ENGL 2132: American Literature II

ENGL 2132-90, CRN 80194 & ENGL 2132-91, CRN 80195

Credit Hours: 3-0-3, fall 2014, Prerequisite: ENGL 1102

Dr. Gwendolyn Jones Harold

Office: A&S Bldg., G-210K
Home Page: http://faculty.clayton.edu/gharold/home

On-Campus Office Hours: by appointment
On-Line Office Hours: Mon & Wed: 10:00 – 11:00 AM

I will check email daily, Monday through Friday, but I will not be available on Friday evening or on Saturdays & Sundays or during school holidays and semester breaks.

The Best Way to Reach Dr. Harold is through email: gwendolynharold@clayton.edu

GA View and D2L

This course is fully-online; there are no face-to-face meetings; therefore, you must understand how to use GA View or D2L (they are the same thing).

Please view the following Student Tutorials on Using D2L:

- General Student tutorials on D2L: http://www.clayton.edu/hub/d2l#studentTraining
- Tutorial on Using “Dropbox: https://cidmedia.clayton.edu/DrBo - iPad - 20121119_12.50.06PM.mp4

COURSE DESCRIPTION

This course covers major works of American Literature from around 1865 to around 1950, including those outside the traditional canon. This course begins with the Realistic Period, continuing with the Naturalistic Period and then concluding with the Modern Period. Students will study the poetry and prose, including fiction and non-fiction, of both major and minor literary figures of the periods. The course emphasizes the cultural and historical conditions in America, including discussions of race and gender. The student will examine the currents of thought which produced cultural and historical changes and appreciate the artistic modes through which opinion was molded, challenged, and reflected. The student will understand and identify the characteristics of the major literary periods, including terms and concepts, and will analyze and describe the work of specific authors from these periods.

General Education Learning Outcomes

The following link provides the Clayton State University Core Curriculum outcomes (see Area D): http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf
ENGLISH DEPARTMENT LEARNING OUTCOMES
Students will be able to:
(1) Analyze and evaluate texts that reflect diverse genres, time periods, and cultures; and
(2) Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.

COURSE LEARNING OUTCOMES
• Course Outcome 1: Students will be able to analyze major Realistic, Naturalistic and Modern American writers/works and their representations of the human experience
• Course Outcome 2: Students will be able to interpret major writers/works of American Literature of the Realistic, Naturalistic and Modern periods within a historical and social context
• Course Outcome 3: Students will be able to demonstrate knowledge of American Realism, Naturalism, and Modern literary movements including each movement’s elements, figures, terms, and works

No Show Policy
A registered student who does not attend at least one class session (in person or by electronic equivalent) by the posted deadline on the academic calendar is a “no show.” For students enrolled in this online course, attendance will be verified by one of the following: (1) posting an online discussion during week one or two – prior to the no show deadline; or by (2) taking a quiz (the syllabus quiz or quiz two). If one of these activities is not completed by August 28, 2014 at 5 PM, you will be reported as a NO SHOW.

Registration will be cancelled for any student who is submitted to the Registrar’s Office as a “no show”. The “no show” student will not be charged tuition for the cancelled course. However, there may be serious financial aid consequences for students who are receiving financial aid, since this will reduce the number of enrolled credit hours. If students believe their instructor reported them as a “no show” in error, they must contact the instructor immediately to resolve the issue. Although a student will have the right to appeal the course cancellation, consideration will only be given if the student meets all of the following criteria: (1) A minimum cumulative Clayton State GPA of 3.0 (if previously enrolled); (2) No more than two prior “no show” instances at Clayton State; and (3) Recommendation of the instructor for reinstatement into the course. Students are eligible to attend class until the appeal outcome is determined. Appeals must be submitted by email to the dean or designee of the college/school no later than the last day of the third week of classes. The email must include reason for not attending during the first two weeks of class, recommendation from the instructor, and Laker ID.

REQUIRED TEXTS
All Required Texts & Readings are posted in D2L. There are no textbooks to buy.
To find all the reading for this course, click on Content in D2L.

COURSE ASSIGNMENTS

I. DISCUSSION QUESTION RESPONSES

Weekly Discussion Posts
Each week, you will be required to read assigned content and post responses based on these readings.
Weekly discussion questions will be released on Mondays; therefore responses (postings) to the questions will begin on Monday morning @ 8 AM and will close on Thursday at 5 PM. Posts are due on Thursdays by 5 PM.

The only exception to this rule is the first week of classes. Because of drop/add, the “Introduce Yourself” post as well as the posts for Week One’s readings are due August 28, 2014 @ 5 PM.

Please note that you may post in “Questions about the Course” or to “From your Professor” any time during the semester. In the discussion, check “From your Professor” several times per week – here I will post updates about the course and reminders.

How Often Do You Have to Post?

You must post at least one initial discussion each week as well as a response to another student to receive full credit of 100 points per week.

The exception to this rule is Week One. There are two additional topics in the discussion for week one: “Post Questions about the Class” and “Introduce Yourself.” Introduce yourself, but you don’t need to respond to “Questions about the Class” unless you have questions. In addition to “Introducing Yourself” on Week One, you must make posts in response to the reading assignments. Make an initial post and a response to one of the other students based on the assigned readings for Week One. Therefore, for Week One, you must make at least three posts.

After Week One and for the duration of the semester, you will be required to post ONE initial response and an additional response to one of the other students. Each week, you will, therefore, make two posts on the assigned reading. You may post more frequently if you have something to add.

How to Compose Your Posts

Initial Posts

Your initial post based on the week’s reading assignments should be a detailed paragraph with a controlling statement that is supported with examples and short quotes from the reading. Your second required post, your response to another student, should also be thoughtful and specific.

Please note that in the discussion you will see “categories of questions.” You need respond to only one question in only one category for your initial response. For your follow up response to another student, you should respond in another category.

In addition, each initial response must:

- be posted in the Discussion Section in Desire2Learn.
- include a controlling statement.
- be a complete paragraph of several sentences.
- include direct quotes and/or examples from the primary source.
• include analysis of the primary source.
• be written in Standard English in complete sentences.
• be free of spelling and grammar errors.

A post should include a well-written, thought-provoking answer; think of your post as a mini essay. You should not say, “Everyone has taken my response,” “I cannot add anymore to the discussion because the class has covered the topic adequately,” And don’t simply repeat what other students have already posted – read other students’ posts as well as my responses.

Responses to Other Students’ Posts

Your response to another student shouldn’t simply say, “I agree with Jane” or “You make a good point.” If you agree or disagree with a post, state your reasons—why or why not? Always support your posts with specific details or reasons. Your response to other students doesn’t need to be as detailed as your initial response, but it should be thoughtful and well-supported. Please note that in the discussion you will see “categories of questions.” You need respond in only one category for your initial response. For your follow up response to another student, you should respond in another category.

How Posts are Graded

You must make an initial post as well as response to another student to receive the full 100 point credit each week. Missed discussions cannot be made up.

A word of caution: do not repeat what others have said; if there are several posts on a question, post to another question. In other words, try not to post information already provided by another post; you should try to be as original as possible. For example, if several students have already defined American Modernism, respond to another question rather than simply repeating the same definition. Therefore, always read my responses to other students’ posts before writing your own post. Repetitive posts will not receive full-credit. Post early in the week!!

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery of Post</td>
<td>Consistently uses grammatically/mechanically correct posts; posts early</td>
<td>Few grammatical or spelling errors</td>
<td>Errors in grammar/mechanics</td>
<td>Utilizes poor spelling &amp; grammar in most posts; posts appear &quot;hasty&quot;</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic; provides</td>
<td>Frequently posts topics that are related to content; somewhat insightful but lacks</td>
<td>Most posts are short in length and offer no further insight into the topic;</td>
<td>Posts topics which do not relate to the discussion content; makes short or</td>
</tr>
</tbody>
</table>

Discussions are graded using the following rubric:
Discussion Schedule

**Week One:**
“Questions about the Course” **Available all semester**
“Introduce Yourself”
**Available: Mon, Aug 18 @ 8 AM until Thurs, Aug 28 @ 5 PM**
“Romanticism, Realism & Howells” (Week One’s Readings)
**Available: Mon, Aug 18 @ 8 AM until Thurs, Aug 28 @ 5 PM**

**Week Two:**
“Twain & Freeman” (Week Two’s Reading)
**Available: Mon, Aug 25 @ 8 AM until Thurs, Aug 28 @ 5 PM**

**Week Three:**
“Chopin & Gilman”
**Available: Mon, Sept 1 @ 8 AM until Thurs, Sept 4 @ 5 PM**

**Week Four:**
“Chesnutt”
**Available: Mon, Sept 8 @ 8 AM until Thurs, Sept 11 @ 5 PM**

**Week Five:**
“Naturalism, Norris & London”
**Available: Mon, Sept 15 @ 8 AM until Thurs, Sept 18 @ 5 PM**

**Week Six:**
“Naturalism & Crane”
**Available: Mon, Sept 22 @ 8 AM until Thurs, Sept 25 @ 5 PM**

**Week Seven:** Midterm (no required discussion)

**Week Eight:**
“Modernism & Glasgow”
**Available: Mon, Oct 6 @ 8 AM until Thurs, Oct 9 @ 5 PM**
Week Nine: “Eliot & Frost” (Fall Break Week – note change in dates)
Available: Wed, Oct 15 @ 8 AM until Fri, Oct 17 @ 5 PM

Week Ten:
“Fitzgerald and Cather”
Available: Mon, Oct 20 @ 8 AM until Thurs, Oct 23 @ 5 PM

Week Eleven:
“Harlem Renaissance, Hurston & Hughes”
Available: Mon, Oct 27 @ 8 AM until Thurs, Oct 30 @ 5 PM

Week Twelve:
“Southern Renaissance & Faulkner”
Available: Mon, Nov 3 @ 8 AM until Thurs, Nov 6 @ 5 PM

Week Thirteen:
“Porter”
Available: Mon, Nov 10 @ 8 AM until Thurs, Nov 13 @ 5 PM

Week Fourteen:
“Walker & Mason”
Available: Mon, Nov 17 @ 8 AM until Thurs, Nov 20 @ 5 PM

Weeks Fifteen & Sixteen: Final Exams (no required discussion)

II. **QUIZZES**: There are a total of 16 quizzes.

Reading Quizzes:
The weekly reading quizzes cover all the assigned readings for each week: the primary texts, the biographies, the critical interpretations & literary terms. Each weekly quiz is made up of 25 multiple choice questions. Reading quizzes are graded on a 100-point scale and will be averaged, along with the midterm and final quizzes, at the end of the semester.

Each week we will have one reading quiz with the exception of Week One. On Week One, there are two quizzes: the syllabus quiz and also quiz two on the assigned readings.

There are a total of 14 reading quizzes, including the syllabus quiz. You will be given 35 minutes to take each reading quiz. Remember to save as you go; you can’t move back and forth on online quizzes.

**Reading quizzes open on Tuesdays @ 8 AM and close on Wednesdays @ 5 PM.** The exception to this regular schedule is the first week of classes. Because of Drop/Add, I will extend the time for the Syllabus Quiz, Quiz Two, and Quiz Three for the **FIRST TWO WEEKS ONLY.** The First Three Quizzes: Syllabus Quiz, Quiz Two, and Quiz Three will be available from Tuesday, August 19th @ 8 AM until Thursday, August 28th @ 5 PM.

Please note that beginning with Quiz Four, quizzes will open on Tuesdays @ 8 AM and close on Wednesdays @ 8 PM. **Therefore, Quiz Four will close on Wednesday at 5 PM.**
Also note that Quiz Nine is during Fall Break Week; therefore, the quiz availability dates for quiz nine are:

**Wed, Oct 15 @ 8 AM until Thurs, Oct 16 @ 5 PM.**

### Midterm and Final Quizzes:

In addition to the 14 reading quizzes, there are **two more quizzes: the Midterm Quiz and the Final Quiz**. The Midterm Quiz covers all the readings assigned through the midterm. The Final Quiz covers all the readings assigned since the midterm. Neither quiz is comprehensive. The questions for each quiz cover all the assigned readings and definitions/terms in the Content. The types of questions include quote identification (both the author and the title of the work) and other questions about the readings, including definitions and terms.

Each quiz is made up of 50 multiple-choice questions; each quiz is worth up to 100 points. You will be 75 minutes each to take each quiz. These quizzes open on Tuesdays @ 8 AM and close on Wednesdays @ 5 PM.

Please note that the midterm quiz is NOT part of your midterm test grade; the Final Quiz is NOT part of your final exam grade. These quizzes will carry the same weight as the Reading quizzes.

Any missed quiz (Reading quizzes, Midterm quiz, and Final Quiz) cannot be made up WITHOUT A DOCUMENTED MEDICAL REASON OR OTHER EXCUSE DEEMED VIABLE BY THE PROFESSOR.

### Quiz Schedule

<table>
<thead>
<tr>
<th>Quiz One: Syllabus Quiz</th>
<th>Covers all the materials in the syllabus. Please note that there are two quizzes for Week One: the syllabus quiz &amp; the quiz two, over the readings. Available: Tues, Aug 19 @ 8 AM until Thurs, Aug 28 @ 5 PM</th>
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<tr>
<td>Quiz Two:</td>
<td>Covers all assigned readings for Week One Available: Tues, Aug 19 @ 8 AM until Thurs, Aug 28 @ 5 PM</td>
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<tr>
<td>Quiz Three:</td>
<td>Covers all assigned readings for Week Two Available: Tues, Aug 26 @ 8 AM until Thurs, Aug 28 @ 5 PM</td>
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<tr>
<td>Quiz Four:</td>
<td>Covers all assigned readings for Week Three <strong>(note due date changes)</strong> Available: Tues, Sept 2 @ 8 AM until Wed, Sept 3 @ 5 PM</td>
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<tr>
<td>Quiz Five:</td>
<td>Covers all assigned readings for Week Four Available: Tues, Sept 9 @ 8 AM until Wed, Sept 10 @ 5 PM</td>
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<td>Quiz Six:</td>
<td>Covers all assigned readings for Week Five Available: Tues, Sept 16 @ 8 AM until Wed, Sept 17 @ 5 PM</td>
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<td>Quiz Seven:</td>
<td>Covers all assigned readings for Week Six Available: Tues, Sept 23 @ 8 AM until Wed, Sept 24 @ 5 PM</td>
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<tr>
<td>Midterm Quiz:</td>
<td>Covers all readings up to the midterm exam Available: Mon, Sept 29 @ 8 AM until Tues, Sept 30 @ 5 PM</td>
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Quiz Eight: Covers all assigned readings for Week Eight
Available: Tues, Oct 7 @ 8 AM until Wed, Oct 8 @ 5 PM

Quiz Nine: Covers all assigned readings for Week Ten (Fall Break Week – note dates)
Available: Wed, Oct 15 @ 8 AM until Thurs, Oct 16 @ 5 PM

Quiz Ten: Covers all assigned readings for Week Eleven
Available: Tues, Oct 21 @ 8 AM until Wed, Oct 22 @ 5 PM

Quiz Eleven: Covers all assigned readings for Week Twelve
Available: Tues, Oct 28 @ 8 AM until Wed, Oct 29 @ 5 PM

Quiz Twelve: Covers all assigned readings for Week Thirteen
Available: Tues, Nov 4 @ 8 AM until Wed, Nov 5 @ 5 PM

Quiz Thirteen: Covers all assigned readings for Week Fourteen
Available: Tues, Nov 11 @ 8 AM until Wed, Nov 12 @ 5 PM

Quiz Fourteen: Covers all assigned readings for Week Fifteen
Available: Tues, Nov 18 @ 8 AM until Wed, Nov 19 @ 5 PM

Final Quiz: Covers all the readings after the midterm
Available: Mon, Nov 24 @ 8 AM until Tues, Nov 25 @ 5 PM.

III. MIDTERM and FINAL EXAMS

The Midterm and Final Exams are both essay exams. Each essay is worth up to 100 points. Missed exams cannot be made up without a doctor’s excuse or other excuse deemed appropriate by the instructor.

Requirements for Each Essay Exam: Directions & Exam Questions are in D2L content

- An in-depth essay, a literary analysis of one of the assigned readings
- Answer ONE question a fully-developed persuasive essay.
- Essay’s thesis is be fully explained/ defined.
- Use Specific examples and short quotes from your primary source (short story or poem) are required.
- MLA documentation style is required; a Works Cited page is required, even if you use only the primary source.
- Secondary sources, scholarly articles or overviews of the primary readings, may also be used BUT ARE NOT REQUIRED. If secondary sources are used, they must be included in the Works Cited.
- Do not use non-scholarly sources, especially online sources such as Wikipedia or Sparknotes. I will deduct points if any of these sources are used. If you have relied heavily on one or more of these sources, your may fail the assignment.
- If you plagiarize this assignment, you will receive a zero for the assignment and will be subject to failure in the class.
- Each essay will be four to six pages in length (not counting the Works Cited page)
Typed and double-spaced and written in Standard English, free of grammatical and mechanical errors.

Submit using the Dropbox tool.

**Due Dates**

- **The Midterm Essay** is due no later than Wed, Oct 1 @ 5 PM.
- **The Final Exam Essay** is due no later than Wed, Dec 3 @ 5 PM.
- You may submit papers early, but I will not accept late papers without a documentable excuse.

**How to Submit the Essay Exam**

- Both essays will be submitted using the Dropbox tool in D2L.
- To use the Dropbox, click on the Dropbox tool, and then find your correct assignment (this will be either Midterm Essay or Final Exam Essay).
- Click on Add File (this is your typed, written essay). Upload your file.
- You must submit your essay in **Word**: I will NOT accept essays in PDF.
- After you upload your file, make sure your click submit.
- **If you have successfully submitted your file, you will receive an email confirmation. If you do not receive a confirmation, go back and re-submit.**
- Please note that I will not accept assignments submitted by e-mail attachment; only assignments submitted through the Dropbox tool will be accepted. If you do not submit your assignment through the Dropbox tool, you will receive a zero for the assignment.

**How to Write a Successful Essay Exam**

- **DO NOT SIMPLY RETELL THE PLOT; YOUR THESIS IS AN ANALYSIS.** And do not write an author’s biography – analyze one of the assigned short stories, essays or poems.
- Your essay’s specific focus or thesis will be thoroughly explained; remember your thesis is your purpose, so don’t try to cram it into one sentence. Clearly define all terms related to your focus, such as Realism or Gothic literature.
- Support your thesis with specific examples & short quotes from your primary source. Your primary source is the poem or short story you are talking about in your paper.
- In addition to the primary source, you can also use secondary sources, critical or scholarly articles written about your short story or poem.
- Your essay will be well-organized & follow a logical argument that can be clearly understood and followed. **Make sure your essay is cohesive. And keep your reader in mind: will a reader understand my purpose and will the reader be able to follow my train of thought?**
- **Apply the “so what “ question to your focus: for example, if you are discussing a story as an example of gothic literature, don’t just list the characteristics of the gothic found in the story. Tie these characteristics to the story’s meaning; explain why looking at these elements is important to understanding the story’s meaning.**

**How the Essay Exams are Graded**

**Content: 40% of the essay grade**

- Fulfillment of the assignment's content requirements
- Clear, focused topic/thesis (any literary terms are defined/explained)
• Range and quality of knowledge
• Thesis has a specific, critical argument
• Sufficient and suitable content to support and develop ideas
• Ideas are fully developed
• Ideas are supported with specific examples & short quotes from the primary work
• Awareness of audience

**Organization: 30% of the essay grade**
• Clear introductory paragraph(s) with sufficient supporting, body paragraphs
• Unity and coherence; essay uses a logical progression and easy to follow
• Support for focused topic
• Transitions that move the reader from key point to key point
• Quotes are introduced appropriated and well integrated into the paragraph, and also thoroughly explained
• If secondary sources are used, make sure you have provided clear citations

**Mechanics, Grammar and Style: 30% of the essay grade**
• Format
• Punctuation
• Sentence Structure: vary sentence structure and avoid short, choppy sentences
• Grammar and Usage (avoid vague pronouns such as this or it)
• Competent use of standard English
• Style
• Correct use of MLA format

**GRADING POLICY**

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<tr>
<th>Activity</th>
<th>Percentage</th>
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<tr>
<td>On-line Discussions</td>
<td>25%</td>
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<tr>
<td>Quizzes</td>
<td>25%</td>
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<tr>
<td>Midterm Essay Exam</td>
<td>25%</td>
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<tr>
<td>Final Essay Exam</td>
<td>25%</td>
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<th>Grade</th>
<th>Range</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>
<td>below 60</td>
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**MID-TERM PROGRESS REPORT**

Your mid-term grade will be issued by **October 7, 2014**. Your midterm grade will reflect an average of the work that has been completed prior to this date. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on **October 7, 2014. The last day to withdraw without academic accountability is October 7, 2014.**
Course Policies

General Policy
Students must abide by policies in the Clayton State University Student Resource Handbook, and the Basic Undergraduate Student Responsibilities.

Course Attendance Policy: Students are expected to participate in weekly on-line discussions as an indication of attendance.

Missed Work: Weekly discussions cannot be made up. Missed exams (midterm and final) and quizzes cannot be made up without an acceptable and documented reason, such as a doctor’s excuse.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the Student Resource Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16). Any and all plagiarized assignments will be given a zero. Any incidence of plagiarism may result in failure of the class.

Plagiarism Detection Software
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included. Any and all plagiarized assignments will be given a zero. Any incidence of plagiarism may result in failure of the class.

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process will not be tolerated. While a variety of behaviors can be disruptive in an online setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. More subtle forms of behavior may also negatively impact the teaching-learning process.

Possible examples of disruptive behavior may include but are not limited to the following:

- Students who are unwilling to participate in educational activities
- Students who fail to respond to reasonable faculty direction while participating in course activities
- Students who send disrespectful, threatening or bullying emails or posts to the professor or other students
- Students who require inordinate or inappropriate demands for time or attention from the professor
- Students who engage in abusive or mean spirited criticism of another student or the professor
- Students who question the professor’s authority either in person or in the online environment, including through emails or posts
- Students who verbally abuse the professor or another student
- Students who refuse to comply with faculty direction
- Students who harass the professor or other students
A student who is dismissed is entitled to due process and will be afforded such rights (See Disciplinary Procedures) as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. Appeal procedures are provided at: [http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf](http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf)

**Incomplete Grades:** An incomplete will only be granted in cases of dire hardships by the approval of the Dean of Arts & Sciences.

**Accommodations:** To obtain this document and all other course materials in an alternative format, contact Disability Services: 678-466-5445 or [http://www.clayton.edu/disability/](http://www.clayton.edu/disability/)

**Computer Policy**

Each CSU student is required to have ready access to a computer that meets faculty-approved hardware and software requirements for the student's academic program. See: [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).

**Computer Skill Prerequisites**

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<th>Requirement</th>
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<tr>
<td>Able to use the Windows™ operating system</td>
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<tr>
<td>Able to use Microsoft Word™ word processing</td>
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<tr>
<td>Able to send and receive e-mail using GA View</td>
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<tr>
<td>Able to attach and retrieve attached files via email</td>
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<tr>
<td>Able to navigate and access Georgia View</td>
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<tr>
<td>Able to use an Internet Explorer or Mozilla Web browser.</td>
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**REQUIRED SOFTWARE**

3. Mozilla Firefox or Google Chrome are the recommended browsers for use with the current D2L version of Georgia View. Both can be installed at no charge by downloading from either [www.mozilla.com](http://www.mozilla.com) or [www.google.com/chrome](http://www.google.com/chrome).

**TROUBLESHOOTING SUGGESTIONS**

**Unable to access file:**
- Download Adobe Reader at [www.adobe.com](http://www.adobe.com) to access files
- Download Flash Player at [www.adobe.com](http://www.adobe.com) to access the movie clips.
- If you are unable to upload a page, you may need to turn off your pop-up blockers (this is common with learning modules and online lectures).

**Trouble with Attachments:** Download the most recent version of Java at [www.java.com](http://www.java.com). After you install Java, reboot your computer and try again.

**Other Problems**

Contact The HUB in person, via email ([TheHub@clayton.edu](mailto:TheHub@clayton.edu)) or on the phone 678 466-HELP. You will need to provide the date and time of the problem, your GeorgiaView username, the name of the course that you're attempting to access, and the instructor's name.

**Copies:** Always keep copies of all important work—including print copies of electronic files—until after you receive your final grade in the course. Your instructor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.
Questions or Concerns: If you have questions or concerns about your class, you must attempt to resolve those with your instructor as soon as possible. If your concerns remain after you have conferred with your instructor, you may see Dr. Barbara Goodman. (barbaragoodman@clayton.edu), the Chair of the Department of English, in office G-110 in the Arts and Sciences Building.

Writing Assistance

The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit their website for more information: http://clayton.edu/writersstudio.
There you will find a link to register for appointments online: http://clayton.mywconline.com
You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

OTHER SOURCES of HELP

- The Library staff can help you locate information to use in your writing. Library resources are also available online at http://adminservices.clayton.edu/library/.
- The CSU Academic Support Services is available to assist with effectively using the additional resources online at http://adminservices.clayton.edu/cas/campus_services_guide_final.doc
- The Department of English homepage http://a-s.clayton.edu/english/default.htm contains links to information on the Regents’ Test and other useful materials such as the “mini-handbook” guide to the Clayton State University Writing Guidelines.
- The Office of Enrollment Services, reached in the Student Center, room 226, can direct you to sources of academic, career, and personal counseling, as well as to information about financial aid and student organizations and activities. The Internet address for this office is http://adminservices.clayton.edu/provost/enrollmentsservices.htm.

COURSE SCHEDULE

The schedule below lists all the assignments for each week. All of the readings are located in the Content. Remember that you are responsible for each week’s readings at the beginning of the week.

WEEKLY ASSIGNMENTS

Each week, other than exam weeks, you will do the three following activities:

(1) Read ALL the assigned readings in each week’s module(s).
Read the directions first, and then read all the other materials.
(2) **Write weekly discussion posts** based on the readings.
Each week I will provide discussion questions based on the readings. You must create **two posts: an initial response and a response to another student.**

(3) **Take a quiz:** Each week, you will take a quiz, but remember that for Week One, there are TWO quizzes, including the syllabus quiz.

<table>
<thead>
<tr>
<th>Always read in order &amp; read everything.</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Aug 18—22</strong></td>
<td></td>
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<tr>
<td><strong>Module 1</strong></td>
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<tr>
<td><strong>Two quizzes this week: syllabus quiz and a reading quiz</strong></td>
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<tr>
<td><strong>Topics:</strong> American Romanticism &amp; Realism</td>
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<td></td>
</tr>
<tr>
<td><strong>Authors:</strong> Emerson, Poe &amp; Howells</td>
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</tr>
<tr>
<td><strong>Assignments for Week One</strong></td>
<td>Discussion activity</td>
<td>Discussion activity</td>
<td><strong>Syllabus Quiz</strong></td>
</tr>
<tr>
<td>• Read <strong>everything</strong> in <strong>Module One:</strong></td>
<td>Discussion Activity</td>
<td>Discussion Activity</td>
<td>Discussion activity</td>
</tr>
<tr>
<td>o Directions</td>
<td></td>
<td></td>
<td><strong>Quiz Two</strong></td>
</tr>
<tr>
<td>o Dr. Harold’s Introduction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>o Syllabus</td>
<td></td>
<td></td>
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<tr>
<td>o Netiquette Guidelines</td>
<td></td>
<td></td>
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<tr>
<td>o Guidelines for posting in the discussion</td>
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<td></td>
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</tr>
<tr>
<td>o Notes on Romanticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Notes on American Realism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o American Realism &amp; William Dean Howells</td>
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<tr>
<td>• <strong>Introduce yourself in the “Introduce Yourself” discussion</strong></td>
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</tr>
<tr>
<td>• Take <strong>quiz one</strong> on the Syllabus AND <strong>Quiz Two</strong> on the readings</td>
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<td></td>
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</tr>
<tr>
<td>• <strong>Write two posts: one initial post and a response to another student</strong></td>
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</tbody>
</table>

**Objectives**
- Describe the historical & historical contexts of American Romanticism as compared to American Realism
- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings & concerns of the work’s time as well as universal human concerns
- Recall assigned readings and relevance of passages
- Identify passages from assigned readings
# Week 2: Aug 25—29

## Module 2
**Topic:** American Realism cont.  
**Authors:** Twain & Freeman  
**Terms:** Tall Tale & Southwestern Humor

### Assignments for Week Two

- **Read** everything in **Module 2:**  
  - Directions  
  - Twain's Folders  
  - Terms  
  - Freeman's Folders

- **Write two posts:** one initial post and a response to another student

- Take **Quiz Three**

### Objectives

- Recall assigned readings & relevance of passages  
- Interpret relevance of passages & literary terms  
- Demonstrate understanding of connections between/among readings & concerns of the work's time as well as universal human concerns  
- Identify passages from assigned readings

### Discussion activity
- Discussion activity  
- Discussion activity  
- Discussion activity  

### Quiz Three

---

# Week 3: Sept 1—5  
(Sept 1, holiday)

## Module 3
**Topic:** American Realism Cont.  
**Authors:** Chopin & Gilman  
**Terms:** Gothic literature & Cult of Domesticity

### Assignments for Week 3

- **Read** everything in **Module 3:**  
  - Directions  
  - Gilman's Folders  
  - Chopin's Folders  
  - Terms

- **Write two posts:** one initial post and a response to another student

- Take **Quiz Four**

### Objectives

- Recall assigned readings & relevance of passages  
- Interpret literary passages & literary terms  
- Demonstrate understanding of connections between/among readings and concerns of the work's time

### Discussion activity
- Discussion activity  
- Discussion activity  
- Quiz Four  
- Discussion activity
as well as universal human concerns
• Identify passages from assigned readings

<table>
<thead>
<tr>
<th>Week 4: Sept 8—12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 4</strong></td>
<td></td>
</tr>
<tr>
<td>Topic: American Realism Cont.</td>
<td></td>
</tr>
<tr>
<td>Author: Chesnutt</td>
<td></td>
</tr>
<tr>
<td>Term: Trickster</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments for Week 4**

- Read **everything** in **Module 4**:  
  o Directions  
  o Chesnutt’s Folders
- **Write two posts: one initial post and a response to another student**
- Take **Quiz Five**

**Objectives**

- Interpret literary passages & literary terms
- Recall assigned readings & relevance of passages
- Demonstrate understanding of connections between/among readings & concerns of the work’s time as well as universal human concerns
- Identify passages from assigned readings

<table>
<thead>
<tr>
<th>Week 5: Sept 15—19</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Module 5</strong></td>
<td></td>
</tr>
<tr>
<td>Topic: American Naturalism</td>
<td></td>
</tr>
<tr>
<td>Authors: Norris &amp; London</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments for Week 5**

- Read **everything** in **Module 5**:  
  o Directions  
  o Notes on Naturalism  
  o Norris’s Folders  
  o London’s Folders
- **Write two posts: one initial post and a response to another student** in the discussion
- Take **Quiz Six**

**Objectives**

- Recall assigned readings & relevance of passages
- Interpret relevance of passages & literary terms
- Demonstrate understanding of connections between/among readings & concerns of the work’s time as
well as universal human concerns
- Identify passages from assigned readings

<table>
<thead>
<tr>
<th>Week 6: Sept 22—26</th>
<th>Module 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Naturalism cont.</td>
<td>Author: Crane</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Week 6</th>
<th>Discussion activity</th>
<th>Discussion activity</th>
<th>Discussion activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read everything in Module 6:</td>
<td></td>
<td></td>
<td>Quiz Seven</td>
</tr>
<tr>
<td>o Directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Crane's Folders</td>
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<tr>
<td>Write two posts: one initial post and a response to another student in the discussion</td>
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<tr>
<td>Take Quiz Seven</td>
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</table>

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Recall assigned readings &amp; relevance of passages</td>
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</tr>
<tr>
<td>Interpret literary passages &amp; literary terms</td>
<td></td>
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<tr>
<td>Demonstrate understanding of connections between/among readings &amp; concerns of the work's time as well as universal human concerns</td>
<td></td>
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<tr>
<td>Identify passages from assigned readings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: Sept 29—Oct 3</th>
<th>Module 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam Week</td>
<td></td>
</tr>
<tr>
<td>Midterm Quiz, Due: Sept 30 @ 5 PM</td>
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<tr>
<td>Midterm Essay Exam, Due: Wed, Oct 1 @ 5 PM</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Midterm, Week 7</th>
<th>Midterm Quiz &amp; Midterm Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read everything in Module 7:</td>
<td></td>
</tr>
<tr>
<td>o Directions for Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>o Questions for Part 2, Essay</td>
<td></td>
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<tr>
<td>o How to Write a Literary Analysis</td>
<td></td>
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<tr>
<td>o How to Write a Poetry Explication</td>
<td></td>
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<tr>
<td>Take Midterm Quiz, On-line</td>
<td></td>
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<tr>
<td>Write Midterm Exam</td>
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<tr>
<td>Submit Midterm Essay, Dropbox</td>
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</tbody>
</table>

Please note that the midterm quiz counts as a regular quiz grade; it isn’t part of the midterm exam. The midterm essay is the midterm exam.
<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall assigned readings &amp; relevance of passages</td>
</tr>
<tr>
<td>• Interpret literary passages &amp; literary terms</td>
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<tr>
<td>• Demonstrate understanding of connections between/among readings &amp; concerns of the work's time as well as universal human concerns</td>
</tr>
<tr>
<td>• Identify passages from assigned readings</td>
</tr>
<tr>
<td>• Identify and define terms</td>
</tr>
<tr>
<td>• Write an essay on one of the assigned readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8: Oct 6—10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 8</td>
</tr>
<tr>
<td>Topic: American Modernism</td>
</tr>
<tr>
<td>Author: Glasgow</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read everything in Module 8:</td>
</tr>
<tr>
<td>o Directions</td>
</tr>
<tr>
<td>o American Modernism</td>
</tr>
<tr>
<td>o Glasgow’s Folders</td>
</tr>
<tr>
<td>• Write two posts: one initial post and a response to another student in the discussion</td>
</tr>
<tr>
<td>• Take Quiz Eight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall assigned readings &amp; relevance of passages</td>
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<tr>
<td>• Interpret literary passages &amp; literary terms</td>
</tr>
<tr>
<td>• Demonstrate understanding of connections between/among readings &amp; concerns of the work's time as well as universal human concerns</td>
</tr>
<tr>
<td>• Identify passages from assigned readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9: Oct 13—17 (fall break Oct 13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 10</td>
</tr>
<tr>
<td>Topic: Modern American Poetry</td>
</tr>
<tr>
<td>Authors: Frost &amp; Eliot</td>
</tr>
<tr>
<td>Terms: Dramatic Monologue &amp; Stream of Consciousness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Week 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read everything in Module 10:</td>
</tr>
<tr>
<td>o Directions</td>
</tr>
<tr>
<td>o Frost’s Folders</td>
</tr>
<tr>
<td>o Eliot’s Folders</td>
</tr>
<tr>
<td>o Dramatic Monologue</td>
</tr>
</tbody>
</table>

| Topic: Modern American Poetry                                              |
| Authors: Frost & Eliot                                                     |
| Terms: Dramatic Monologue & Stream of Consciousness                         |
- **Write two posts: one initial post and a response to another student** in the discussion

- **Take Quiz Nine**

  **Objectives**
  - Recall assigned readings & relevance of passages
  - Interpret literary passages & literary terms
  - Demonstrate understanding of connections between/among readings & concerns of the work's time as well as universal human concerns
  - Identify passages from assigned readings

<table>
<thead>
<tr>
<th>Week 10: Oct 20—24</th>
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<tbody>
<tr>
<td><strong>Module 11</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong> American Modernism cont. Authors: Fitzgerald and Cather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read everything in <strong>Module 11:</strong></td>
</tr>
<tr>
<td>o Directions</td>
</tr>
<tr>
<td>o Fitzgerald's Folders</td>
</tr>
<tr>
<td>o Cather’s Folders</td>
</tr>
<tr>
<td>• <strong>Write two posts: one initial post and a response to another student</strong> in the discussion</td>
</tr>
<tr>
<td>• <strong>Take Quiz Ten</strong></td>
</tr>
</tbody>
</table>

  **Objectives**
  - Recall assigned readings & relevance of passages
  - Interpret literary passages & literary terms
  - Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

<table>
<thead>
<tr>
<th>Week 11: Oct 27—31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 12</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong> Harlem Renaissance Authors: Hurston &amp; Hughes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments for Week 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read everything in <strong>Module 12:</strong></td>
</tr>
<tr>
<td>o Directions</td>
</tr>
<tr>
<td>o Harlem Renaissance Folders</td>
</tr>
<tr>
<td>o Hughes’s Folders</td>
</tr>
<tr>
<td>o Hurston’s Folders</td>
</tr>
</tbody>
</table>
- Write two posts: one initial post and a response to another student in the discussion

- Take Quiz Eleven

Objectives
- Recall assigned readings & relevance of passages
- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

**Week 12: Nov 3—31**

**Module 13**
Topic: The Southern Renaissance
Author: Faulkner

**Assignments for Week 12**
- Read everything in Module 13
  - Directions
  - Southern Renaissance
  - Faulkner’s Folders
- Write two posts: one initial post and a response to another student in the discussion
- Take Quiz Twelve

Objectives
- Recall assigned readings & relevance of passages
- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

**Week 13: Nov 10—14**

**Module 14**
Topic: Southern Renaissance cont.
Author: Porter

**Assignments for Week 13**
- Read everything in Module 14
  - Directions
  - Porter’s Folders
- Write two posts: one initial post and a response to another student in the discussion

Discussion Activity | Discussion Activity | Quiz Thirteen
--- | --- | ---
Discussion Activity | Discussion Activity | Discussion Activity
### Objectives

- Recall assigned readings & relevance of passages
- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

#### Week 14: Nov 17—21

**Module 15**

**Topic:** Contemporary Writers  
**Authors:** Walker & Mason

#### Assignments for Week 14

- Read everything in **Module 15**
  - Directions
  - Walker’s Folders
  - Mason’s Folders
- **Write two posts:** one initial post and a response to another student in the discussion
- **Take Quiz Fourteen**

#### Objectives

- Recall assigned readings & relevance of passages
- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

#### Week 15: Nov 24—28

**(Nov 26-28, holiday)**

**Module 15**

**Final Quiz**  
**Due:** Tues, Nov 25 @ 5 PM

#### Assignments for Week 15

- **Take final quiz online**

*Please note that the final quiz is not part of your final exam grade.*
## Objectives

- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings & concerns of the work's time as well as universal human concerns
- Identify and define terms

## Week 16: Dec 1—5

### Module 15

**Final Exam**  
Due: Wed, Dec 3 @ 5 PM

### Assignments for Week 16

- Read everything in the Module 15
- **Write Final Exam Essay**
- **Turn in Final Exam Essay using Dropbox**

## Objectives

- Interpret literary passages & literary terms
- Demonstrate understanding of connections between/among readings & concerns of the work's time as well as universal human concerns
- Identify and define terms
- **Write an essay on a reading assigned after midterm**