English 2328 is the second half of American literature. This course includes significant works by American authors from 1900 to the present. This course, an elective that satisfies the Humanities requirement for many degree programs, may be taken before or after any other literature course.

Course Prerequisite: successful completion (grade of C or better) of English 1302.

Required Textbooks


---.  Companion Website to Norton Anthology of American Literature.

http://www.wwnorton.com/naal
Recommended Textbooks


**Student Learning Outcomes** (See Addenda, also)

1. All students at the course level will analyze the literary elements of plot, setting, characterization, point of view, and theme in one or more works at 70% proficiency as measured by embedded departmental questions on course exams. CCICs 1, 2, 5, 6 and EEOs 1, 2, 3, 5
2. All students at the course level will identify five common literary tropes used by modern American authors as measured by embedded departmental questions on course exams. CCICs 1, 2, 5, and EEOs 2, 3, 5
3. All students at the course level will analyze a major literary selection by writing an analytical source-base paper on a pre-approved topic at 70% proficiency as measured by the English Literary Analysis rubric. CCIC 1, 2, 5, 6 and EEOs 1, 2, 3, 5, 6

**Course Objectives**

Upon successful completion of English 2328, students should be able to analyze and react to the works of major modern American writers selected by their professor. Specifically,

1. Students will demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. (This satisfies CCIC 1-4 and EEO 1.) Students will:
   - Better understand the ways that beliefs and attitudes, as they are reflected in literature, are shaped by such factors as race, gender, class, religion, and age.
   - Read selections that include diversity of such elements as genre, geography, historical and political events, and ethnicity.

2. Students will develop an appreciation for the aesthetics that guide or govern the humanities and arts. (This satisfies CCIC 1-4 and EEO 2.) Students will:
   - Consider and discuss the aesthetic principles that are determined by historical and social contexts.
   - Increase their awareness of the variety of world thought and culture presented in these readings.

3. Students will articulate their informed personal reaction to the readings. (This satisfies CCIC 1-4 and EEO 3.) Students will:
   - Participate in dialogues about social and multicultural values as reflected in the course readings.
   - Communicate these informed opinions through writing and discussion.
   - Review and evaluate secondary sources and use them to support their own claims.
4. Students will respond critically to works in the arts and humanities. (This satisfies CCIC 1-4 and EEO 4.) Students will:

- Increase their skills in critical thought and evaluation through class work and research.
- Research, review, and evaluate critical opinions in secondary sources.
- Identify the terms commonly used to discuss, analyze, and enhance understanding of literature, such as theme, point of view, symbols, etc.

5. Students will understand selected works as expressions of individual and human values within an historical and social context. (This satisfies CCIC 1-4 and EEO 5). Specifically, students will:

- Become familiar with some of the major trends, authors, and works in the readings of this course.
- Understand that the establishment, transfer, evolution, and perpetuation of cultural heritage and values are demonstrated through literature.
- Understand that literature is contextual, reflecting social structures and pressures of the time and place.

6. Students will demonstrate awareness of the scope and variety of works in the arts and humanities. (This satisfies CCIC 1-4 and EEO 6.) Students will:

- Examine and discuss examples of literary analysis to use as models for their own analysis.
- Develop their critical reading skills, recognizing both literal and inferred meanings.
- Increase their awareness of the variety of world culture and thought through the study of literature.

Specifically, students in English 2328 will:

- Read some of the best and most influential literature composed by historical American writers as early as 1865.
- Understand the ways that beliefs and attitudes, as they are reflected in literature, are shaped by such factors as historical and political events, race, ethnicity, gender, sexuality, class, religion, and age.
- Develop educated, thoughtful opinions about these readings and this learning.
- Communicate this learning and these opinions through writing and discussion board postings.
- Continue to improve reading and writing skills.

**Specific Course Outcomes**

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

- English 2328 will involve the careful reading, analysis, interpretation and discussion of a variety of historical American literary texts.
- Readings in English 2328 will include diversity of such elements as gender, genre, geography, race, and historical periods.
Activities and discussion board threads, if required by the instructor, will include considerations for the aesthetic principles that guide or govern the readings.

Students will be expected to become familiar with a core of literary terms so that they can better articulate the themes, points of view, symbols, etc. employed in various literary works.

Students will submit graded and/or ungraded writings to articulate their informed personal reaction to the readings.

If required by the instructor, students will participate in discussions with the professor via email and fellow students via discussion board postings to develop and/or hone their critical reading skills, i.e., reading for literal and inferred meaning.

Students will examine and discuss examples of literary analysis to use as models for their own analyses.

Students will develop confidence in their ability to analyze, enjoy, and learn from literature by regularly contributing to the classroom discussions.

Students will demonstrate that they have satisfied the Exemplary Educational Objectives and Core Curriculum Intellectual Competencies through a combination of unit examinations, analytical essay(s), class project(s), presentation(s) or a combination of assessment formats.

Course Outline, Exams and Assignments, and Evaluation Procedures

Students will take a minimum of three exams and write one literary analysis research paper this semester that requires documentation and research. Along with the major research paper, students may be required to write shorter papers on a specific literary concept and/or give an oral presentation of their research to the entire class. Some instructors also require frequent postings to the Discussion Board and responses to writing prompts via Blackboard.

The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam One</td>
<td>Unit I – short answer, multiple choice, and true-false questions</td>
<td>See Addendum J</td>
<td>May 20, 2012</td>
</tr>
<tr>
<td>Exam Two</td>
<td>Unit II – short answer, multiple choice, and true-false questions</td>
<td>See Addendum J</td>
<td>May 27, 2012</td>
</tr>
<tr>
<td>Research Project</td>
<td>See Research Project folder on BlackBoard; access via Assignments button</td>
<td>See Addendum J</td>
<td>May 29, 2012</td>
</tr>
</tbody>
</table>
The grade earned in this course is a combination of the following individual grades:

- Unit Examinations (2) 100 points each
- Research project 100 points
- (4) Discussion Board Posts; 25 pts. each = 100 points

400 total points available

**An A requires 400-360 points; a B, 359-320 points; a C, 319-280 points; a D, 279-240 points; and an F, 239-0 points.**

I. Examinations. Typically, through examinations students will

- Identify authors with their works.
- Connect some of the genres, meanings, and purposes of literature with the appropriate time period.
- Recognize literary terms in context to the stories presented.
- Describe the historical and social contexts of literature during and after the colonization of America.
- Discuss the political debates and reforms engendered by and reflected in literature.
- Make connections between religion, politics, and literature.
- Discuss the role of gender and race in shaping the forms and themes within literature.
- Generalize about typical themes, concerns, and narrative forms in literature.

II. Research Unit. In this unit, students will:

- Develop strategies for analyzing literary selections.
- Recognize figures of speech as ways to communicate.
- Analyze plot, character, persona, setting, theme, and language.
- Develop a claim or thesis statement.
- Support a claim using the literary text and/or the secondary sources.
- Research and cite to the number of college-level sources required by the professor.
- Write a literary analysis research paper of at least six double-spaced, word-processed pages in addition to the Works Cited page(s).
- Follow current MLA form for in-text documentation and the Works Cited page.
- Submit all research material and drafts as required by the professor.

III. Final (Is optional, meaning, it can be used to replace ONE missed unit exam). Students will do one of the following:

- Use materials (prompt and/or readings) provided by the professor to take a comprehensive exam over the material discussed for the entire semester.
- Write a literary analysis essay.
- Make an oral presentation of original research

The Department Writing Rubric, Discussion Board Rubric, and Literary Analysis Rubric are posted at the end of this syllabus.
Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect the final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Addendum J for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Addendum J for your professor’s policy on accepting late papers.

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. Treat your classmates and professor with respect.

Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion."
Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum J for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. http://www.northlakecollege.edu/resources/disability.html

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop

Drop Policy

If you are unable to complete this course, you must officially withdraw by Friday, May 25, 2012. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt
**Financial Aid Statement**

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

**Counseling Services**

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

**The Academic Skills Center (ASC, Room A-332)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or “fixing” papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, stop by A-332 or call 972-273-3089.

**Exemplary Educational Objectives**

As part of the Core Curriculum, English 2328 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to make appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

**Core Curriculum Intellectual Competencies**

English 2328 satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

1. **Reading:** The ability to analyze and interpret a variety of printed materials—books, documents and articles—above 12th grade level.
2. **Writing:** The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. **Critical thinking:** The ability to think and analyze at a critical level.
4. **Computer Literacy:** The ability to understand today’s technological society and to use computer-based technology in communicating, solving problems, and acquiring information.

Your professor will use Learning Activities from the following list, or he will provide a list of Learning Activities customized for his or her course.

**Addendum A: Learning Activities, Outcomes, and Assessments for Literature Examinations**

**Learning Activity for Literature Examinations:** From your professor’s list of topics and themes, you will be expected to illustrate your knowledge of literary concepts and historical issues that have influenced the writer and their writing. The exams will include matching, multiple choice, short answer, and essay questions based on the authors, literary works, and issues discussed in class.

a. **Learning Outcomes:** You will be expected to a) identify and match writers with their work, b) connect literary terms within context of an author’s work, c) critically explore questions regarding gender, ethnicity, and societal conflicts, d) develop a significant interpretation of a work.

b. **Assessment:** You will demonstrate competency in literature by answering objective questions and providing an in-depth analysis on authors, stories, literary concepts and themes discussed throughout the semester. This assessment may include (but may not be limited to): a) multiple choice, b) true and false, c) short answer, and/or d) essay questions.

c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-3

**Addendum B: Learning Activities, Outcomes, and Assessments for the Analysis of Poetry**

**Learning Activity for Literary Analysis of Poetry:** From a list of professor-selected poems, you will choose one or more poems and write an analytical essay of two or more pages plus a Works Cited page containing the primary source and at least three secondary sources (if required by your professor). You will choose one or more of the following poetic elements to analyze in your essay: speaker, theme, symbols, structure, diction, imagery, figures of speech, tone, sound pattern, or style and technique.
a. **Learning Outcomes:** You will: a) choose a poem or group of poems and select the poetic element(s) to analyze, b) locate at least three secondary sources (if required by your professor), c) formulate a working thesis, and d) write an analytical essay of two or more pages plus a Works Cited page, (if required by your professor). You will:

1. Read and understand poetry from various authors
2. Include research documentation and in-text citations, (if required by your professor)
3. Use the appropriate language for your targeted audience
4. Use appropriate poetic terminology in your analysis
5. Demonstrate basic computer literacy
6. Create a well-structured analysis of a poem or group of poems

b. **Assessment:** You will demonstrate competency by producing a coherent word-processed essay based on content, organization, style (including compliance with MLA guidelines), and mechanics.

c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

Addendum C: Learning Activities, Outcomes, and Assessments for the Short Story Analysis

**Learning Activity for a Short Story Analysis:** From a list of professor-selected short stories, you will choose one short story and write an analytical essay of two or more pages plus a Works Cited page containing the primary source and at least three secondary sources (if required by your professor). You will choose one or more of the following short story elements to analyze in your essay: theme, characterization, symbols, point of view, or style and technique.

a. **Learning Outcomes:** You will: a) choose a short story and one or more short story elements to analyze, b) locate at least three college-level secondary sources, (if required by your professor), c) develop a working thesis, d) write an analytical essay of two or more pages plus a Works Cited page, if appropriate, and e) follow MLA guidelines as specified by your professor.

b. **Assessment:** You will demonstrate competency in writing a literary analysis by submitting your final draft, prior drafts, and supporting documentation (if required by your professor). These materials will be evaluated by your professor for content, organization, style (including compliance with MLA guidelines), and mechanics.

c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

Addendum D: Learning Activities, Outcomes, and Assessments for the Research Unit

**Learning Activity for Research Unit:** From a list of professor-selected short stories, poems, or dramas, you will choose an author and literary work and write an analytical essay of 6 or more pages plus a Works Cited page containing the primary source and at least four secondary sources.
English 2328-Online (Maymester – 2012), 11

a. **Learning Outcomes:** You will: a) choose an author and one or more of their works to analyze, b) locate at least four college-level secondary sources, c) develop a working thesis, d) write an analytical essay of six or more pages plus a Works Cited page, if appropriate, and e) follow MLA guidelines as specified by your professor.

b. **Assessment:** You will demonstrate competency by producing a coherent, word-processed essay based on content, organization, style (including compliance with MLA guidelines), and mechanics.

c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

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**Addendum E: Learning Activities, Outcomes, and Assessments for the Final Exam**

**Learning Activity for the Final Exam:** From the professor's list of topics and themes, you will be expected to illustrate your knowledge of literary concepts and historical issues that have influenced the writers and their writing. The exams will include matching, multiple choice, short answer, and essay questions based on the authors, literary works, and issues discussed in class.

a. **Learning Outcomes:** You will be expected to a) identify and match writers with their work, b) connect literary terms within context of an author’s work, c) critically explore questions regarding gender, ethnicity, and societal conflicts, d) develop a significant interpretation of a work.

b. **Assessment:** You will demonstrate competency in literature by taking a final examination that will include authors, literary works, and issues discussed throughout the semester.

c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-4

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**Addendum F: Learning Activities, Outcomes, and Assessments for the Original Analysis**

**Learning Activity for Original Analysis Unit:** In planning the original analysis essay, you should first review the list of expectations your professor anticipates this project to fulfill. A literary analysis requires you to closely read ONE of two novels, consider its salient features, consider how the language, ideas, aims, work in concert to create a unified whole. Your instructor will present you with a series of critical systems for evaluating a literary selection that you will set forth for determining the validity of the discussion. You will select ONE of these options as the vehicle for submitting presenting your original analysis essay.

a. **Learning Outcomes:** You will select a novel from the instructor’s list and prepare a fully conceived original analysis. The discussion requires three sources, the novel itself, a biography of the author, and the specific critical system to be used to analyze the work. The analysis will include the following elements:
1. a works cited entry (according to the standards established by the Modern Language Association.) For MLA guidance via the internet, check out the following website: http://webster.commnet.edu/mla.htm. These guidelines are available in virtually any current English handbook or online. The NLC Writing Center and the NLC library offer templates for formatting MLA citations Two useful online sites are http://owl.english.purdue.edu/owl/resource/557/01/ and http://www.monroecc.edu/depts/library/mla.htm.

2. 5-6 pages of text, or a fully conceived analysis of the novel, based on specific critical system:
   a. a focused thesis suitable to the essay's subject and purpose
   b. appropriate language and tone for the assignment
   c. an organizational structure appropriate to the essay's subject and purpose
   d. introduce the writer in terms of his place in American letters (what are his major works, themes, and any accolades or recognitions)
   e. identify the specific critical theory you will use, by name
   f. briefly, but succinctly, summarize the salient contents of the novel of choice
   g. craft a coherent controlling idea or thesis statement
   h. fully-conceived multiple paragraph text, which speaks to the controlling idea
   i. a coherent arrangement of ideas (effective introduction, body paragraphs, and conclusion) and appropriate transitional devices
   j. basic computer literacy

   b. **Assessment:** You will demonstrate competency by producing a coherent analytical, evaluative essay that is word-processed. The essay will be evaluated on content, organization, style (including compliance with MLA guidelines), and mechanics.

   c. **EEOs and CCICs:** EEOs 1-6 and CCICs 1-4
Addendum G: Departmental Writing Rubric

<table>
<thead>
<tr>
<th>Topic/Thesis</th>
<th>Unacceptable 0</th>
<th>Poor 2</th>
<th>Average 3</th>
<th>Good 4</th>
<th>Excellent 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has major errors in organization and development. Inadequate ideas and details. Ineffective thesis or no thesis. No evidence of audience.</td>
<td></td>
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</tr>
<tr>
<td>Weak and/or ineffective expression of ideas. Unexplored topic. Little or no substance. Weak, unclear thesis. Inappropriate shift in audience.</td>
<td></td>
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<tr>
<td>Has a central idea organized clearly enough to convey its purpose, but unoriginal approach to topic, unfocused thesis, and undetermined audience.</td>
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<tr>
<td>Clearly, logically, and adequately states its central purpose. Has a fresh approach to the topic, clear thesis, and clear audience.</td>
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<tr>
<td>States and develops its central ideas with originality. Has clear, logical, and thought-provoking ideas; meaningful, thoughtful thesis; and a focused audience.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Organization not logical or appropriate for thesis.</th>
<th>Illogical organization.</th>
<th>Uneven organization.</th>
<th>Supportive body paragraphs. Smooth flow from one point to another.</th>
<th>Concentration on a main purpose, with appropriate development and firm support. Clear overall organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph development</td>
<td>Paragraphs without purpose or focus.</td>
<td>Undeveloped or under-developed paragraphs.</td>
<td>Weak paragraph development.</td>
<td>Appropriate paragraph development.</td>
<td>Thorough paragraph development.</td>
</tr>
<tr>
<td>Sentence variety</td>
<td>Poorly constructed sentences.</td>
<td>Weak sentence variety.</td>
<td>Basic, predictable language and sentence structure.</td>
<td>Varied sentence structure.</td>
<td>Varied and effective sentence construction.</td>
</tr>
<tr>
<td>Mechanics/ Grammar</td>
<td>Serious errors in spelling, punctuation, and grammar.</td>
<td>Many distracting errors in spelling, punctuation, and grammar.</td>
<td>Distracting errors in spelling, punctuation, and grammar.</td>
<td>Some errors in spelling, punctuation, and grammar.</td>
<td>Freedom from distracting errors such as spelling, punctuation, and grammar.</td>
</tr>
</tbody>
</table>

Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
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<th>= to %</th>
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</tr>
</tbody>
</table>
### Addendum H: Departmental Discussion Board Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D-F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original Response to Instructor's Prompt</strong></td>
<td>Response answers the instructor's prompt and gives the required specifics.</td>
<td>Response answers the instructor's prompt but does not give the required specifics.</td>
<td>Response does not fully answer the instructor's prompt.</td>
<td>Response is not given or does not fit instructor's prompt.</td>
</tr>
<tr>
<td><strong>Response to Another Student's Posting</strong></td>
<td>Student provides a specific response to another student’s posting and adds to the information thread.</td>
<td>Student provides a specific response to another student’s but does not add to the information thread.</td>
<td>Student provides a response that basically is a restatement of what others have said.</td>
<td>Student provides no meaningful response to another student's postings.</td>
</tr>
<tr>
<td><strong>General Content</strong></td>
<td>Responses clearly address the question and offer evidence/examples to support opinions.</td>
<td>Question is answered clearly, but examples/supporting points are a bit thin.</td>
<td>Question is answered, but explanation is vague.</td>
<td>Question is answered very briefly, but no support is given to back it up.</td>
</tr>
<tr>
<td><strong>Spelling/grammar/punctuation</strong></td>
<td>Responses are free of spelling, grammar and punctuation errors, and ideas are expressed clearly.</td>
<td>A couple of errors may be present, but the responses still flow well and make sense.</td>
<td>Some spelling/ punctuation errors make responses hard to follow.</td>
<td>Many errors and responses are incomplete and/or unclear.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>All required postings are listed early enough for others to read and respond.</td>
<td>All required postings are listed, but some are not in time for others to read and respond.</td>
<td>Some postings are missing, and most are posted at the last minute without allowing for response time.</td>
<td>Some or all of the required postings are missing.</td>
</tr>
</tbody>
</table>
## Addendum I: Departmental Literary Analysis Rubric

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Intro Paragraph / Thesis</th>
<th>Body Paragraphs / Organization</th>
<th>Literary Analysis</th>
<th>Language Style / Voice</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (5)</td>
<td>Engaging opening introduces the essay’s general topic and inspires thinking about that topic; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced.</td>
<td>Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear.</td>
<td>Writing reflects a critical, analytical understanding of the text; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer’s ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes &amp; writer’s analysis; writer is clearly engaged with and moved by his/her thinking process.</td>
<td>Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer’s voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated without being pretentious.</td>
<td>Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author’s purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors.</td>
</tr>
<tr>
<td>B (4)</td>
<td>Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of</td>
<td>Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward; focus and control of argument may</td>
<td>Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis; some claims may be vague, generalized, or lacking in support; analysis could be stronger through focus on stylistic elements that</td>
<td>Writing is generally academic in tone; writer’s voice may not be consistently persuasive but is discernible; writing demonstrates an awareness of the purpose to persuade; vocabulary in some places may be simplistic or ineffective</td>
<td>Essay’s sentences generally effective but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but not distracting); a few misspellings (but not distracting); consistent adherence to MLA guidelines; accurate Works Cited page.</td>
</tr>
</tbody>
</table>

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Note: TS = transitional sentence; each letter grade is defined by a rubric that assesses elements such as organization, analysis, style, and mechanics. The table above outlines specific criteria for each grade level, providing a framework for evaluating student essays.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Sample Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (3)</td>
<td>Satisfactory</td>
<td>Opening is functional but too brief and/or simplistic; essay’s topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text).</td>
</tr>
<tr>
<td>D (2)</td>
<td>Developing</td>
<td>Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or</td>
</tr>
</tbody>
</table>

**English 2328-Online (Maymester – 2012), 16**
<table>
<thead>
<tr>
<th>F (1) Deficient</th>
<th>Fails to fulfill the requirements of the assignment.</th>
<th>Fails to fulfill the requirements of the assignment.</th>
<th>Fails to fulfill the requirements of the assignment.</th>
<th>No adherence to MLA guidelines (missing citations, lack of proper format); No Work Cited page.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.</td>
<td>consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.</td>
<td>consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.</td>
<td>consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.</td>
</tr>
<tr>
<td></td>
<td>title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted).</td>
<td>title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted).</td>
<td>title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted).</td>
<td>title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted).</td>
</tr>
</tbody>
</table>

**Total Score for this Paper**
Addendum J: Professor’s Personal Policies

Attendance Policy

Because this is an online course, attendance is not taken in a traditional manner. However, I do monitor student activity in the course (frequency of your access and the areas you visit); hence, all students are expected to know and observe all assignment due dates/deadlines. Most importantly, logging in daily is essential to your success in this course.

Policy on Late Assignments

You are expected to submit ALL ASSIGNMENTS ON TIME. Your professor is not required to accept late assignments nor will she. Once a unit closes, it will not be reopened.

If you encounter technical difficulties with this course, you must call the help desk, report the issue, and get a ticket number. This is the only scenario in which I may consider accepting a past due assignment.

Academic Dishonesty Policy

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

You are not allowed to submit recycled papers, essays, assignments, and/or any other work created for other courses which you have taken and/or currently taking. If this is detected, you will receive the grade “F” and the Dean will be notified.

Academic dishonesty will result in the following sanctions, including, but not limited to:

1. FIRST INCIDENT – A grade of zero on the assignment.
2. SECOND INCIDENT – The grade “F” will be awarded for the course and/or suspension from the college.
3. ALL INCIDENCES will be reported to the Dean of Liberal Arts.

This is a sophomore level course. I expect that you have been instructed on the proper methods of documentation, whether the material be paraphrased, summarized, or directly quoted. If you are unsure, please consult with me during my office hours or visit the NLC Writing Center for further instruction.
COURSE REQUIREMENTS:

- The subject line of all emails you send must read: ENGL 2328 – Online
- The body of all emails you send must include your ENTIRE NAME and course information.
- DO NOT email me your assignments. Unless otherwise instructed, all assignments should be returned to me via the instructions included with each individual assignment.
- Except for posted contact hours, official College holidays, and Campus closings beyond my control, I require 48 hours to respond to your messages.
- All assignments, exams, tests, quizzes, essays, research projects, discussion board postings, and text on a PowerPoint must adhere to MLA formatting.
- Late assignments are not accepted. Once a unit closes, it will not be reopened.
- If you encounter technical difficulties with this course, you must call the help desk, report the issue, and get a ticket number. This is the only scenario in which I may consider accepting a past due assignment.
- I require 7-days from the date an assignment closes to grade it. Please don't inquire about your grade before then.
- It is your responsibility to make sure I ALWAYS have a valid email address for you.
- All documents attached to this course are pdf files or ppt. Therefore, you must have the following software programs: Adobe Acrobat Reader (pdf.) and Microsoft PowerPoint (ppt.) in order to access them. You can download a free copy of both from the following links.

Student Responsibilities

1. Be diligent about due dates and make sure you meet them.
2. Read the textbook selections that are assigned, and be prepared to discuss them.
3. Submit assignments on time and in the format designated by your professor (if you use a Mac or word processing software other than MSWord, you are responsible for ensuring that all assignments submitted are accessible via PC format and MSWord).
4. Ask for help when needed.
5. For assistance with MLA formatting, visit the Writing Center (A-332) or schedule a meeting with your professor.
NETiquette

Because we are not communicating face to face, there is always the possibility for misunderstandings. Therefore, the following guidelines for internet communication must be followed by ALL who participate in this course.

1. I will always treat you with conscientious civility and require the same.
2. Always be aware of tone and diction in email and IM communication (i.e.: Don't use ALL CAPS, red font, bold font, profanity, slang, etc. Don’t make accusations or place blame. On Pronto IM, use Standard English at all times—not IM speak: i.e.: u = you, c = see, etc.
3. I will not haggle about grades. If there is a problem that can't be rectified in two emails, we must meet in person or via a conference call (If necessary, the Dean will attend.). I will make myself available at a reasonable appointment time that we both agree on.
4. Closely examine your academic record and don't ask for nor expect extra-credit work.
5. Practice active listening (i.e., one voice at a time) and engage in valuable criticism on the discussion board.
6. In short, treat your classmates and professor with respect.
Reading List

Unit One Goals

1. To explore the beginnings of modern American prose and poetry.
2. To develop a working definition of modernism, which includes its effect on this country's ideology after the Civil War.
3. To explore how literature reflects the age in which it is written, with particular emphasis on the inter-dependence of American politics, religion, and literature.
4. To develop working definitions of realism and local color.
5. To explore humor and its origins as a part of modern American literature.
6. To explore the independence of American individualism and literature with emphasis on how an author projects himself and his ideology into his works.

Unit One Required Readings:
The Beginnings of Modern American Literature

<table>
<thead>
<tr>
<th>Pages</th>
<th>Selection/Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-13</td>
<td>“The Age of Realism,” editors</td>
</tr>
<tr>
<td>322-324</td>
<td>“The War Prayer,” Twain</td>
</tr>
<tr>
<td>340-346</td>
<td>“Tennessee’s Partner,” Harte</td>
</tr>
<tr>
<td>30-74</td>
<td>“Song of Myself,” excerpts (sections 1-3, 16-18, 21, 24, 31, and 48), Whitman</td>
</tr>
<tr>
<td>82-84</td>
<td>“I like a look of Agony,” Dickinson</td>
</tr>
<tr>
<td>85</td>
<td>After great pain, a formal feeling comes,” Dickinson</td>
</tr>
<tr>
<td>87-88</td>
<td>“I heard a Fly Buzz—when I died,” Dickinson</td>
</tr>
<tr>
<td>90</td>
<td>“A Narrow Fellow in the Grass,” Dickinson</td>
</tr>
<tr>
<td>522-528</td>
<td>“A White Heron,” Jewett</td>
</tr>
<tr>
<td>635-644</td>
<td>“The Revolt of ‘Mother’,” Freeman</td>
</tr>
<tr>
<td>689-696</td>
<td>“The Goophered Grapevine,” Chesnutt</td>
</tr>
</tbody>
</table>

American Realism and Naturalism

Goals for this literary period

1. To explore the development of American realism and naturalism and its impact on subsequent American literature.
2. To develop working definitions of literary realism and literary naturalism.
3. To explore the development of the American short story.
4. To explore the psychological and scientific foundations of American naturalism.

Unit One Grades

- Two separate discussion board forums w/five posts each (done online, grade entered into electronic grade book once all postings have been completed). Note: Ideally, these should be done during the required dates because your fellow students need postings to respond to and students who post late sometimes have difficulty coming up with something fresh to say.
- unit exam (done online, automatically graded and entered into BlackBoard’s Gradebook)

Note: This unit MUST be finished by 8:00 pm, Sunday, May 20th.
Unit Two Goals

1. To explore the modern poem especially as a reaction to restricted form and thought.
2. To examine the characteristics of modern American poetry.
3. To explore the modern American short story, especially as a reflection of American values.
4. To understand how point of view affects our interpretation of the author’s intent.
5. To explore the political and philosophical rebellion of recent poetry, prose, and drama.
6. To explore new trends in American poetry, prose, and drama.
7. To consider the importance of the individual’s conscience as a regulatory power in life.
8. To explore the causes for and results of modern man’s alienation.
9. To understand how modern American literature reflects modern American times and values.

Unit Two Required Readings:
Modern and Contemporary American Prose, Poetry, and Drama

Pages Selection/Title

1390 "Mending Wall," Frost
1398 “After Apple-Picking,” Frost
1399-1400 “The Road Not Taken,” Frost
1400-1401 “Birches,” Frost
1403 “Fire and Ice,” Frost
1403 “Stopping by Woods on a Snowy Evening,” Frost
1404 “Departmental,” Frost
1412-1421 Trifles, Glaspell
1494 “Poetry,” Moore
1813-1814 “anyone lived in a prettyhow town,” cummings
2036-2037 “Theme for English B,” Hughes
2067-2075 “The Man Who Was Almost a Man,” Wright

2083-2092 “American Literature since 1945,” (editors)
2413-2414 “We Real Cool,” Brooks
2148-2157 “Petrified Man,” Welty
2281-2282 “Life, friends, is boring,” Berryman
2622-2623 “For a Coming Extinction,” Merwin
2709-2710 “The Applicant,” Plath
3010-3016 “Everyday Use,” Walker
2433 “Death of a Toad,” Wilbur

Unit Two Grades

- two separate discussion board forums w/five posts each (done online, grade entered into electronic grade book once all postings have been completed). Note: Ideally, these should be done during the required dates because your fellow students need postings to respond to and students who post late sometimes have difficulty coming up with something fresh to say.
- unit exam (done online, automatically graded and entered into BlackBoard’s Gradebook)

Note: This unit MUST be finished by 8:00 pm, Sunday, May 27th.
Research Project

For your research project, you have the following options: an annotated bibliography or a formal research project. For details of each, see folder posted on BlackBoard in the Assignments tab.

Note: This assignment MUST be submitted by 8:00 pm, Tuesday, May 29th.
Course Outline

Unit One: The Beginnings of Modern American Literature and American Realism and Naturalism

opens Monday, May 14, 2012 @ 12:00 PM
closes Sunday, May 20, 2012 @ 8 PM

Unit 1: Discussion Board Schedule

DB 1: May 15 – 17
DB 2: May 18 – 20

Unit I test available May 18th to 20th

Unit Two: Modern and Contemporary American Prose, Poetry, and Drama

opens Thursday, May 17, 2012 @ 12:01 AM
closes Sunday, May 27, 2012 @ 8:00 PM

Unit 2: Discussion Board Schedule

DB 3: May 21 – 23
DB 4: May 24 – 26

Unit II test available May 24th to 27th

The Research Project

opens Tuesday, May 15, 2012 @ 12:01 AM
closes Tuesday, May 29, 2012 @ 8:00 PM

The link for submission will be available from 12:01 AM, Tuesday, May 22nd to 8:00 PM, Tuesday, May 29, 2012.

UNIT TEST SCHEDULE
All test open @ 12:01 AM and close @ 8:00 PM

* Unit I test available May 18th to 20th
* Unit II test available May 24th to 27th