ENGL 2132: American Literature II
CRN 20225

Credit Hours: 3-0-3, spring 2015, 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 only. Please note that Dr. Harold will be on campus on Wednesdays, 2:00-3:30 pm; but these are not official office hours, so please make an appointment.

On-Line Office Hours: Mon 6:00-7:30 pm and Wed 2:00-3:30 pm

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

The Best Way to Reach Dr. Harold is through email: gwendolynharold@clayton.edu. Please note that Dr. Harold does NOT communicate through D2L email, the email in the online course.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn (D2L), the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

This course is fully-online; there are no face-to-face meetings; therefore, you must understand how to use D2L.

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 prior to the no show deadline; or by (2) taking a quiz (the syllabus quiz or Unit 1 quiz). If one of these activities is not completed by Jan. 22, 2015, 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

Discussion Posts

You will post a discussion for each of the six content units. In each of the six units, you are required to read assigned content and post responses based on these readings. You must post a discussion in each unit. You must post at least one initial discussion for each unit as well as a response to another student to receive full credit of 100 points per week.

The due dates for discussions are posted in the course agenda under the Syllabus and Start Items. Make sure you read “Guidelines for Posting in the Discussion” in the Syllabus and Start Items.

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.

Make sure that you “Introduce Yourself” in the discussion also. Introduce yourself, but you don’t need to respond to “Questions about the Class” unless you have questions.

How to Compose Your Posts

Initial Posts

Your initial post based on the unit’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 will:

- Be posted in the Discussion Section in Desire2Learn.
- Include a controlling statement.
- Be a complete paragraph of several sentences.
- Include direct quotes and examples from the primary source.
- Analysis 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.**

**Posts are Graded using the Following:**

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!!**

### Discussions are graded using the following rubric:

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>Consistently uses grammatically/mechanically correct posts; posts early</td>
<td>Few grammatical or spelling errors</td>
<td>Errors in grammar/mechanics; posts at last minute</td>
<td>Utilizes poor spelling &amp; grammar in most posts; posts appear &quot;hasty&quot;; posts at last minute</td>
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<tr>
<td><strong>Relevance of Post</strong></td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic; provides insightful, in-depth analysis of topic</td>
<td>Frequently posts topics that are related to content; somewhat insightful but lacks some depth of knowledge</td>
<td>Most posts are short in length and offer no further insight into the topic; somewhat repetitive</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks; repeats comments</td>
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II. **QUIZZES:** There are a total of 8 quizzes

**Unit Quizzes:**

There are a total of six unit quizzes. The unit quizzes cover all the assigned readings for the unit: the primary texts, the biographies, the critical interpretations & literary terms. Each unit quiz is made up of 20 multiple choice questions. Unit quizzes are graded on a 100-point scale and will be averaged, along with the syllabus and MLA quiz, at the end of the semester.

You will have 35 minutes to take each unit quiz. Remember to save as you go; you can’t move back and forth on online quizzes. [Check the agenda for the due dates.](#)

**Syllabus Quiz:**

There is one syllabus quiz, covering the information provided in the syllabus. There are twenty multiple-choice questions. You will have 35 minutes to take the syllabus quiz. Remember to save as you go; you can’t move back and forth on online quizzes. [Check the agenda for the due date.](#)

**MLA Quiz:**

There is one MLA quiz made up of 20 multiple choice questions. You will have 35 minutes to take the MLA quiz. Remember to save as you go; you can’t move back and forth on online quizzes.

This quiz covers the basic the guidelines required for formatting a paper using MLA Style, including the use of in-text citations and a Works Cited page. You will need to understand how to use MLA Style for writing the three essays required in this class. [Check the agenda for the due date.](#) More information is provided in the course content.

III. **MIDTERM AND FINAL EXAMS:**

The Midterm Exam covers all the readings assigned in Units 1, 2 & 3. The Final exam covers all the readings assigned in Units 4, 5, & 6. The final is not comprehensive. Each exam is made up of four short essay questions; each essay will be worth 25 points each for a total of
100 points. You will be given 90 minutes to take each exam, which will be taken in the quiz tool of D2L. Both exams are open book.

The questions for each exam cover all the assigned readings and definitions/terms in the Content. A Study Guide will be provided for each exam, but definitions and terms will be on each exam. More information is provided in the course Content. Check the agenda for the due dates.

Any missed quiz or test cannot be made up WITHOUT A DOCUMENTED MEDICAL REASON OR OTHER EXCUSE DEEMED Viable BY THE PROFESSOR.

IV. ESSAYS

There are three essays required in this class. Each essay is worth up to 100 points.

Essay One: addresses a critical argument in one of the readings in Units 1 &2
Essay Two: addresses a critical argument in one of the readings in Units 3 &4
Essay Three: addresses a critical argument in one of the readings in Units 5 & 6

Requirements for Each Essay: Specific Directions & Exam Questions are in the course content.

Each Essay will conform to the following guidelines:

- Each essay is an in-depth literary analysis of one of the assigned readings
- Each essay will answer ONE of the questions provided, in the directions, with a fully-developed persuasive argument
- Each essay will have a thesis, a debatable focus, that is fully explained/ defined
- Each essay will use specific examples and short quotes from the primary source (short story or poem) to support the thesis
- Each essay will use correct MLA documentation style, including a Works Cited page
- Each essay will cite quotes and examples from the selected primary source, using correct MLA Style
- Each essay may use secondary sources, scholarly articles or overviews of the primary readings, using correct MLA Style. While secondary sources are not required, their use is HIGHLY ENCOURAGED. Both the primary and secondary sources must be included in the Works Cited.
- Each essay will 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 rely heavily on one or more of these sources, your will 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)
- Each essay will be typed and double-spaced and written in Standard English, free of grammatical and mechanical errors
Each essay must be submitted by using the Dropbox tool.

**Due Dates: see the course agenda; please note that I will not accept late papers without a documentable excuse.**

**How to Submit each Essay**

- All 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 Essay One, Essay Two or Essay Three).
- 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**

- **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.**

**GRADING POLICY**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>On-line Discussions</td>
<td>20%</td>
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<tr>
<td>Quizzes (unit quizzes, MLA &amp; syllabus quizzes)</td>
<td>15%</td>
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<tr>
<td>Essay One</td>
<td>15%</td>
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<tr>
<td>Essay Two</td>
<td>15%</td>
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<td>Essay Three</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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Your mid-term grade will be issued by **March 2, 2015**. 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 **March 2, 2015**. The last day to withdraw without academic accountability is **March 2, 2015**.

### 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 and quizzes cannot be made up. Missed exams and essays cannot be made up without an acceptable and documented reason, such as a doctor’s excuse. **Please note that because you are required to have a laptop or ready access to a computer at all times (see computer policy), students will not be excused from classwork because they are out of town for any reason.** This is an online class and work can be completed anywhere at any time.

**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](#). Judicial 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

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/

Computer Policy

You are required to have a laptop or ready access to a computer at all times. Therefore, if you are out of town or have an emergency, you should take your laptop with you. Because this is an online course, no excuses will be given for missed work when you are out of town.

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

Computer Skill Prerequisites

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<th>Ability</th>
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<td>Able to use the Windows™ operating system</td>
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<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 or www.google.com/chrome.

TROUBLESHOOTING SUGGESTIONS
Unable to access file:
- Download Adobe Reader at www.adobe.com to access files
- Download Flash Player at 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. After you install Java, reboot your computer and try again.

Other Problems
Contact The HUB in person, via email (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/](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](http://adminservices.clayton.edu/cas/campus_services_guide_final.doc).
- The Department of English homepage [http://a-s.clayton.edu/english/default.htm](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/enrollmentservices.htm](http://adminservices.clayton.edu/provost/enrollmentservices.htm).