

English 18: American Literature - Civil War to Present

NORMS

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, tension associated with systemic racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, these topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal with facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences. Of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our ability to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need support.

English 18 Syllabus

Course Information

Semester & Year: Spring 2021

Course ID & Section #: D1077

Instructor's name: Ashley Knowlton

Location: Correspondence Modality

Course units: 3

Instructor Contact Information

Office location: Del Norte Campus, Main Building

Office hours: Support Provided as Needed via Correspondence Responses / Burning Questions

Phone number: (707) 465 – 2327 [Office Phone]

Email address: ashley-knowlton@redwoods.edu

Catalog Description

A survey of American literature from the Civil War through the present. Students will read critically and analytically to understand ideas and historical and cultural implications of major works of American literature.

Course Student Learning Outcomes

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

Prerequisites

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Eligibility for college-level composition (C-ID ENGL 100) as determined by college assessment or other appropriate method.

OR

Advisory (Suggested)

ENGL1A - College Composition

As the C-ID descriptor for its equivalent course (English 135) states, students who take English 18 are advised that previously completing English 1A or its "equivalent" will increase their ability to successfully work with the course content and complete the assignments. For reference, students are advised that the following learning outcomes from College Composition are recommended preparation for English 18:

1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

Accessibility

Students will have access to online course materials and correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for Distance Learners During COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Ask CR Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

Required Materials

- Textbook Title: *The Norton Anthology: American Literature 1865 to the Present*
Edition: Shorter Ninth Edition
Author: Robert S. Levine (general Editor)
ISBN: 978-0-393-26453-1
- Other Provided Materials: Unit Packets, Supplemental Items, Loose-Leaf Paper, Individual Writing Supplies (Pencil, Eraser, etc.)

Evaluation & Grading Policy

All formal essays will be graded using a formal rubric (sample provided in Unit 1 packet).

Graded Assignments and Values

Assignment	Point Worth	Overall Grade Weight
Response 1	20	All together, these assignments will make up 20% of your overall grade – this is a collective effort.
Response 2	20	
Response 3	20	
Response 4	20	
Response 5	20	

Response 6	20	
Response 7	20	
Response 8	20	
Response 9	20	
Response 10	20	
Essays		
Essay 1 <i>[1500 Words]</i>	300	30%
Essay 2 <i>[1500 Words]</i>	300	30%
Creative Work & Analytical Rationale		
Creative Work & Analytical Rationale	200	20%
Total	1000	100%

For each assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how your work is being assessed.

Letter Grade Weight Breakdown

- A (100 – 94%) / A- (93 – 90%) Defined as “Excellent”: Fulfills all requirements and exceeds expectations.
- B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) Defined as “Good”: Fulfills all requirements and meets expectations.
- C+ (79 – 77%) / C (76 – 70%) Defined as “satisfactory”: Fulfills most requirements and meets some expectations.
- D (69 – 60%) Defined as “Poor”: Fulfills some requirements; does not meet expectations.
- F (59 – 0%) Defined as “Failing”: Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

Student Feedback Policy

For **MAJOR** writing assignments, I provide feedback to your essays using a rubric (a chart that demonstrates various levels of expectations) – this rubric will determine your grade, along with my holistic input. Please note that it takes me approximately 2 weeks to grade your work. If it

takes me longer than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments, I will provide very brief feedback (sometimes without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, did *not* do it, or *kind of* did it.

Admissions Deadlines & Enrollment Policies

Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln’s Birthday (all campuses closed): 2/12/21*
- *President’s Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*
- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

I realize that you don't have this, so here is a section that applies to us, specifically:

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer's ideas without proper citation.
Borrowing all or part of another individual's work or using someone else's outline to write your own work.
- c) Copying another individual's computer printout and/or computer files and using it as one's own.
- d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated.

Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Student Support Services

For academic counselling and advising, transcript requests, and material requests (Ex: Paper), send a formal request to Ms. Eagles via a letter or Ask CR Sheet. Mail this to the Education Department (Attn: CR Scholars). You will also have access to Library Services through our "Ask a Librarian" research request form – this will be utilized for our research paper.

Tentative Course Schedule (*Heads-Up!*)

Week	Objectives and Tasks
Unit 1: Context Based Interpretations & Historical Criticisms Part 1	
<p><i>In this first unit, we'll establish a framework for our analyses. In this course, we'll primarily discuss how American Literature (realistically, all literature) acts as a window or mirror (depending) into varying social, cultural, and historical happenings. It illustrates the human condition (unifying features of people) and varying experiences (individual perspectives on said happenings) with regard to complex contexts anchored to time. We'll dive into our text with this consideration, focusing on literature from 1865 until around 1945.</i></p>	
Week 1 01/18/21 - 01/24/21	Agenda <ol style="list-style-type: none"> 1. Make sure you have your course items! <ol style="list-style-type: none"> a. Textbook Title: <i>The Norton Anthology: American Literature 1865 to the Present</i> b. Scholar Items: Pencils, pen fillers, eraser, paper, etc. 2. Review FULL Syllabus and Attached Items
Week 2 01/25/21 - 01/31/21	Agenda <ol style="list-style-type: none"> 1. Read Chapter on Context-Based Interpretations or Analyses 2. <u>Complete and Mail Response 1</u>: Syllabus Scavenger Hunt & <i>Intro Questions</i>. <p style="text-align: center;"><i>Mail Response 1 to the PB Education Department (attn: CR Scholars) by Thursday, January 28th for Week 2's Mail Pickup that Friday.</i></p>
Week 3 02/01/21 - 02/07/21	Agenda <ol style="list-style-type: none"> 1. Read 1865 - 1914 Intro & timeline (1 - 20) 2. Read Walt Whitman (21 - 24) <ol style="list-style-type: none"> a. "The Wound-Dresser" (74 - 75) b. "When Lilacs Last in the Dooryard Bloom'd" (76 - 82) 3. Read Emily Dickinson (82 - 86) <ol style="list-style-type: none"> a. "260" (88) b. "320" (90) c. "518" (95) d. "706" (97 - 98) 4. Read Mark Twain (101 - 104) <ol style="list-style-type: none"> a. "The Notorious Jumping Frog of Calaveras County" (104 - 108) 5. Read Ambrose Bierce (326 - 327)

	<p>a. "An Occurrence at Owl Creek Bridge" (327 - 333)</p> <p style="text-align: center;">OR</p> <p>b. "Chickamauga" (333 - 338)</p> <p>6. Read Henry James (338 - 342)</p> <p style="padding-left: 20px;">a. "The Beast in the Jungle" (399 - 429)</p> <p>7. <u>Complete and Submit Response 2</u></p> <p style="text-align: center;"><i>Mail Response 2 to the PB Education Department (attn: CR Scholars) by Thursday, February 4th for Week 3's Mail Pickup that Friday.</i></p>
<p>Week 4 02/08/21 - 02/14/21</p>	<p>Agenda</p> <p>1. Read Sarah Jewett (432 - 434)</p> <p style="padding-left: 20px;">a. "The White Heron"</p> <p>2. Read Kate Chopin (441 - 442)</p> <p style="padding-left: 20px;">a. "Desiree's Baby" (442 - 446)</p> <p style="padding-left: 20px;">b. "The Story of an Hour" (446 - 448)</p> <p>3. Charles W. Chesnutt (479 - 481)</p> <p style="padding-left: 20px;">a. "The Goophered Grapevine" (481 - 488)</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">b. "The Wife of His Youth" (488 - 496)</p> <p>4. Charlotte Perkins Gilman (509 - 511)</p> <p style="padding-left: 20px;">a. "The Yellow Wall-paper" + "Why I Wrote..." (511 - 524)</p> <p style="padding-left: 20px;">b. "From Masuline Literature" (593 - 594)</p> <p>5. W. E. B. Du Bois (559 - 561)</p> <p style="padding-left: 20px;">a. "From The Souls of Black Folk" (561 - 577)</p> <p>6. Theodore Dreiser (595 - 596)</p> <p style="padding-left: 20px;">a. <i>[Literature sent in separate; I'll send you my favorite Dreiser text!]</i></p> <p>7. Stephen Crane (611 - 613)</p> <p style="padding-left: 20px;">a. "From War is Kind" (631 - 632)</p> <p>8. <u>Complete and Submit Response 3</u></p> <p style="text-align: center;"><i>Mail Response 3 to the PB Education Department (attn: CR Scholars) by Thursday, February 11th for Week 4's Mail Pickup that Friday.</i></p>
<p>Week 5 02/15/21 - 02/21/21</p>	<p>Agenda</p> <p>1. Read 1914-1945 Intro. & Timeline (667 - 687)</p> <p>2. Willa Cather (691 - 693)</p> <p style="padding-left: 20px;">a. "The Sculptor's Funeral" (714 - 724)</p> <p>3. Amy Lowell (724 - 726)</p> <p style="padding-left: 20px;">a. Selected Poetry (726 - 729)</p> <p>4. Gertrude Stein (729 - 731)</p> <p style="padding-left: 20px;">a. "From The making of Americans" (731 - 734)</p> <p>5. Robert Frost (735 - 736)</p>

	<ul style="list-style-type: none"> a. "Mending Wall" (737 - 738) b. "The Road Not Taken" (744) c. "Birches" (744 - 745) d. "'Out, Out -'" (746) e. "Desert Places" (747 - 748) <ul style="list-style-type: none"> 6. Carl Sandburg (772 - 773) <ul style="list-style-type: none"> a. "Chicago" (773 - 774) 7. Wallace Stevens (775 - 777) <ul style="list-style-type: none"> a. "Sunday Morning" (779 - 782) b. "Thirteen Ways of Looking at a Blackbird" (782 - 784) c. "Of Modern Poetry" (785 - 786) 8. William Carlos Williams (786 - 788) <ul style="list-style-type: none"> a. "The Young Housewife" (788) b. "Queen-Anne's Lace" (789 - 790) c. "To Elsie" (791 - 793) d. "A Sort of Song" (794) 9. Mina Loy's "Feminist Manifesto" (806 - 809) 10. <u>Complete and Submit Response 4</u> <p style="text-align: center;"><i>Mail Response 4 to the PB Education Department (attn: CR Scholars) by Thursday, February 18th, so that I receive it by Week 5's Friday's pick-up.</i></p>
<p>Week 6 02/22/21 - 02/28/21</p>	<p>Agenda</p> <ul style="list-style-type: none"> 1. Read Marianne Moore (822 - 824) <ul style="list-style-type: none"> a. Selected Poetry (824 - 827) 2. T.S. Eliot (827 - 830) <ul style="list-style-type: none"> a. "The Hollow Men" (847 - 849) b. "Burnt Norton" (850 - 854) 3. Claude McKay (934 - 935) <ul style="list-style-type: none"> a. Selected Poetry (936 - 938) 4. Zora Neale Hurston (948 - 950) <ul style="list-style-type: none"> a. "Sweat" (950 - 958) b. "How it Feels to be Colored Me" (958 - 961) 5. E. E. Cummings (961 - 962) <ul style="list-style-type: none"> a. "O sweet spontaneous" (963 - 964) b. "Buffalo Bill's" (964) c. "'next to of course god america i'" (964) d. "i sing of Olaf glad and big" (965 - 966) e. "somewhere i have never traveled, gladly beyond" (966) 6. <u>Complete and Submit Response 5</u>

	<p><i>Mail Response 5 to the PB Education Department (attn: CR Scholars) by Thursday, February 25th, so that I receive it by Week 6's Friday's pick-up.</i></p>
<p>Week 7 03/01/21 - 03/07/21</p>	<p>Agenda</p> <ol style="list-style-type: none"> 1. William Faulkner (1005 - 1009) <ol style="list-style-type: none"> a. "Barn Burning" (1015 - 1027) 2. Langston Hughes (1036 - 1037) <ol style="list-style-type: none"> a. Selected Poems (1037 - 1044) 3. John Steinbeck (1044 - 1045) <ol style="list-style-type: none"> a. "The Chrysanthemums" (1045 - 1052) 4. Countee Cullen (1053) <ol style="list-style-type: none"> a. "Heritage" (1054 - 1057) 5. Richard Wright (1058 - 1059) <ol style="list-style-type: none"> a. "The Man Who Was Almost a Man (1059 - 1067) <p><u>Complete and Submit Response 6:</u></p> <p><i>Mail Response 6 to the PB Education Department (attn: CR Scholars) by Thursday, March 4th, so that I receive it by Week 6's Friday's pick-up.</i></p>
<p>Week 8 03/08/21 - 03/14/21</p>	<p><u>Complete and Submit Essay 1:</u></p> <p><i>Mail Essay 1 to the PB Education Department (attn: CR Scholars) by Thursday, March 11th, so that I receive it by Week 7's Friday's pick-up.</i></p> <p>**Note: A new unit packet will be mailed to you ahead of time.</p>
<p>Unit 2: Context Based Interpretations & Historical Criticisms Part 2</p>	
<p>Week 9 03/15/21 - 03/21/21</p>	<p style="text-align: center;"><i>SPRING BREAK</i></p> <p style="text-align: center;">Heads-up: No Mail This Week due to the "Break"</p> <p style="text-align: center;"><i>Use this time to catch up on work, start the next unit, or take a legit break.</i></p>
<p>Week 10 03/22/21 - 03/28/21</p>	<p><i>Don't worry about specific readings and tasks for this unit - at least, not yet. Here, we'll continue on with our readings, as well as our context-based analyses. We'll focus on literature from 1945 until around 1995</i></p>

Week 11 03/29/21 - 04/04/21	
Week 12 04/05/21 - 04/11/21	
Week 13 04/12/21 - 04/18/21	
Week 14 04/19/21 - 04/25/21	
Unit 3: Applying Analytical Strategies	
Week 15 04/26/21 - 05/02/21	<p><i>Don't worry about specific readings and tasks for this unit right now. Our anthology ends around the 1990s. Of course, however, important pieces of literature have still come up - we'll put our book down and focus on more recent texts (I'll send these in). We will use these pieces to inform our final project.</i></p> <p>**The Spring 2021 Semester Ends on May 14th – any and all work needs to be turned in at this time**</p>
Week 16 05/03/21 - 05/09/21	
Week 17 [FINALS WEEK] 05/10/21 - 05/16/21	