COURSE DESCRIPTION

A course designed to permit intensive study of six to ten masterpieces of American literature from the nineteenth and twentieth centuries.

TEXTS, REFERENCES, AND SUPPLIES

Texts will vary

COURSE GOALS/OBJECTIVES

Upon successful completion of the course, students will have 1) read, analyzed, and discussed significant writers and ideas essential to the literature of America from the Colonial Period through the present, and 2) enhanced their analytical and research skills through class discussions and writing.

STUDENT CONTRIBUTIONS AND POLICIES

Makeup and late work: There is no makeup. All writing assignments must be completed in order to receive credit in the course. All late assignments will be penalized two points the first day after the due date and 1 point each day thereafter. Papers should be submitted electronically in an attachment either via the website or via e-mail.

Essay format: All writings must be typed strictly according to MLA format with strict MLA-style documentation, using author attribution with page or line documentation given in-text and/or parenthetically in addition to a formally presented Works Cited. Primary source must be included.

Plagiarism: Any plagiarism will result in an automatic grade of zero. Acknowledge ALL information taken from someone else by giving name, page documentation, and full entry in Works Cited. When properly handled, this kind of information gains extra credit instead of being plagiarism.

Computer literacy: Student is expected to write the required essay using word processor and to save that essay on his or her own disk so that it may be easily revised, if necessary. Student must be able to navigate the internet to succeed in this course.

Prerequisites: A student must have passed English 1302 or the equivalent. Moreover, it is assumed that the student has already achieved a high degree of competence in grammar, punctuation, spelling, writing style, and organization. Severe writing
deficiencies must be remedied through work in the writing lab, or the student will fail.

**EVALUATION OF STUDENTS**

There will be 8 lessons on the six novels, each counting equally. This portion of the class will be 90% of the final grade.

Final Exam: 10%

Comprehensive final (i.e., over everything covered during semester). Student will be exempted if all assignments have been completed by due date for last assignment.

**Grading of writing**

Writing will be graded for content, organization, grammar, usage, spelling, and technical competence (use of MLA form and wordprocessing skills) according to the following criteria:

*The A Paper: Superior*--exceptional work that uses imagination and actually does more than the assignment calls for. It is clear, concise, and free of errors of logic. It is well-organized and largely error-free. Handling of sources, MLA formatting, and research techniques are superb.

*The B Paper: Excellent*--exceptional work with a minimum of difficulties of thought, expression, organization, and formatting/research techniques.

*The C Paper: Good*--work which fulfills the assignment and has an acceptable number of technical difficulties.

*The D Paper: Unsatisfactory*--but with some redeeming features. D's will be given very rarely.

*The F Paper: Failing work*--superficial treatment of subject, with lack of focus, garbled prose, frequent grammatical and mechanical errors, weak organization, unacceptable formatting/research techniques.

*The R Paper: To be re-written*--Paper has many redeeming qualities but has serious deficiencies which would result in lower than expected grade. Paper must be re-written and is due within one week.

*The 0 Paper: Unacceptable work*--Assignment completely misses the boat or is a half-hearted attempt or is plagiarized. Paper must be re-written and is due within two class days.

Assignment completely misses the boat or is a half-hearted attempt. Paper must be
Critical Thinking:

1. Student should be able to recognize her own assumptions and those of others.

2. Student should be able to recognize her own perspectives and biases and those of others and to evaluate the limitations and strengths.

3. Student should be sensitive to precise use of language, understanding that ideas and definitions have consequences, and should demonstrate that sensitivity in her writing.

4. Student's writing should demonstrate the following reasoning standards: relevance, significance, specificity, depth, breadth, accuracy, clarity, fairness, consistency, sufficiency, and completeness.

5. Student's writing should demonstrate traits of a critical thinker: independent thinking, intellectual empathy, cosmopolitan view, intellectual humility, intellectual courage, intellectual integrity, intellectual perseverance, respect for fact, faith in reason, healthy skepticism, intellectual curiosity, intellectual civility, and intellectual responsibility.

6. Student should be able to reason logically and to recognize fallacious reasoning and should seek to avoid errors of reasoning in writing: ad hominem attack, limited sample, sweeping generalization, tunnel vision, solipsism, and so on.

7. Student should demonstrate analyzing and synthesizing skills: analysis of components, processes, causes, and effects; definition; comparison; and classification.

8. Student should be able to support ideas with intellectual rigor--using facts, quotations, and evidence from published sources, with documentation.

INSTRUCTOR INFORMATION

Name:
E-mail:
Office location:
Office phone:
FAX: 686-4882
Office hours:
Division secretary: Lula Lee, 141 AFA
Division phone: 685-4624

Note: Student is encouraged to contact the instructor at any time. Student may also make appointment with instructor at times outside regular hours.