All Americans should be familiar, at least to some degree, with their own literature and with its roots in 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.

INSTRUCTOR INFORMATION
Name: Grand Master Jedi Vega
Email: gvega@dccc.edu (FYI: 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.)
Office: C008
Office Hours: MW 930-1045am / TR 11-1215pm / By appointment
Liberal Arts Division Office: 972-860-2997

COURSE INFORMATION
Course Title: American Literature II
Course Number: ENGL 2328
Course Section: 33003
Semester / Year: Spring 2020
Course Meeting Times and Location: TR 1230-150pm in B225
Certification Date: February 3
Last date to withdraw from course: April 16

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

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.

SUSTAINABILITY: GREEN COURSE
Cedar Valley College encourages sustainable concepts in its entire curriculum. Principles of Sustainability are introduced and discussed throughout the course. Students meeting all of the requirements and successfully completing at least three (3) “Green Cord” courses will be invited to wear the cords at their graduation ceremonies.

Required Course Materials
- An active eCampus account and access to high speed internet
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
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

COURSE EXPECTATIONS, POLICIES & PROCEDURES

Attendance Policy
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!

*All absences will be scored a zero since in-class time participation cannot be made up.*

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.**

Late Work Policy
Late work is NOT tolerated. No assignments will be accepted after their due date.

Please note that a doctor’s appointment, jury duty and court dates are not excuse for late work because students know about these events in time and can arrange 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.
Technology in the Classroom
Lap-tops, tablets and/or mobile devices are NOT permitted in class for any reason, including note-taking.

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 that is conducive to learning. In order to avoid incivility, I expect each 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:

<table>
<thead>
<tr>
<th>Mobile Devices</th>
<th>Excessive ins/outs of class</th>
<th>Non-constructive challenges to authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I paid for this&quot; mentality</td>
<td>Talking out of turn</td>
<td>Demanding special treatment</td>
</tr>
<tr>
<td>Excessive tardiness</td>
<td>Leaving the lecture early</td>
<td>Eating in class (NO FOOD ALLOWED)</td>
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<tr>
<td>Making offensive remarks</td>
<td>Prolonged chattering</td>
<td>Sleeping</td>
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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.)

COURSE ASSIGNMENTS AND GRADE DISTRIBUTION

40% - eCampus Activities
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.

30% - Critical Written Responses
To hone your own critical as well as creative voices, you will write three critical responses (2-3 pages each) in which you connect and develop ideas introduced in class discussions and selected readings.
Critical Response 1 (10%) / Critical Response 2 (10%) / Critical Response 3 (10%)

15% - Museum Adventure
You will visit a DFW area art museum or gallery and complete a critical response activity based on selected artworks and literary works.

15% - Final Exam
There will be a comprehensive take-home written exam due on the official final exam.

No extra credit will be given. So, don’t ask!

Grading Scale
90 – 100 = A  80 – 89 = B  70 – 79 = C  60 – 69 = D  0 – 59 = F
Course Online
As Ben Franklin once stated, “Nothing is certain but death and taxes.” So, here is a TENTATIVE SCHEDULE.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Course, The arts and literature</td>
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<tr>
<td></td>
<td>American Romanticism</td>
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<td>2</td>
<td>American Romanticism</td>
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<td></td>
<td>Critical Response 1 Due</td>
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<td>3</td>
<td>American Realism</td>
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<td>4</td>
<td>American Realism</td>
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<td>5</td>
<td>American Realism</td>
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<td>6</td>
<td>American Realism</td>
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<td>7</td>
<td>American Modernism</td>
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<td></td>
<td>Critical Response 2 Due</td>
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<td>8</td>
<td>American Modernism</td>
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<td></td>
<td>(SPRING BREAK)</td>
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<tr>
<td>9</td>
<td>American Modernism</td>
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<td>10</td>
<td>American Modernism</td>
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<td></td>
<td>Critical Response 3 Due</td>
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<tr>
<td>11</td>
<td>American Modernism</td>
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<tr>
<td>12</td>
<td>American Post Modernism</td>
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<tr>
<td>13</td>
<td>American Post Modernism</td>
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<tr>
<td>14</td>
<td>American Post Modernism</td>
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<tr>
<td></td>
<td>Museum Adventure Assignment Due</td>
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<tr>
<td>15</td>
<td>American Post Modernism</td>
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<tr>
<td>16</td>
<td>Take-Home Final Exam Due</td>
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INSTITUTIONAL POLICIES
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

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

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