

ENG442.001: Advanced Survey of American Literature II
TR 11:00 a.m.-12:15 p.m.
University Center TBA
Spring Semester (2013)
Texas A&M University-Texarkana
903-223-3022
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Dr. Brian C. Billings
University Center 222
11:00 a.m.-12:30 p.m. (M)
2:30 p.m.-3:30 p.m. (M)
2:30 p.m.-3:30 p.m. (T)
11:00 a.m.-12:30 p.m. (W)
2:30 p.m.-3:30 p.m. (W)
2:30 p.m.-3:30 p.m. (R)
11:00 a.m.-2:00 p.m. (F)

Course Texts:

Baym, Nina, et al., eds. *The Norton Anthology of American Literature*. 8th ed. Vol. C. New York: Norton, 2011. Print.
(ISBN: 978-0393934786)

---. *The Norton Anthology of American Literature*. 8th ed. Vol. D. New York: Norton, 2011. Print.
(ISBN: 978-0393934793)

---. *The Norton Anthology of American Literature*. 8th ed. Vol. E. New York: Norton, 2011. Print.
(ISBN: 978-0393934809)

Description: This course examines representative works of American literature from the mid-nineteenth century to contemporary times using historical, philosophical, and structural filters to investigate universal social themes.

Objectives: 1) Examine the literary and cultural contexts of individual works.
2) Discuss the literary and social value of representative works.
3) Use scholarship to produce critical writing about literature.

Student-Learning Outcomes: 1) Paraphrase and personalize class-session content to aid comprehension of said content by writing index-card comments and earning at least *ten of a possible ten points* for each index card as evaluated by the assignment parameters for index-card comments articulated in the syllabus.

2) Analyze, synthesize, and evaluate information about assigned readings in American literature by completing twelve quizzes and collectively earning *four hundred and twenty of a possible six hundred points* as evaluated by the grading parameters articulated in the syllabus.

- 3) Analyze, synthesize, and evaluate information about American literature from 1865 through 1914 by completing a written examination and earning *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters articulated in the syllabus.
- 4) Analyze, synthesize, and evaluate information about American literature from 1914 through 1945 by completing a written examination and earning *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters articulated in the syllabus.
- 5) Analyze, synthesize, and evaluate information about American literature from 1945 through the present by completing a written examination and earning *one hundred and forty of a possible two hundred points* as evaluated by the grading parameters articulated in the syllabus.
- 6) Create an argumentative critical essay that analyzes and evaluates a work of literature by synthesizing the primary work's content and information from five secondary sources (earning *four hundred and ninety of a possible seven hundred points* as evaluated by the grading rubric provided by the instructor).

Disclaimer: Several of the selected texts deal with unsettling and distasteful scenarios. These situations exist not for gratuitous purposes but rather to show the complexities and difficulties of life. *Classroom discussions will directly address these issues.*

Index-Card Comments: All sessions will begin with index-card comments. Each student will write his or her name, the name of the instructor, the name of the course, and the title "Index-Card Comments" on an index card. Five complete sentences examining class content will be written beneath this introductory information during the first five minutes of class. The instructor will collect all index cards when class concludes and return them when the next class session begins. Each completed index card is worth *ten points*. The instructor will assign *no points* for a card featuring four or fewer comments. Also, a student who has *failed to perform critical reading* of an assigned text *may not submit an index card* for that day.

Project:

- 1) Critical Essay: Write one critical essay examining a text discussed during class; this essay should range from *ten pages to fifteen pages in length*. Create a strong argument. Use textual evidence and content from at least five critical articles to inform the paper. Append an annotated bibliography to the essay. Follow MLA format. The critical essay is worth *seven hundred points*.

Requirements: This course requires numerous readings, index-card comments, twelve writing-intensive quizzes, three examinations, and one critical essay. Students should expect an intense class discussion during each class session. Students must read a work by its assigned date on the syllabus.

Submissions: Students must post out-of-class assignments electronically to *Turnitin.com*. (The class identification number is 5930994, and the class password is *Americana*.) Students must submit each assignment by the appropriate due date printed on the syllabus.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. A student should miss no more than *two* class sessions to maintain a passing grade. Dropping the course is the student's responsibility.

University Drop Policy: To drop this course after the twelfth class day, a student must complete the *Drop or Withdrawal Request Form* located on the university's Web site (<http://tamut.edu/registrar/droppingwithdrawing-from-classes.html>) or obtained in the registrar's office. The student must submit the signed and completed form to the instructor of each course indicated on the form for his or her signature. *An obtained signature is not an approval to drop but confirmation that the student has discussed the drop or withdrawal with the faculty member.*

The student must submit the completed form to the registrar's office for processing in person, by e-mail (registrar@tamut.edu), by mail (P. O. Box 5518, Texarkana, Texas, 75505) or by fax (903-223-3140). The registrar's office will not accept or process drop or withdrawal forms missing any required information. *Responsibility rests with the student to ensure that the registrar's office receives a properly completed form.* If a student stops participating in class (attending and submitting assignments) but does not complete and submit a drop or withdrawal form, that student will receive a final grade based upon whatever completed work exists.

Cellular Phones: Set all cellular phones to vibrate during class sessions. Do not send text messages during class.

Conferences: Students should conference with the instructor for assignment clarification or immediate writing feedback. Conferences are available during the instructor's office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail. Students may also conference with Success-Center tutors by making appointments through the Success Center's front-desk services.

Academic Honesty: Texas A&M University-Texarkana expects honesty of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, and plagiarism (the copying or undocumented use of materials from any source) constitute academic dishonesty and may be grounds for a grade of *F* in this course and disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

ADA Statement: Students with disabilities may request reasonable accommodations through the Texas A&M University-Texarkana Disability Services Office (UC255A) by calling 903-223-3062.

E-Mail Statement: After applying to and being accepted into a program by Texas A&M University-Texarkana, an individual will receive an A&M-Texarkana e-mail account. Instructors and university officials will deliver official university correspondence to this account. Each individual is responsible for information sent and received via his or her university e-mail account, and each individual must check his or her official A&M-Texarkana e-mail account completely and frequently. Faculty members and students must use their university e-mail accounts when communicating about coursework.

Grading: Each assignment corresponds to a given point value. The instructor calculates grades by dividing a student's accumulated points by the number of points possible.

Points by Assignment

Critical Essay	700
Examinations (Three)	600
Index-Card Comments (Per Session)	10
Quizzes (Twelve)	600

Grade Computation (Example)

<u>Assignment</u>	<u>Points Earned</u>	<u>Points Possible</u>
Critical Essay	550	700
Index-Card Comments (Fifteen)	150	150
Quizzes (Five)	175	250
Progress Reports (Two)	100	100
Totaled Points:	975	1200

$$\text{Grade} = 975/1200 = 81.25\% = \text{B}$$

Tentative Schedule

- 01/22/13: Course Introduction
- 01/24/13: “American Literature: 1865-1914” (Vol. C, 3-16)
from *The Squatter and the Don* (Vol. C, 110-118)
First Quiz
- 01/29/13: “Comments to Major MacMurray” (Vol. C, 413-414)
“[He has filled graves with our bones]” (Vol. C, 415-417)
- 01/31/13: from “Impressions of an Indian Childhood” (Vol. C, 1087-1093)
from *Life Among the Piutes* (Vol. C, 508-517)
“The Problem of Old Harjo” (Vol. C, 1037-1041)
from “The School Days of an Indian Girl” (Vol. C, 1093-1100)
“Why I Am a Pagan” (Vol. C, 1106-1108)
Second Quiz
- 02/05/13: “In the Jewish Synagogue at Newport” (Vol. C, 522-524)
“The Law of Life” (Vol. C, 1043-1047)
“The New Colossus” (Vol. C, 524)
“Turned” (Vol. C, 806-812)
- 02/07/13: *Maggie: A Girl of the Streets* (Vol. C, 946-989)
Third Quiz
- 02/12/13: from *Autobiography of an Ex-Coloured Man* (Vol. C, 1011-1028)
“The Goophered Grapevine” (Vol. C, 699-706)
“Lift Every Voice and Sing” (Vol. C, 1010-1011)
- 02/14/13: from *Lyrics of the Lowly Life* (Vol. C, 1029-1033)
from *The Souls of Black Folk* (Vol. C, 885-901)
from *Up from Slavery* (Vol. C, 675-697)
Fourth Quiz
- 02/19/13: *Mark Twain Tonight* (Active Viewing)
- 02/21/13: First Examination (Oral)
- 02/26/13: “American Literature: 1914-1945” (Vol. D, 3-20)
“Luke Havergal” (Vol. D, 41)
from *The Making of Americans* (Vol. D, 200-203)
“Miniver Cheevy” (Vol. D, 42-43)
“Mr. Flood’s Party” (Vol. D, 43-44)
“Richard Cory” (Vol. D, 41-42)

- 02/28/13: “After Apple-Picking” (Vol. D, 240)
 “Birches” (Vol. D, 242-244)
 “The Figure a Poem Makes” (Vol. D, 250-252)
 “Fire and Ice” (Vol. D, 245)
 “Nothing Gold Can Stay” (Vol. D, 245)
 ““Out, Out—”” (Vol. D, 244)
 “The Oven Bird” (Vol. D, 242)
 “The Pasture” (Vol. D, 231)
 “The Wood-Pile” (Vol. D, 241)
 Fifth Quiz
- 03/05/13 Instructor’s Absence
- 03/07/13 Instructor’s Absence
- 03/12/13 Spring Break
- 03/14/13 Spring Break
- 03/19/13: “The Eatonville Anthology” (Vol. D, 530-538)
 “The Gilded Six-Bits” (Vol. D, 541-549)
 “How It Feels to Be Colored Me” (Vol. D, 538-541)
 “The Man Who Was Almost a Man” (Vol. D, 899-907)
- 03/21/13: *Trifles* (Vol. D, 253-262)
 from *Winesburg, Ohio* (Vol. D, 265-278)
 Sixth Quiz
- 03/26/13: *Long Day’s Journey into Night* (Vol. D, 402-480, Act I) (Active Viewing)
- 03/28/13: *Long Day’s Journey into Night* (Vol. D, 402-480, Act II) (Active Viewing)
 Seventh Quiz
- 04/02/13: *Long Day’s Journey into Night* (Vol. D, 402-480, Act III) (Active Viewing)
- 04/04/13: *Long Day’s Journey into Night* (Vol. D, 402-480, Act IV) (Active Viewing)
- 04/09/13: “Barn Burning” (Vol. D, 800-812)
 “The Leader of the People” (Vol. D, 882-892)
 “The Snows of Kilimanjaro” (Vol. D, 826-842)
 Eighth Quiz
- 04/11/13: Second Examination (Oral)

- 04/16/13: “American Literature since 1945” (Vol. E, 3-15)
 “Big Wind” (Vol. E, 39-40)
 “Child on Top of a Greenhouse” (Vol. E, 41)
 “Frau Bauman, Frau Schmidt, and Frau Schwartz” (Vol. E, 40-41)
 “Going to Meet the Man” (Vol. E, 424-436)
- 04/18/13: “The Applicant” (Vol. E, 634-635)
 “Daddy” (Vol. E, 629-631)
 “Lady Lazarus” (Vol. E, 625-627)
 “To the Harbormaster” (Vol. E, 508-508)
 “A True Account of Talking to the Sun at Fire Island” (Vol. E, 511-512)
 “Why I Am Not a Painter” (Vol. E, 508)
 Ninth Quiz
- 04/23/13: from *Invisible Man* (Vol. E, 208-224)
 “Recitatif” (Vol. E, 609-623)
- 04/25/13: “The Body as Braille” (Vol. E, 1158)
 “For Virginia Chavez” (Vol. E, 1154-1156)
 “Refugio’s Hair” (Vol. E, 1118-1119)
 “Taking Away the Name of a Nephew” (Vol. E, 1116-1117)
 “Visions of Mexico While at a Writing Symposium in Port Townsend,
 Washington” (Vol. E, 1156-1158)
 “Wet Camp” (Vol. E, 1115)
 Tenth Quiz
- 04/30/13: “After the Last Dynasty” (Vol. E, 22-23)
 “Father and Son” (Vol. E, 21-22)
 “Quinnapoxet” (Vol. E, 23-24)
 “The Wellfleet Whale” (Vol. E, 24-27)
- 05/02/13: “Footnote to Howl” (Vol. E, 500)
 “Howl” (Vol. E, 492-499)
 from *Maus* (Vol. E, 1058-1074)
 Eleventh Quiz
- 05/07/13: “Beauty and Sadness” (Vol. E, 1161-1162)
 “Eating Alone” (Vol. E, 1169)
 “Eating Together” (Vol. E, 1170)
 “Lost Sister” (Vol. E, 1162-1164)
 “Persimmons” (Vol. E, 1167-1169)
 “The White Porch” (Vol. E, 1159-1161)

- 05/09/13: “Fleur” (Vol. E, 1143-1152)
“Lullaby” (Vol. E, 1050-1056)
from *The Way to Rainy Mountain* (Vol. E, 677-687)
Twelfth Quiz
- 05/14/13: Third Examination (Oral)
- 05/16/13: Critical Essay Due