Course Information | Instructor Information
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ENGLISH 2328-33003 | Grand Master Jedi Vega
SPRING 2019: January 22 – May 16 | gvega@dcccd.edu : When you email me, kindly tell me what class you are in the subject line. Also, include your full name in the body of the e-mail. Otherwise, I will not respond.
Class meetings: TR 1230pm-150pm | Office: C008
Classroom: B227 | Office Hours: M-R 11am-1215pm or by appointment

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.

Note: Reading and reflecting are an essential component of this and any other literature course. Be mentally ready to read and reflect, to think and write copiously throughout the semester. A minimum of 9 hours per week should be devoted to course material outside of class time.


Required Supplies:
- An active eCampus account
- One (1) notebook/pens/pencils
- One (1) Pocket Folder – For journal

Course Prerequisites:
One of the following must be met: ENGL 1302 or equivalent

Disclaimer:
The instructor reserves the right to amend this syllabus as necessary.

IMPORTANT COLLEGE DATES:
Certification Date: February 4
Drop Date: April 17

All Americans should be familiar, at least to some degree, with their own literature and with its roots in English literature as well as the Western Tradition. A survey course is designed to provide students with this familiarity and to help them to better understand and to evaluate their own culture through literature. A survey course should also make students aware of the universal aspects of human thought; it should demonstrate that while customs, mores, even world views change, human nature does not: The past is relevant to the present. Finally, a survey course should enable students to share the human experience of writers of many generations and perhaps help them to better understand their own situation as human beings in an often complex world.
## Student Learning Outcomes and Core Competencies

### Student Learning Outcomes

By the end of the semester, students should be able to:

**SLO 1** – Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.

**SLO 2** – Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

**SLO 3** – Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

**SLO 4** – Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

**SLO 5** – Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### Texas Core Competencies

Students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. In this course, the following skills are in focus.

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

**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

### CVC Learning Signature

CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

**CVC Faculty and Staff expect students to:**
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

**CVC Faculty and Staff expect to:**
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students
COURSE EXPECTATIONS, POLICIES & PROCEDURES

Classroom Participation Policy

PREMISE: IF YOU ARE NOT IN CLASS, YOU CANNOT PARTICIPATE. HENCE, YOU WILL LOSE 1 PT FROM YOUR FINAL GRADE FOR EACH DAY YOU ARE ABSENT.

YOU WILL LOSE 1 PT FROM YOUR FINAL GRADE FOR EACH DAY YOU ARE TARDY UP TO 15 MINUTES. AFTER 15 MINUTES, IT WILL COUNT AS ABSENCE.

YOU WILL LOSE 1 PT FROM YOUR FINAL GRADE FOR EACH DAY YOU LEAVE EARLY.

YOU WILL LOSE 1 PT FROM FREQUENT AND EXTENDED INS/OUTS OF CLASS DURING EACH CLASS PERIOD.

Class attendance is mandatory and roll will be taken daily. Once roll has been called, it is the student’s responsibility to see the instructors to change status from absence to tardy after class on the day of the tardy. Roll will NOT be revised after its day. Students are expected to attend all class meetings, to arrive on time, and to actively participate.

Please understand that absence from class does not absolve the absentee of the responsibility for being prepared for the next class session!

Late Work Policy

Late work is NOT tolerated.

Late work for any other reason than the reasons listed below will not be accepted. Students need to provide documentation:

1. Car accident
2. Hospitalization
3. Illness
4. Death in the family

FYI: Regular doctor’s/dentist’s appointments, jury duty, court dates and school-related activities are not excuses for late work. Students know about these events in advanced and should make arrangements to submit work on time.

Make-up Work Policy

No make-ups will be allowed unless a previous arrangement has been made and/or a written “note” is submitted for consideration within 48 hours.

- There will be no make ups on homework or/and quizzes unless accompanied by a college-approved written excuse upon student’s return to class.
- Any make-up will be scheduled outside of class time.

Technology in the Classroom

Lap-tops, tablets and/or mobile devices are NOT permitted in class for any reason, including note-taking, during class time.

Students caught using mobile devices during class will be asked to leave for the day and will not be allowed to make up any work.

Civility in the Classroom

Each student is expected to assist in maintaining a civil and amicable environment in the classroom that is conducive to learning. In order to avoid incivility, I expect each and every student to abide by the Golden Rule.

Troublesome behavior in the classroom may be classified as anything that disturbs or distracts the instructor and/or students during the class period. Listed below are a few examples of troublesome behavior that will NOT be tolerated in class:
Mobile Devices
Demanding special treatment
Excessive tardiness
Making offensive remarks
Prolonged chattering
Sleeping

Excessive ins/outs of class
"I paid for this" mentality
Leaving the lecture early
Non-constructive challenges to authority
Talking out of turn
Eating in class (NO FOOD ALLOWED)

Course Policy regarding disciplinary issues:
1. Verbal warning.
2. Instructor/student conference, if necessary.
3. Depending on the situation, inappropriate/disruptive behavior in class may result in a request for a student to leave the class for that day.
4. Upon the occurrence that a student is asked to leave the class, the student needs to contact the instructor, set a meeting, and talk with the instructor before returning to the class.
   (If the student in question is an Early College student, an ISD administrator needs to attend the meeting. The student is responsible for setting up the meeting.)

Emergency Closings
Students should refer to the main webpage of Cedar Valley College for information about campus status. For particular course information, students should check their e-mail account given to the college or/and eCampus.

COURSE ASSIGNMENTS AND GRADE DISTRIBUTION

eCampus Activities........................................................................................................................................................................40%
To prepare for class lectures and assigned readings as well as to synthesize concepts from class discussions, you will complete a variety of activities on eCampus.

Critical Responses........................................................................................................................................................................24%
To hone your own critical as well as creative voices, you will write a couple of critical responses in which you connect and develop ideas introduced in class discussions and selected readings.

Post/Modern Personal Artwork .........................................................................................................................................................12%
Based on the ideas and their literary/artistic expressions presented throughout the course, you will create an art piece to express your own ideas on a selected topic/s. You will write an artist statement and present the artwork to the class.

Museum Adventure........................................................................................................................................................................12%
You will visit a DFW area art museum or gallery and complete a critical response activity based on selected artworks and literary works.

Final Exam.....................................................................................................................................................................................12%
There will be a comprehensive take-home written exam due on the official final exam.

Grading Scale  

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<tr>
<th>Grade</th>
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<td>A</td>
<td>90 – 100</td>
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<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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<td>D</td>
<td>60 – 69</td>
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<td>F</td>
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No extra credit will be given. So, don’t ask!
As Ben Franklin once stated, “Nothing is certain but death and taxes.”

So, here is a TENTATIVE SCHEDULE for the semester.

| Week 1       | Introduction to course  
|              | American Romanticism |
| Week 2       | American Romanticism |
| Week 3       | American Realism     
|              | **Critical Response 1 Due** |
| Week 4       | American Realism     |
| Week 5       | American Realism     |
| Week 6       | American Realism     |
| Week 7       | American Modernism   
|              | **Critical Response 2 Due** |
| Week 8       | **Spring Break: No Classes** |
| Week 9       | American Modernism   |
| Week 10      | American Modernism   |
| Week 11      | American Modernism   |
| Week 12      | American Post-Modernism  
|              | **Post/Modern Personal Artwork Due** |
| Week 13      | American Post-Modernism |
| Week 14      | American Post-Modernism  
|              | **Museum Adventure Assignment Due** |
| Week 15      | American Post-Modernism |
| Week 16      | **Take-Home Final Exam Due**  
|              | **Wednesday, May 15 at 1159pm on eCampus** |

CVC Institutional Policies: [www.cedarvalleycollege.edu/syllabipolicies](http://www.cedarvalleycollege.edu/syllabipolicies)

Harassment, Discrimination and Sexual Misconduct: [Title IX information](http://www.cedarvalleycollege.edu/syllabipolicies)

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