

**FAYETTEVILLE STATE UNIVERSITY**  
**College of Arts and Sciences**  
**Department of English**

**I. LOCATOR INFORMATION**

**Semester :** Spring 2012 with OPAR Rubric

**Course No. & Name:** ENGL 322, Section One, American Literature II

**Semester Hours of Credit:** Three Credit Hours

**Time Class Meets:** TTH (9:30 am to 10:50am)

**Instructor:** Booker T. Anthony, Ph.D.  
Professor of English

**Office Location:** Hackley Honors Hall, 219C  
Office phone: (910)-672-1347; FAX 672-2098; CELL 850-3713

**Office Hours:** MWF (9-11 am)  
Also by appointment

**E-mail: [banthony@uncfsu.edu](mailto:banthony@uncfsu.edu)**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU E-mail as the primary code of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU E-mail may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

## II. COURSE DESCRIPTION

ENGL 322 is a survey of the major writers of America from the Civil War to the present. The course will involve close readings of selected works, with background and supplemental information from secondary sources and lectures from the instructor, along with discussions from the class. The course may also make use of supplemental materials (through the Internet and Blackboard), through handouts, reserved materials, video and audio recordings, film, and audio-visual resources.

Note: The research paper, which uses secondary criticism and literary research, must be submitted to *Turnitin.com* before papers are submitted to the instructor for a grade. The instructor will provide the User ID and Class ID.

## III. SPECIAL NOTE:

**Disabled Student Services:** In accordance with Section 505 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

## IV. REQUIRED TEXTBOOKS/DOCUMENTS:

**Baym, Nina. Ed. 7<sup>th</sup> Edition. Package 2. Vols. C, D & E.** *The Norton Anthology of American Literature*. New York: W. W. Norton 2007. ISBN-10:0-393-92994-9; and ISBN-13:978-0-393-92994-2

A College-level dictionary.

Two Blue/Green Books (large) for Essay Examinations (Ask Bookstore Clerk)  
MLA Handbook (7<sup>th</sup> Edition), or Owl MLA (online)

## V. PROGRAM/COURSE LEARNING OUTCOMES

1. Identify major features that characterize the late 19<sup>th</sup> Century, Modern, and Contemporary American periods.
2. Evaluate cultural/historical influences on the construction of texts.
3. Develop research skills, including using and citing sources.
4. Develop close textual analysis employing relevant literary terms.

## **VI. OTHER PROGRAM/STUDENT LEARNING OUTCOMES**

1. Describe characteristics of American literature and culture.
2. Correctly apply literary terminology for narrative, poetic, and dramatic genres.
3. Use literary critical perspectives to general original analyses of American literature.
4. Compose diverse researched and/or original texts in varied genres and formats, using various composing processes, technologies, and/or multimodal formats.
5. Locate and evaluate discipline-specific sources, and incorporate and cite sources according to the MLA style manual.

### **OPAR Rubric and Assessment of Program/Course/ Student Learning Outcomes**

**First Measure:** Describe characteristics of American literature and culture. literary historical periods and cultures. Eighty-five percent of the students will be able to identify at least two of the literary historical period on the mid-term examination.

**Details/Description:** The American literature II survey course introduces students to the following historical periods: Realistic Period (1865-1900); Naturalistic and Symbolistic Period (1900-1930); Period of Conformity and Criticism (1930-1960); and the Period of the Confessional Self (1960- ).

**Acceptable Target:** Junior Standing English major, or Senior Standing majors who take ENGL312

**Implementation Plan (timeline):** May 1, 2012

**Key/Responsible Personnel:** Professor Booker T. Anthony

**Summary of Findings:** Pending

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**Second Measure:** Correctly apply literary terminology for narrative, poetic, and dramatic genres. Eighty percent of the students will be able to apply, correctly, at least one literary term in an assigned paper for the semester.

**Details/Description:** The English major in the survey course should have a basic knowledge of literary terms (the elements of literature and language) necessary to do critical reading and writing about literature. These terms include, but not limited to, metaphor, simile, imagery, symbolism, irony, satire, alliteration, personification, theme, hyperbole, meter, foreshadowing.

**Implementation Plan (timeline):** May 1, 2012

**Key/Responsible Personnel:** Professor Booker T. Anthony

**Summary of Findings:** Pending

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**Third Measure:** Use literary critical perspectives to generate original analyses of literature in English. Eighty percent of the students will be able to apply one critical perspective to generate original analysis of literature in English in at least one assigned paper.

**Details/Description:** The critical perspectives or approaches include, but not limited to formalist criticism, biographical criticism, historical criticism, psychological criticism, mythological criticism, sociological criticism, gender criticism, reader-response criticism, deconstructionist criticism, cultural studies, moralist criticism, and archetypal criticism.

**Acceptable Target:** Junior Standing English majors, or Senior Standing majors who take the course.

**Implementation Plan (timeline):** May 1, 2012

**Summary of Finding:** Pending

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**Fourth Measure:** Locate and evaluate discipline-specific sources, and incorporate and cite sources according to the MLA style manual. One hundred percent of the students will submit a research paper that requires in-text citations and a works cited page, demonstrating an understanding and skill of the Modern Language Association style of documentation.

**Details/Descriptions:** The English major is expected to master the "style bible for most college students." The MLA Handbook is the authority on documentation style for students in the Humanities and gives "step-by-step advice on every aspect of writing research papers, from selecting a topic to submitting the completed paper."

**Acceptable Target:** Junior Standing English majors, or Senior Standing majors who take the course.

**Implementation Plan (timeline):** May 1, 2012

**Summary of Finding:** Pending

## VII. EVALUATION CRITERIA

**Letter and numerical grade scores will be as follows: 92-100=A; 83-91=B; 73-82=C; 64-72=D; 63=F. Since two key parts of your total learning experience in this class are sharing your opinions and experiences with others and working with them in teaching-learning groups, your regular attendance is critically important. Many studies support, too, the thesis that class attendance affects performance. You are expected to attend all class meetings. In this class, a student who has been absent in excess of ten percent (10%) of the number of contact hours scheduled for the class for the semester may not receive a grade higher than a "D." For example, the student who misses 10% of the regular 60 hours (or six (6) hours of absences) may not receive an end-of-course grade higher than a "D." Please note that these are hours of absences, not class days.**

**The student may submit, under extraordinary circumstances, a documented and valid written justification for any absence(s), unavoidably exceeding the established limit. These justifications will be accepted at the discretion of the instructor. Students whose tardies become excessive (two weeks' worth) risk receiving a failing grade in the class. Students who have frequent absences because of university-related activities may be required to do extra reading and writing. Frequently, when examinations are given or papers are due, some students will intentionally skip class. The Department of English does not condone this pattern of behavior. A good policy is to have frequent dialogue with the instructor.**

**OTHER NOTES:**

1. The instructor reserves the right to make changes to this syllabus.
2. Turn cell phones off or to silent position during class. Please do not send or receive text messages during class time.
3. Some assignments are due on the same day as papers are due. Please do not miss class when a paper is due or come to class late with your paper. Papers must be turned in during class time. You are responsible for each reading and writing assignment.
4. Regular class attendance is necessary if you intend to pass this course with a “C” or better.
5. The final examination will be announced in class.

**DEADLINE FOR STUDENT-INITIATED WITHDRAWAL: MARCH 23**  
**DEADLINE FOR REMOVING INCOMPLETE GRADES FROM FALL 2011:**  
**MARCH 23**

**VIII. EVALUATION**

Long Paper (10 double-spaced pages of text, Times Roman 12 with Works Cited page)	35%
Midterm (comprehensive)	10%
Abstract/Preliminary Bibliography	10%
Final Examination (comprehensive)	10%
Discussion Board Explicators (BLACKBOARD) & Class Participation	<u>35%</u> 100%

(A=92-100); B=83-91; C=73-82; D=64-72; F=Academic Failure; I=Incomplete)

**REVISION OF GRADES – STUDENT RESPONSIBILITIES**

The following revisions became effective on August 16, 2007.

**STUDENTS:** Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. \*See warning below about class withdrawals.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

**STUDENTS:** Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

**STUDENTS:** Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

#### **NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grade is equivalent to an F grade in the calculation of the GPA.

**STUDENTS:** You must attend (or withdraw\* from) all the classes for which you are enrolled. *\*See warning below about class withdrawals.*

#### **WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

#### **DISCUSSION BOARD LITERARY EXPLICATOR:**

This semester, students will write four to five explicators in Blackboard’s Discussion Board. The instructor will post topical questions. It’s a two-step process for each Discussion Board Assignment. One, respond to the Discussion Board question or topic (2 pages, double-spaced; submit as Microsoft attachment in Blackboard). Second, respond to at least one classmate’s Discussion Board response (15-20 sentences). Each writing assignment will be judged on its clarity and effectiveness, and on its quality of the writing (grammar, usage, and punctuation).

### **THE LIBRARY RESEARCH PAPER (10 pages):**

The Long Paper is a library research project that requires the use of primary and secondary sources. Students will select topics related to the American literary tradition (poetry, fiction, or drama). In the final draft of your long paper (whether or not you are writing about poetry, fiction, or drama), you must clearly identify all the sources you have quoted from, summarized, or paraphrased. To do this, you will need a style of documentation. Use the parenthetical citation, which is a simplified version of the Modern Language Association style for research papers on literature. Complete information on the MLA Parenthetical Style of documentation appears in the 7<sup>th</sup> edition of the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi. Papers must be submitted to Turnitin.com before the papers can be graded, or submitted to the instructor.

Your Research Paper is not an Internet project, although you may use the Internet to access Chesnutt Library Databases, where journals can sometimes be found. Your paper should include research from literary journals, articles, and books. Remember, no GOOGLE searches. Use books, library journal articles, and Web-based journal articles.

Finally, before you submit a hard copy of your paper to me on the due date, you must submit your paper to Turnitin.com, regardless of whether or not you used the Internet. Your report percentage should not be above 12%.

### **EXTRA CREDIT:**

Students have an option to read one American literature novel (to be approved by the instructor). The novel chosen will form the basis for the long paper. Example topics: “The Ending of Huck Finn: Flawed or Ingenious”; “The Status of Women in Late 19<sup>th</sup> Century as Portrayed in Kate Chopin’s Fiction”; “The Theory of Realism in a Work by James Fenimore Cooper or Henry James”; “Women of Color in Chopin’s The Awakening”; “The Use of the Folk Narration in a Novel by Chesnutt”; or “Myth and Archetypes in Hurston’s Their Eyes Were Watching God.” This is the only extra credit you can receive. It must be on a novel.

### **THE LIBRARY PAPER CRITERIA:**

- a manageable topic (not too narrow or too broad)
- a clear thesis based on a careful reading of the work
- interesting opening paragraph that introduces the topic
- logical organization with a firm sense of direction
- persuasive interpretation
- adequate illustrations and evidence to support the thesis
- well-developed, unified, and coherent paragraphs

- **appropriate tone (not unduly flippant or pretentious)**
- **a sense of closure in the concluding paragraph**
- **an engaging, suggestive title**
- **clear, concise, and complete sentences that show variety**
- **appropriate documentation using the MLA guidelines (blend of quoting, summarizing, or paraphrasing secondary material)**
- **a carefully revised and edited final draft (for mechanics, grammar, and rhetoric)**
- **ability to write critically about literature (in terms of having a persuasive interpretation and illustrating the interpretation)**

**PLEASE NOTE THAT THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS STUDENT CONTRACT KNOWN AS YOUR SYLLABUS!**

Tues-TH Class  
SPRING 2012

Day-To-Day Syllabus  
English 322-01, American Literature II

**Volume C: 1865-1914**

- Week I (Jan. 10, 12):
- Tues. 1. Introductory Lecture.
- Thurs. 1. Read Mark Twain's *The Notorious Jumping Frog of Calaveras County*, pp. 100-108.  
2. Read Chapters 1-5, *Adventures of Huckleberry Finn*, pp. 108-122.
- Week II (Jan. 17, 19):
- Tues. 1. Read Bret Harte's *The Luck of Roaring Camp*, pp. 324-333.
- Thurs. 1. Read Joel Chandler Harris, pp. 512-516.
- Week III (Jan. 24, 26):
- Tues. 1. Read Henry James's *The Beast in the Jungle*, pp. 388-391; pp. 447-476.
- Thurs. 1. Read Sarah Orne Jewett's *A White Heron*, pp. 520-528.  
2. **POST YOUR FIRST DISCUSSION BOARD EXPLICATOR BY 11:59 PM ON Sunday, 01/29/2012.**  
3. **RESPOND TO AT LEAST ONE CLASSMATE'S THREAD BY 11:59 PM ON 01/30/12.**
- Week IV (Jan. 31, Feb. 2):
- Tues. 1. Read Charles W. Chesnutt's *The Wife of His Youth*, *The Passing of Grandison*, and "The Goophered Grapevine," pp. 688-716.
- Thurs. 1. Read Kate Chopin's *At the 'Cadian Ball* (to be distributed in class) and *The Storm*, pp. 529-534.
- Week V (Feb. 7, 9):
- Tues. 1. Read Charlotte Perkins Gilman's *The Yellow Wall-paper*, pp. 806- 820.
- Thurs. 1. Read Theodore Dreiser, *Sister Carrie*, pp. 938-954.
- Week VI (Feb. 14, 16):

- Tues. 1. Read Stephen Crane, “*The Open Boat*,” PP. 954-956; PP. 1000-1017.
- Thurs. 1. Read Jack London’s *To Build a Fire*, pp. 1051-1067; Read “Mauki,” pp. 1094-1105.  
 2. **POST SECOND DISCUSSION BOARD EXPLICATOR BY 11:59 PM 02/19/12.**  
 3. **RESPOND TO A CLASSMATE’S THREAD BY 11:59 PM Sunday, 02/20/12.**
- Week VII (Feb. 21, 23):  
 Tues. 1. Read Henry Adams’s *The Education of Henry Adams*, specifically “*The Dynamo and the Virgin*,” pp. 347-359.
- VOLUME “D”: AMERICAN LITERATURE BETWEEN THE WARS, 1914-1945**
- Thurs. 1. Read Edgar Lee Masters, pp. 1206-1209.  
 2. Read Edwin A. Robinson, pp. 1209-1214.
- Week VIII (Feb. 28; March 1):  
 Tues. 1. Read Gertrude Stein’s “The Making of Americans,” pp. 1356-1370.
- Thurs. 1. **IN-CLASS MIDTERM EXAMINATION.**
- Week IX SPRING BREAK: MARCH 3-9.**
- Week X (Mar. 13, 15):  
 Tues. 1. Read Willa Cather’s *The Sculptor’s Funeral* (to be distributed in class).
- Thurs. 1. Read Amy Lowell, pp. 1349-1356.
- Week X I (Mar. 20, 22):  
 Tues. 1. Read Robert Frost, pp. 1388-1408 (works: *Mending Wall*; *After Apple Picking*; *The Road Not Taken*; *Fire and Ice*; *Stopping by Woods on a Snowy Evening*; *Birches*; *the Death of the Hired Man*; *Directive*).
- Thurs. 1. Read Carl Sandburg: *Chicago* poem (p. 1437); Wallace Stevens’ *Anecdote of the Jar*(p. 1446); and William Carlos Williams’s *The Red Wheelbarrow*, p. 1469.

- Week XII (March 27):
1. Read Ezra Pound's *Portrait d'une Femme* (p. 1479) and *The River-Merchant's Wife: A Letter* (p. 1482); also Read H. D, pp. 1514-1519.
  2. Read T. S. Eliot's *The Love Song of J. Alfred Prufrock* (p. 1577); *Journey of the Magi* (p. 1602).
- NOTE: March 28, 2012, Dr. Anthony will be moderating a panel at the College Language Association Convention, Spelman College, Atlanta, Georgia. Your assignment during this period is to POST THE THIRD DISCUSSION BOARD EXPLICATOR BY 11:59 PM Saturday, 03/31/12. RESPOND TO A CLASSMATE'S POST BY 11:59 PM, 04/01/12**
- Week XIII (Apr. 3, 5):
- Tues.
1. Read Sherwood Anderson's Winesburg, Ohio, pp. 1422-1431.
  2. **Submit abstract of paper and tentative bibliography via Discussion Board drop box by Sunday, April 8<sup>th</sup>, at 11:59 pm.**
- Week XIV (April 10, 13):
- Tues.
1. Read Katherine Anne Porter's *Flowering Judas*, pp. 1690-1699.
- Thurs.
1. Read Hemingway's "The Snows of Kilimanjaro," pp. 1980-2001.
  2. **Post Fourth Explicator by 11:59 pm Saturday, April 14, 2012. Post peer response by 11:59 pm, Sunday, April 15.**
- Week XV (April 17, 19):
- Tues.
1. Read Edna St. Vincent Millay, pp. 1803-1807;
  2. Read E. E. Cummings, pp. 1807-1816.
- Thurs.
1. Read William Faulkner's *Barn Burning*, pp. 1955-1967.
  2. **LONG PAPER DUE!!!!!! PUT LIBRARY RESEARCH PAPER IN DISCUSSION BOARD BY 11:59 TONIGHT, April 20<sup>th</sup>.**

## VOLUME "E": AMERICAN LITERATURE SINCE 1945

Week XVI

(April 24, 26):

Tues.

1. Read Theodore Roethke's "My Papa's Waltz," p. 2138.
2. Read Allen Ginsberg's "Howl," p. 2574 (all of it).
3. Read Anne Sexton's "Sylvia's Death," p. 2643.
4. Read Sylvia Plath's "Daddy," p. 2704.
5. Read Adrienne Rich's "A Valediction Forbidding Mourning," p. 2656.

Thurs.

1. Read Audre Lorde (all three poems), p. 2781.
2. Read Lucille Clifton (all poems), p. 2799.
3. Read Rita Dove's "Adolescence I, II, III" (p. 3136).
4. Read Michael S. Harper's "Dear John, Dear Coltrane," p. 2854.
5. Read Randall Jarrell's "The Death of the Ball Turret Gunner," p. 2268.

For the Final exam, add Eudora Welty's "Petrified Man," pp. 2146-2157; AND Flannery O'Connor's "Good Country People," pp. 2529-2543.

**FINAL EXAM IS SCHEDULED FOR MAY 3, 2012, FROM 8 AM TO 10 AM.**

**IX. COURSE REQUIREMENTS (SEE SECTIONS ABOVE)**

**X. TEACHING STRATEGIES** (lecture, discussion, blackboard discussion board, and Internet, and). **Please note that this course requires a lot of reading. Your reading assignments should be completed as printed on the day-to-day syllabus. There will not be an opportunity to read complete selections in class.**

**XI. BIBLIOGRAPHY** (See bibliography in textbook).