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| Instructor: |
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| **English 2613: Survey of American Literature I** | |
| **Texts** | * *Heath* *Anthology of American Literature, Vols. A and B* edited by Paul Lauter(6th edition: 0-618-89799-2 and 0-547-20419-1) * Recommended text for those needed composition skills assistance: *Writing With Style* by John Trimble (2nd edition: 0-13-025713-3) |
| **Course Goals** | * The class will examine the major authors and early American literary works through the American Romantic movement. * This course will also examine previously marginalized authors who have only recently been included in the American canon. In particular, this class should reveal to students the origins of American culture and reinforce that our culture is more complex and diversified than previously acknowledged. * In addition, this class will focus on how writers in various cultural and historical periods utilized literature to comment on civic engagement, as well as moral and ethical conflicts between communities and individuals.   **Assessment of THECB core objectives for LANGUAGE, PHILOSOPHY & CULTURE**   * **Critical thinking**   + To assess a student’s critical thinking, the Research Project rubric will be applied to the Research Paper. * **Communication**   + To assess a student’s communication, the Research Project rubric will be applied to the Research Paper. * **Personal Responsibility**   + To assess a student’s personal responsibility, the Research Project rubric will be applied to the Research Paper. * **Social Responsibility**   + To assess a student’s social responsibility, the Research Project rubric will be applied to the Research Paper. |
| **Course Requirements** | Assignments                                                      % of Grade  Three exams: 70%  Research paper (5-7 pages): 20%  Reading quizzes: 10% |
| **Final Examination** | The third exam will be available on December 8. |
| **Grading Policies** | In this class, the following numerical equivalents for **final** grades are used: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%. |
| **Submission Format and Policy** | The research paper must be submitted as an attachment in a Word (not Works) document. The requirements are clearly under the Course Documents section on Course Compass.  By enrolling in this class, the student expressly grants MSU a “limited right” to all intellectual property created by the student for the purpose of this course.  The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.  **Note:** You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved *in advance*. |
| **Late Paper/Assignment Policy**  **Other Pertinent Information for this Class** | Late essays will be penalized one letter grade for each day that the paper is late, and daily quizzes cannot be made up.  The course’s exams will consist of short answer questions, spot identifications, and one essay question. These tests will assess the student’s knowledge of the representative texts, as well as the student’s ability to understand the texts’ context within the pertinent cultural and historical periods.  The research paper will allow the student to produce a document that demonstrates the student’s understanding that an author and his or her work sits, at least loosely, within a particular historical and cultural milieu. In this project, the student will research the social and cultural characteristics of that milieu while emphasizing a knowledge and understanding of the cultural and social values in the relevant literary texts. The paper will include a discussion regarding how the cultural values and civic responsibilities depicted in the texts compare with the values and responsibilities of contemporary America.    PLAGIARISM is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")–whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will **not be tolerated**, whether intentional or not.  If the instructor catches a student plagiarizing in essays or during test responses, the following is the minimum penalty: the student will receive a zero for the assignment, and the instructor will report the incident and sanction to the English Department chair. In turn, he or she will then notify the Dean of Students, Dean of the College of Humanities and Social Sciences, and the Registrar of the incident and sanction. |
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| **Students with Disabilities** | The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140. |
| **Safe Zones Statement** | The professor considers this classroom, even a virtual classroom, to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment. |
| **Contacting Your Instructor** | All instructors in the Department have voicemail in their offices and MWSU e-mail addresses. Make sure you add your instructor’s phone number and e-mail address to both email and cell phone lists of contacts. You are certainly welcome to call me, but I would prefer, if possible, that most messages be left via email. |
| **Attendance Policy** | Roll will be taken, and excessive absences may result in the student being dropped from the class. |
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| **University Writing Labs** | I encourage you to begin drafting papers as early as possible and to take advantage of the MSU Writing Labs located in 224 Bea Wood and RC246 Moffett Library. Writing tutors will not edit your papers for you, but they will provide you with specific suggestions for improving your writing. |
| **Writing Proficiency Requirement** | All students seeking a Bachelor’s degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) passed English 1113 and English 1123 and 2) earned 60 hours.  You may meet this requirement by passing either the Writing Proficiency Exam or English 2113.  Please keep in mind that, once you have earned over 90 hours, you lose the opportunity to take the $25 exam and have no option but to enroll in the three-credit-hour course.  If you have any questions about the exam, visit the Writing Proficiency Office website at http://academics.mwsu.edu/wpr, or call 397-4131. |

English 2613 Research Project Rubric

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| **CRITERION\*** | **EXCELLENT** | **GOOD** | **SATISFACTORY** | **POOR** | **FAILING** |
| ***Context***  *(Social responsibility)*  Does the essay establish connections between contemporary society and American literary traditions? Does the essay discuss how the primary text(s) demonstrate not just the respective aesthetic concerns of the author(s), but civic and social engagement as well?  *(Personal Responsibility)*  Does the essay name and evaluate how social, cultural, and/or political ideologies informed authors’ ethical perspectives as expressed through published writings? |  |  |  |  |  |
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| ***Content Development*** *(Critical Thinking Skills)*  Does the essay present a clear position and provide a thorough analysis of the issue/problem? |  |  |  |  |  |
| ***Genre and Disciplinary Conventions***  *(Communication Skills)*  **Structure**  Does the essay assert a position with a thesis statement? Does the essay provide body paragraphs that focus on one idea and support it with several examples and details? Does the essay present an organized discussion?  **Documentation:**  Does the essay follow MLA format for in-text citations and the Works Cited page? Does the essay use sources in ethical and contextually appropriate ways? |  |  |  |  |  |
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| ***Sources and Evidence*** *(Communication Skills)*  Does the essay provide specific examples and/or explanation? |  |  |  |  |  |
| ***Control of Syntax and Mechanics*** *(Communication Skills)*  Is the essay stylistically appropriate for an academic reader? Does it demonstrate proficiency in standard written English? |  |  |  |  |  |
| ***Additional comments on back of page*** | | | | | |

Adapted from the *Critical Thinking, Written Communication, Ethical Decision-Making, and Civic Engagement Value Rubrics* published by Association of American Colleges and Universities (AACU).