English 2130 Sample Syllabus 1

Survey of American Literature
Syllabus
Fall, 2000

Professors:
Office Hours:
Phone: 404-651-2900 (English Department)
E-mail:

Class Meetings:

Notebook for response log, notes, portfolio.

Conceptual Framework: The purpose of this Survey of American Literature is to introduce students to a wide range of American authors and genres from the Colonial Period to Contemporary American writing. The course will focus on writing as a method to learn about and explore various historical and social contexts within American literature.

Learning Outcomes:

General Outcomes –
- identify and explain the fundamental features of the genres of poetry, fiction, non-fiction, and drama
- define key literary terms/concepts and implement these in oral/written discussion as well as in literary interpretation
- describe, examine, and evaluate their own reading practices and oral/written critical analyses
- analyze literature and explain how various components of literature work together to create meaning.
- apply writing and revision as tools for understanding literature and its interpretation

Specific Outcome(s) –
- recognize and describe American literary history as chronological, developmental (moving through time periods), and generic/thematic
- recognize and interpret relationships between American literature and its literary history and culture

Plagiarism: Plagiarism occurs when a student submits work not his or her own. This includes copying from printed materials or from other people’s work without giving credit to the original author. The policy on Academic Honesty can be found in the Georgia State University Catalog.

Attendance: Students are expected to attend class and participate fully in all activities. Students who miss more than four classes during the semester may be withdrawn. The semester Midpoint is October 13, 2000.
English Majors: English Majors are reminded that the English Department requests a portfolio of your best work as part of your graduation requirement. Be sure to gather essays, papers, and other written documents that you can possibly use for this requirement.

Grading Policy: Evaluation will be determined by fully participating in class activities, assignments, and discussions. Students will maintain the response log, write in-class responses as assigned, write two formal papers, and take a midterm and final exam. There will be no make-up for the in-class responses, though we will drop the lowest grade. Papers turned in after the due-date will be penalized one grade per day after the deadline. The following percentages will determine the grade for this course.

Response log/papers/Presentations  20%
Formal Papers              40%
Midterm                     20%
Final                       20%

The course syllabus provides a general plan for the course; deviations may be necessary.

ENGL 2130  Course Outline

Week 1 Review of Syllabus
(August 21-25) Introductions
Discussion of American themes (read intros to each section as we come to them)
Assigned reading: Albee; Barthelme; Erdrich

Week 2 Groups for Colonial America (all read intro to section)
(Aug. 28-Sept. 1) Columbus/Smith
Native American Voices I/Rowlandson
Bradford/Winthrop
Bradstreet/Taylor
Mather/Edwards
Sewell/Byrd/Woolman

Week 3 Reason and Revolution (read intro to section)
(September 4-8) Franklin/De Crevecoeur
Paine/Jefferson
Wheatley/Native American Voices II

Week 4 Romanticism (read intro to section)
(September 11-15) turn in rough draft of paper sometime this week
Irving; Poe; Emerson

Week 5 Romanticism
(September 18-22) Hawthorne
Melville
Thoreau

First Paper Due
Week 6   Romanticism
(September 25-29) Stowe; Douglas; Whitman; Dickenson,

Week 7   Wrap up on Romanticism
(October 2-6)  **Midterm Exam**  
Week 8   **Realism** - Introduction
(October 9-13) Howells; Crane
Harris; Twain
Chopin - Handout
James
Howell discussion

Week 9   **Realism**
(October 16-20) Crane and Harris discussions
Twain and Chopin discussions
James discussion and wrap up of Realism

Week 10   **Twentieth Century** - Introduction
(October 23-27) Anderson (hand out)
Fitzgerald and Faulkner - discussions
Hemingway and Steinbeck - discussions

Week 11   Twentieth Century
(Oct. 30-Nov. 3) Eliot/Frost/PenWarren
Washington/DuBois
Intro to the Harlem Renaissance

Week 12   Twentieth Century
(November 6-10) discuss topic and turn in draft for second paper
Hughes/Hurston
Wright/Ellison

Week 13   Twentieth Century
(November13-17) Porter/O’Connor
Sexton/Plath
Updike/Morrison

Week 14   Second Paper due  
(November 20-24) Contemporary Writing

Week 15   Contemporary writing – student presentations  
(Dec. 27-Dec. 1) of portfolios

Week 16   Wrap-up
(December 6-10) Review response logs-discussion
**Final Exam**

Writing Assignments
Responses, Log Assignment and Portfolio (20%):

Periodically during the semester, you will be asked to write a response to the literature or discussion we have had in class. These responses will help us to know what you are learning along the way, what kinds of questions you might have, and may help you gather ideas for your papers. We will check these, not grade them. They will count more as participation.

For the reading log, jot down key information, interesting historical and social issues that relate to the writing, and a short summary of the literary work for each assignment, including the introduction to an era and the author. At the top of each page, write the page number in our text and other pertinent heading information so that you can refer back to this during the semester. At the end of the semester, we will collect these to review. You should have approximately 45 entries. When grading time comes, these entries will count 10% of your total grade in this way: 40-45 entries = A; 35-39 entries = B; 30-34 entries = C  (don’t have fewer than this!)

Contemporary Writing: Portfolio  As part of your response and log grade, we are requiring that each of you gather some contemporary works you enjoy and compile them in a portfolio to present at the end of the semester. Think about how the history and social events in the United States have contributed to the production of these works, along with how these works contribute to your understanding of writing that is particularly American in nature. You may use some of your own work, but the portfolio should contain works written by others as well. The number of works included in the portfolio will vary, but you should include no fewer than five and no more than fifteen, depending on the length of the piece. The portfolio should include a reflection or overview (about one page single-spaced) of how these works provide a continuum of connections in the themes apparent in American Literature as we have discussed them this semester. This portfolio and presentation counts 10% of the total grade for the course.

Presentations of Portfolios:
In an effort to share as many and as much of the portfolios with classmates as we can, we will follow these procedures:

On Monday, Nov. 27th, each person brings the portfolio and five copies of ONE short piece from the portfolio that is representative of the whole in some way.

In groups of five, students will present their portfolios to each other, read or explain the reflective piece, and distribute the copies made. After all five people have shared their portfolios, the group will choose 1 or 2 of the five individual pieces copies to share with the class as representative samples of contemporary American literature. Each student will then turn in his or her portfolio.

On Nov. 29th and Dec. 1st, each group will present its representative pieces of literature and discuss briefly the historical markers or themes involved.

Individual portfolios will be graded on an A to C scale, depending on the content and reflection.

Papers:  (20% each….40% total)

The first paper (3-5 pages typed) will focus on American literature based on the readings
during the first five weeks of class and the responses to literature pieces you have written in your log. You may choose to contrast themes discussed, authors, or issues. Be sure to discuss the focus of your paper with one of us before turning in your rough draft. This paper should use primary sources only. Use MLA Style.

The second paper (5-7 pages typed) will focus on historical or thematic issues that have been raised in class, through the literature, and through your logs over the twelve-week period. This paper should use both primary and secondary sources and follow the MLA style as well.

Papers must be turned in by the due date. If you choose to turn in a rough draft, it must be submitted at least in one week before the due date, so that we can get it back to you to revise. Late papers will be penalized by one grade per day (e.g. if the paper earned a grade of B and was turned in one day late, it will receive a grade of C).

Midterm and Final: (20% each….40% total)

Both the midterm and final exams will include short answer questions, identification, and essay questions.