books, documents and articles above a 12<sup>th</sup> grade level.
- B2: Writing-The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above a 12<sup>th</sup> grade level.
- B3: Speaking-The ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience-above a 12<sup>th</sup> grade level.
- B4: Listening-The ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading-above a 12<sup>th</sup> grade level.
- B5: Critical Thinking-The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

## **VI. COURSE OBJECTIVES**

1. To demonstrate an understanding of the attitudes and philosophy of the Transcendental, Gilded Age, Modern, and Postmodern periods.
2. To understand the characteristics of the Romantic, Victorian, Modern, and Postmodern periods.
3. To select and support personal judgment of works from the Transcendental through the Postmodern period and evaluate the specific work (or works) based upon the characteristics of these time periods (philosophical, historical, etc.).
4. To effectively analyze various examples of literature from these time periods in light of historical context, critical theories, and/or formal elements (creating essays which demonstrate analysis of literature).

## **VII. COURSE/CLASSROOM POLICIES**

1. Regular and punctual attendance is required of all students. If the student has the equivalence of three weeks of absences in a course in which he/she is currently enrolled, the instructor may drop the student from the course.”  
*(Ranger College Catalog)*
2. Students are expected to participate in class discussions and come to class having done the assigned readings.

3. Make-up tests should be completed within one week of the original test date. Any test not made up within one week of the original due date will receive a grade of zero.
4. Any assessment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero.
5. Adult behavior is expected of all students at all times. Misconduct and disruptive behavior, including sleeping in class, will result in immediate dismissal from class.
6. Tutoring is available in the Golemon Library of Ranger College.
7. ADA Statement: Ranger College provides a variety of services for learning and/or physical disabilities. The student is responsible for making the initial contact with the Ranger College Counselor. It is advisable to make this contact before or immediately after the semester begins.
8. All cell phones must remain off during class.

### **VIII. Course Calendar**

Class 1 Introduction

Class 2 Introduction to the Transcendental Period

Class 3 Emerson

Class 4 Thoreau

Class 5 Thoreau

Class 6 Hawthorne

Class 7 Poe

Class 8 Review of Transcendental Period

Class 9 Test 1

Class 10 Walt Whitman

Class 11 Walt Whitman

Class 12 Emily Dickinson

Class 13 Emily Dickinson

Class 14 Review of Whitman and Dickinson

Class 15 Test 2

Class 16 Introduction to the Gilded Age

Class 17 Mark Twain

Class 18 Mark Twain

Class 19 Henry James

Class 20 Stephen Crane

Class 21 Review of the Gilded Age

Class 22 Test 3

Class 23 Introduction to the Modernism

Class 24 Robert Frost

Class 25 William Carlos Williams

Class 26 Hemingway

Class 27 Fitzgerald

Class 28 Introduction to Post World War II Literature

Class 29 John Updike

Class 30 Robert Lowell

Class 31 Raymond Carver

Class 32 Review for Final

**IX. ASSESSMENT**

Tests will be given in class. They will include objective and short essay type questions. Students will have the option of doing a research paper for extra credit. The final grade will be determined as follows:

Four tests including final exam	20% each
Class work and attendance	20%

A=90-100    B=80-89    C=70-79    D=60-69    Below 60=F

Objective and short essay tests will determine the extent the student has read and grasped the major ideas in the assigned pieces of literature (Course Objective 1).

Objective and short essay tests will be used to determine the extent to which the student comprehends the relationship between the literature of the past and the lives of the people of that time period (Course Objective 2).

Objective and short essay tests will show the extent to which the student knows the historical sequence of events and relates the literature of that time period to those events (Course Objective 3).

ADMISSIONS, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NONDISCRIMINATORY IN REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY, AND NATIONAL ORIGIN.

**X.. RECEIPT OF SYLLABUS**

I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGLISH 2326, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed:\_\_\_\_\_

Legibly print the following information:

Name\_\_\_\_\_ Date\_\_\_\_\_

Student ID (SS#)\_\_\_\_\_

Major\_\_\_\_\_

Hometown\_\_\_\_\_

(City/State/Country)

Athletic or activity participation\_\_\_\_\_