

U.W.G.B. Introduction to American Literature II: English 217

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Room: 1126, Shawano High School

Hours available: TBD

Required Textbook(s)

We will be using a variety of text books including, but not limited to, McDougal Littell's *American Literature* and the Norton *Anthology of American Literature* Fourth Edition. Students will not be required to purchase these texts.

Course Description

This is an introductory survey of American Literature. The first semester will cover Pre-Colonial America through the Civil War. Some of the key topics covered will be the meaning of "American individualism", the influence of democracy on "American individualism", the conflict between liberty and equality in American social culture, the dichotomy/binary between the history and culture as reflected in the literature, the definition of freedom and slavery in American rhetoric and America's Eurocentric identity and the aesthetics of American romance.

Course Objectives

At the end of this course students should be able to:

- Analyze the evolution of American culture through the literature by exploring the progress of America as a country through customs and norms of each era as revealed through the unique perspectives of canonized American authors.
- Participate in large and small group discussions and activities that will focus on the literature's role in reflecting and shaping the identity of America and what it means to be an "American".
- Analyze the lasting effects of America's founding and development.
- Analyze literary strategies such as point of view, diction, and style and their effect(s) on the purpose of the work.
- Use the literature to produce a number of writings such as impromptu essay exams, reactions to texts, style imitations, and in-depth literary analysis.
- Use academic language, follow rules of Standard English, and experiment with a variety of stylistic devices to enhance your writing.

Course Work

Homework - Reading assignments and presentations will be assigned as homework. Be prepared to read each day out of class.

Quizzes - I reserve the right to conduct unannounced in-class quizzes at any time. These quizzes will focus on the assigned readings and your understanding of those readings and how they fit the era and ideologies of that era.

In Class Activities - Throughout the semester, you may complete individual, partner, and/or group assignments that will be evaluated.

Major Writing Assignments -There will be a number of major writing assignments for this class, in addition to impromptu writing tests and a variety of in-class writings. I will provide you with separate handouts detailing the guidelines and requirements for submission for each assignment. Each final essay will be the polished, revised version of a rough draft that has undergone self and peer evaluation.

Participation

Participation in class discussions, group work, peer conferences, and conference appointments (with me) is required. When explaining my grading policy I used the phrase, “your work.” I understand “your work” to include written assignments, required readings, class discussions, and attendance. Your final grade for this class is an evaluation of your overall performance, and not just of assignments you have handed in.

Attendance and Tardiness

This class begins at 2:01. I will be on time, and I expect you to be on time. If you are absent, it is your responsibility to contact a classmate or Google Classroom to get the required information for the next class as being absent will not be considered an acceptable reason for being ill prepared for following classes. All work due to absences must be made up. If you know you are going to be absent, notify me and make arrangements *prior to the absence* so that the work can be turned in ahead of time. If sick, you may email the assignment to me at kanne@shawanoschools.com or post it in Google Classroom. **Late work will NOT be accepted** except in rare, unavoidable or dreadful circumstances as determined by me. Chronic absenteeism and tardiness will not be permitted and will lower your participation grade.

Electronics Policy

The use of cell phones, iPods, iPads, etc. is prohibited in class unless authorized by instructor for educational purposes.

Plagiarism

Academic dishonesty will not be tolerated. If you use someone else’s words or thoughts without crediting them, you are guilty of plagiarism. Evidence of plagiarism will result in a failing grade for this course and a report filed with the Provost of the university. Please visit the following site for a thorough explanation of UWGB’s policy regarding plagiarism:
<http://www.uwgb.edu/writing-center/handouts/plagiarism2006.pdf>

On Writing Analysis

Writing is a process which takes time, patience, and effort to develop. The first step in the process involves prewriting and brainstorming which will be completed before each writing assignment. Although not required, I suggest that you get a peer editor for, and revise your work as necessary, to improve your skills as an effective writer with each writing assignment. Although this is not a writing class, clear writing is essential for conveying clear literary insights.

Grading

Major Papers/Projects: 50% Participation: 15% Assignments: 15% Tests/Quizzes: 20%

Your grade will reflect the progress, participation, and effort you demonstrate through the writing process. Participation in group activities is imperative to your success in this class. Evaluation of your written work will include voice, ideas, logic, content, documentation, grammar, and any specific requirements of the assignment. Please keep in mind that most universities do not accept transfer credits with a grade lower than a C.

UWGB Grade Scale by Percentage

93% & above ... A	73% - 77% ... C
88% - 92% ... AB	68% - 72% ... CD
83% - 87% ... B	60% - 67% ... D
78% - 82% ... BC	59% & below ... F

UWGB Grading Scale

Letter Grade	Text	Grade Points per Credit
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Poor	1.0
F	Unacceptable	0.0

Grading for Formal Essays

- A** Paper reveals a strong, sophisticated point, in-depth analysis and development, a clear sense of purpose and audience, a well-defined focus, solid organization, and error free use of grammar.
- AB** Paper meets most of the above criteria but falls short in one area such as grammar, organization, paragraph development, or originality/sophistication of ideas.
- B** Paper still needs work in more than one area. For example, ideas may need to be more specified and supported, or grammatical conventions may still need to be worked on.
- BC** Paper has potential but does not appear to be a final draft. Development is needed in several areas.
- C** Paper falls short in some or all of the above areas and demonstrates consistent grammatical problems.
- D/F** Paper lacks potential and development.

Further clarification will be noted with each assessment rubric and given before a paper's deadline.

Grading for Impromptu Essays

- A** Offers sophisticated ideas within an organizational framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. Ideas may well be expressed in an original, interesting, or imaginative way. Sentence structure is appropriately varied, and word choice indicates superior facility with the English language. While there may be an occasional lapse from the conventions of Standard English, such lapses are rare and minor.
- AB** Is clearly organized, with ideas and connections between ideas clearly developed. While the "AB" offers substantive ideas, it generally lacks the sophistication of content or the stylistic fluency or the "A" paper. Although there may be a few errors, the conventions of standard English are consistently under control.
- B** Is organized around a clear thesis. Ideas are supported with adequate reasons, examples, and/or details, although without the sophistication and fluency found in higher-rated papers. The errors present are not severe enough to interfere significantly with the writer's communicative purpose.

- C** Has a discernible thesis, but has easily noticeable problems in one or more areas. The paper may lack originality, merely stating the obvious; the central points may be inadequately developed, perhaps through a lack of specific reasons, examples, or details; or the paper may show problems with unity or with organization. Lapses from Standard English may be rather frequent, although the writer generally still has control over such basic elements as sentence boundaries, standard verb forms, and expected syntax.
- D** Is seriously flawed. Although there has been a noticeable attempt to develop a thesis, the thesis may not be entirely clear. Ideas may be stated but not developed, or development may be only rudimentary. Clear lapses in unity may be present. Sentence structure may be extremely simple and monotonous, and word choice may be imprecise or incorrect. Lapses from Standard English may be frequent or may include problems in such basic areas as sentence, boundaries, standard verb forms, or expected syntax.
- F** May display a severe lack of control of structure, with material presented in almost random order and no apparent attempt to establish a thesis; or the lapses from Standard English may be so frequent and so severe that readers might be expected to notice the errors far more than any message the writer is trying to get across; or the paper may be extremely undeveloped—no more than a few sentences.

Grading for Class Participation and Group Work

- A** Outstanding in all classroom activities. Good attendance and participation that benefits the class as a whole. Always prepared for discussion and participates in all class activities.
- AB** Full attendance, full preparation, and assignments handed in on time. Student may have fallen behind or has failed to participate effectively in discussion or a class activity.
- B** Full attendance, full preparation, but lacks time management skills needed to properly participate in class. Unprepared for discussion *and* makes little effort to participate fully in class activities.
- C** Inconsistent attendance and participation in class that diminishes his/her benefit to the class as a whole. Unprepared for discussion on more than one occasion. Fails to effectively participate in class activities.
- D** Chronic absenteeism and/or lack of participation in class that greatly diminishes his/her benefit to the class as a whole.
- F** Chronically unprepared for class discussion. Refuses to participate in class activities.

Additional Information

- All papers are to be typed, double-spaced, and contain all appropriate bibliographic data. Although I can answer questions regarding proper citation format, you are responsible for getting appropriate format guidelines from me, your format packet, or from Purdue Owl.
- Correct sentence structure and grammatical forms are required. I will assess your writing and offer critical, specific feedback which I expect you to consider in future assignments to avoid making the same errors in structure and/or grammar. If you are unsure of how to fix/avoid these errors, please come to see me. If you choose to ignore my suggestions for improvement and continue making redundant errors, I may choose not to evaluate your work until it is revised and edited, incurring a late grade.
- Neatness reflects your attitude towards the assignment and the class as a whole. I expect nothing less than your best effort on any given assignment.