



RANGER COLLEGE DUAL CREDIT
STEPHENVILLE HIGH SCHOOL
STEPHENVILLE, TX

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**American Literature
English 2327**

3 credit hours

INSTRUCTOR:

Camilla Brewer

Instructor Information

Instructor: Camilla (Cami) Brewer
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Room Number: 401, Stephenville High School
Conference Period: 3rd & 4th (9:18 - 10:53)

Course Description

This course presents a one-semester survey of American literature from the period of exploration and settlement 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: English 1301. Credit: 3 semester hours.

Texas Core Curriculum Statement of Purpose

Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Required Text and Materials

Title: *The Norton Anthology of American Literature*, Shorter Ninth Edition
Editor: Robert S. Levine
Publisher: W. W. Norton and Company, 201
ISBN: 978-0-393-26452-4

Core Objectives

This course directly meets the following of the six Core Objectives:

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
- **Communication Skills:** To include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility:** To include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Methods of Instruction

This is a multimedia class, and as such may include lectures, assigned readings, discussions, group projects, videos, electronic documents, PowerPoints, and more. It also features regular class presentations by students about authors/works that are in addition to the assigned readings.

Methods of Assessment

In this class we will read, study, evaluate, and discuss many works of fiction, nonfiction, poetry, and drama. Based on this, students will complete the following assignments to facilitate and assess their learning. Each of these assessments addresses one or more of the Core Objectives: **Critical Thinking Skills (CT), Communication Skills (COM), Empirical and Quantitative Skills (EQS), Teamwork (TW), Personal Responsibility (PR), Social Responsibility (SR).**

- **Literature Reader Response Essay (COM):** Students will compose a response paper in reaction to their reading of one of the choice American literature novels for the course.
- **Multimedia Project (CT, COM, TW, PR):** Students will work in teams to create and present a multimedia project over a chosen topic/motif/symbol/theme from their reading of *A Streetcar Named Desire* by Tennessee Williams.
- **Quizzes (CT):** These quizzes will assess students' completion and understanding of the assigned readings and the American Literary periods.
- **Reading and homework (PR):** Students are expected to complete all of the assigned readings. These readings may come from the official course textbook or from other sources chosen by the instructor.
- **Midterm Exam and Final Exam (CT, COM, PR):** Students will take a Midterm and a Final.

Student grades will be made up of the following components:

● Multimedia Presentation	20%
● Reader Response Paper	20%
● Quizzes	10%
● Midterm Exam	20%
● Final Exam	30%
Total	100%

Grading

To pass the class, students must achieve at least a 70% overall grade.

- A 90-100%
- B 80-89%
- C 70-79% (a C in this course will not count as an Advanced Measure for Distinguished Program)
- F Below 70%

Grades: Grades will be recorded in Skyward for all grades taken in this class to meet the minimum expectations per district policy, but you need to understand that there will be more grades in Skyward than will actually count toward your Ranger College transcript. Only the methods of assessment listed on page 3 will count toward your dual credit grade. **It is possible and very likely for your high school English 3 grade to be different from your Ranger College credit grade.**

EXAMINATIONS:

The two exams will consist of identification and essay questions, the latter calling for application and evaluation rather than regurgitation. Each exam will be discussed before the test date. You will need to show depth and logic for your claims and be able to support the claims with relevant material from the readings.

Reader Response Paper: (4-8 Pages, typed and double-spaced, MLA format)

The following authors and works will be the subject of the student reader response paper throughout the semester. You will be required to sign up for THREE of these novels.

Read the text, noting places where you responded strongly and jotting down possible reasons for your responses. Look over your notes. Drawing upon them, identify the five most important influences (reading tastes, people you know, personal experiences, previous courses/texts, religious, economic, political, or other general attitudes, immediate circumstances.)

Order the influences from the least to most important. In your description of each include (1) a definition of the influence, (2) indication of which part or parts was shaped by the influence, and (3) the nature of the response. Papers will be due for each novel according to the course outline.

1. *The Scarlet Letter* by Nathaniel Hawthorne
2. *The Adventures of Huckleberry Finn* by Mark Twain
3. *The Secret Life of Bees* by Sue Monk Kidd
4. *To Kill a Mockingbird* by Harper Lee
5. *The Joy Luck Club* by Amy Tan
6. *This Boy's Life* by Tobias Wolff
7. *The Things They Carried* by Tim O'Brien
8. *Cold Sassy Tree* by Olive Ann Burns
9. *Into The Wild* by Jon Krakauer

10. *Angela's Ashes* by Frank McCourt
11. *Grit* by Angela Duckworth

LITERATURE MULTIMEDIA PROJECTS: In small groups, you will be given a topic/theme/symbol/motif to trace in the reading of Tennessee Williams' play, *A Streetcar Named Desire*.

Google apps: Students should have their iPads available with Google Classroom, school email, and Remind downloaded, as well as other apps as will be discussed in class. Most communication will be done in class and through these apps, especially Classroom and Remind.

CLASSROOM POLICIES

1. **Absences:** If a student has the equivalence of three weeks of unofficial absences in a course in which he/she is currently enrolled, *the instructor may drop the student with a grade of "F."* Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student's registration. The only official absence is an authorized school activity or extracurricular event. All work and/or assignments missed because of an official absence must be completed in the time allowed according to district policy.
2. **Late Work:** Late work will receive a grade of zero.
3. **Participation:** Students are expected to participate in class discussions and come to class having completed the assigned readings.
4. **Cheating/Plagiarism:** Any assignment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero. A second instance of plagiarism will result in automatic failure of the class.
5. **Personal Conduct:** Adult behavior is expected of all students at all times. Misconduct, including sleeping in class, will be punishable by immediate dismissal from class. Students are expected to maintain classroom decorum that includes respect for other students and the instructor, as well as an attitude that seeks to take full advantage of the education opportunity represented by enrollment in this class and Ranger College.
6. **Tutorials:** Tutoring is available upon request.
7. **ADA Statement:** Ranger College provides a variety of services for students with 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. **Cell Phones and Electronic Devices:** Students should not text or use phones/electronic devices in class unless instructed to do so for class purposes only.

FINAL ESSAY GRADING RUBRIC

An A paper (90-100%) is excellent in nearly all respects. It shows originality of thought that goes beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis or exploratory question. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors. It correctly uses MLA format and conventions.

A B paper (80-89%) is excellent in many respects, but it has a less sophisticated thesis or exploratory question, a less distinguished style, and a minor lapse or two in organization and development. It has a few ineffective and/or incorrect sentence structures. It contains minor instances of awkward or ineffective wording and phrasing. It has some minor mechanical, grammatical, spelling, and/or diction problems. It contains one or two minor errors in MLA format.

A C paper (70-79%) is generally competent, but compared to a B paper it has a weaker thesis or exploratory question and less effective style and development. It contains some lapses in organization, poor or awkward transitions, and less varied sentence structures that tend toward choppiness or monotony. In some places the wording and phrasing is substantially awkward, ineffective, and/or confusing. It contains some significant errors in grammar, sentence structure, mechanics, spelling, and/or diction. It contains several significant errors in MLA format.

A D paper (60-69%) is below average and generally deficient. It presents a thesis or exploratory question that is too vague, unfocused, or obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structure, mechanics, grammar, spelling, and diction that impede the reader's understanding. It strays from the appropriate topic and/or focus. Its use of MLA format is generally deficient.

An F paper (59% and below) is far below average. It has no clear thesis or central topic. It displays a lack of organization, support, and development. It contains major and repeated problems with mechanics, grammar, spelling, and/or diction, to the point of rendering the text incoherent. It fails to fulfill the assignment and/or is unacceptably brief. It is not presented in MLA format.

COMMENTS

COURSE OUTLINE AND SCHEDULE

*These assigned readings are subject to change should time be a factor

Week 1 (Jan 7-10)	#OneWord project
Week 2 (Jan 13-17)	Beginnings to 1700 (Colonial Period) <ul style="list-style-type: none"> ● Exploring Origins (p. 6-10) ● Enlightenment Ideals (p. 17-20) ● <i>Iroquois Creation Story</i> (p. 30-35) ● Quiz ● <i>Sinners in the Hands of an Angry God</i> by Jonathan Edwards (p. 197-199 & 203-204)
Week 3 (Jan 21-24)	1700-1820 (Early Revolutionary Period-Age of Reason) <ul style="list-style-type: none"> ● from <i>Letters from an American Farmer</i>, from Letter III. "What Is an American" by J. Hector St. John de Crevecoeur (p. 333-337) ● "The Crisis, No. 1" by Thomas Paine (346-351) ● <i>From the Declaration of Independence</i> by Thomas Jefferson (354-360) ● Discussion Board ● Comma Rule #1 & Quiz
Week 4 (Jan 27-31)	Response to Reading Essay - Respond to one of last week's readings. See Rubric
Week 5 (Feb 3-7)	<ul style="list-style-type: none"> ● "Self-Reliance" by Ralph Waldo Emerson (596-613) skim for meaning ● "Resistance to Civil Government" by Henry David Thoreau (903-918) ● Comma Rule #2 & Quiz Sojourner Truth Timed Rhetorical Analysis Essay completed in class
Week 6 (Feb 10-14)	<ul style="list-style-type: none"> ● "Song of Myself" (1088-excerpts) and "The Wound Dresser" (p. 1146-1148) by Walt Whitman ● poetry selections from Emily Dickinson (1250-1271) ● 12-line poem project (done in class) ● 1st SSR book review due
Week 7 (Feb 17-21)	<ul style="list-style-type: none"> ● "Address Delivered at the Dedication of the Cemetery at Gettysburg" by Abraham Lincoln (p. 801) ● "What to the Slave is the Fourth of July" by Frederick Douglass (with analysis worksheet and a Timed Rhetorical Analysis Writing) (p. 1066-1069)
Week 8 (Feb 24-28)	Midterm Examination 1865-1914 (Realism) <ul style="list-style-type: none"> ● "The Notorious Jumping Frog of Calaveras County" by Mark Twain (handout) ● From "Little Women" by Louisa May Alcott (p. 1306-1312)

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Week 9 (Mar 2-6)	<ul style="list-style-type: none"> ● excerpts from <i>The Jungle</i> by Upton Sinclair (.pdf) completed in class ● “A White Heron” by Sarah Orne Jewett ● “We Wear the Mask” by Paul Laurence Dunbar ● Assign Reader Response papers
Week 10 (Mar 9-13 Spring Break) Mar 16-20)	<ul style="list-style-type: none"> ● “Declaration of Sentiments” by Elizabeth Cady Stanton (handout) ● “Desiree’s Baby” by Kate Chopin ● “The Yellow Wallpaper” by Charlotte Perkins Gilman ● Timed Writing over Florence Kelley Speech
Week 11 (Mar 23-27)	<p>1914-1945 (Modern Period)</p> <ul style="list-style-type: none"> ● “In a Station of the Metro” by Ezra Pound ● “Chicago” and “Grass” by Carl Sandburg ● “The Red Wheelbarrow” by William Carlos Williams
Week 12 (Mar 30-Apr 3)	<p>(Harlem Renaissance)</p> <ul style="list-style-type: none"> ● “If We Must Die” by Claude McKay ● “How It Feels to Be Colored Me” by Zora Neale Hurston ● “I, Too” by Langston Hughes ● 2nd SSR Book Review due
Week 13 (Apr 6-9)	<ul style="list-style-type: none"> ● “Richard Cory” by Edwin Arlington Robinson (p. 1858) ● “Mending Wall,” (p. 1913-1914) “Out, Out--” (p. 1921-1922) by Robert Frost <p>Reader Response Papers Due Friday</p>
Week 14 (Apr 14-17)	<p>Literature Since 1945 (Postmodernism or Contemporary Period) <i>Streetcar Named Desire</i>, Scenes 1-5 by Tennessee Williams (handout)</p>
Week 15 (Apr 20-24)	<p><i>Streetcar Named Desire</i>, Scenes 6-11 by Tennessee Williams (handout)</p>
Week 16 (Apr 27- May 1)	<p>Multimedia Projects Due Friday</p>
Week 17 (May 4-8)	<ul style="list-style-type: none"> ● Final Exam - Ranger grades due ● “We Real Cool” by Gwendolyn Brooks ● “Howl” by Allen Ginsberg ● “I Have a Dream” by Martin Luther King, Jr.
Week 18 (May 11-15)	<ul style="list-style-type: none"> ● “Courage” by Anne Sexton (handout) ● “Lady Lazarus” by Sylvia Plath ● “I Want a Wife” by Judy Brady
Week 19 (May 18-22)	<p>College Resumes</p>
Week 20	<p>Finish College Resumes</p>

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(May 25-29)	Semester Exams Final SSR Book Review due
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RECEIPT AND UNDERSTANDING OF SYLLABUS

After our review of the syllabus, you understand the following:

1. You must use your school issued email address, and Remind. Because of the nature of this course, communication is essential. If you cannot access your school email address or Remind, please see me as soon as possible to rectify the problem.
2. If you are going to be absent for a school-related function (UIL, sports, one-act play, et cetera), it is up to you to get any notes from that day's lecture. Do not say, "I was gone yesterday. Did I miss anything?" The answer is always yes, you missed something. Please ask your classmates for their notes.
3. All assignments are due on the due date given on your syllabus. These must be shared with me in Google Classroom or Canvas (preferred) on the day they're due.
4. Papers emailed or handed in the next day are considered late. Late papers lose 30% on the overall grade before scoring. Papers more than one day late will not be accepted.
5. School-related events are not reasons to turn in papers late. You know about your events ahead of time; if you know you're going to be gone on essay day, you are still responsible for the paper.
6. **Your high school report card and transcript could possibly reflect a different grade than the one that you receive on your Ranger College transcript.**

I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGL 1301 COMPOSITION I, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed: _____

Legibly print the following information:

Name _____ **Date** _____