

THE UNIVERSITY OF TEXAS AT ARLINGTON

ENGL 2329: American Literature

Professor: Alison Torres-Ramos

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Office: Carlisle Hall 425

Office Hours: Online OR by appointment (if needed)

Texts and Materials:

Course material will be available online and accessed through Blackboard.

You should have access to Power Point, MS WORD, AdobeReader, and other software necessary to view all aspects of the ENGL 2329 Distance Education course.

Course Description:

Concentration on works of American literature with focus on how cultural, geographic, and political issues shape and reflect literature in a particular culture. Examines at least three genres and six authors. Emphasis on critical thinking, reading, and writing. **This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these core courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility.**

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

Course Goals:

- To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond English classes.
- To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts.
- To develop students' ability to read critically by studying a variety of literary elements.

Student Learning Outcomes:

- Students should be able to demonstrate their understanding of and their ability to analyze literary texts both in writing and in online written discussion.
- Students should be able to demonstrate their knowledge of a variety of literary terms and elements.
- Students should be able to identify a variety of literary elements within literary texts.
- Students should be able to conduct research using the internet and UTA Library resources.
- Students should be able to demonstrate ability to utilize technology in a variety of forms.

Assignments and Grade Calculation:

Categories of Assignments	Percentage of Final Grade
Daily Assignments:	25%
Quizzes: These brief quizzes are objective and serve to check your reading. These are timed and are to be taken independently without assistance from a book, online information, notes, or other people. The Research Report for Visual Essay also counts as a quiz grade.	15%
Discussion posts: in order to receive points, your discussion post should address the lesson prompt. Your comments must be thoughtful and based on your careful analysis of the text, but also demonstrate that you are aware of what others on the discussion board have written.	10%
Essays and Projects	45%
Artistic Response to War Project	15%
Poetry Essay	15%
Final Essay (Social Issue/Short Story)	15%
Exams:	30%
Short Story Exam	15%
Poetry Exam	15%
TOTAL	100%

Scale for final course grades:

- A 90 to 100 percent (90 to 100)
- B 80 to 89 percent (80 to 89.9)
- C 70 to 79 percent (70 to 79.9)
- D 60 to 69 percent (60 to 69.9)
- F 0 to 59 percent (0 to 59.9)

Course Policies:

You must complete all assignments and quizzes by the due dates. No late work is accepted. Computer malfunctions do not constitute excuses for missing work or turning in work late. All due dates for the assignments and quizzes are listed in the course schedule. College students are expected to work independently and to complete assignments on time. It is important to look ahead in order to understand when major assignments are due. Most successful students mark due dates on a planner or calendar.

All course information, videos, web links, and audios are required “readings” for all students. Most lessons include a quiz that not only assesses understanding and comprehension of the literary texts, but also poses questions found in the historical context readings and the video/audio selections. Quiz questions have been tested in several previous classes. Before questioning the viability of an answer, please review course material for that quiz. Then contact your instructor if you have a question.

Your instructor will make every effort to respond to emails within 24 hours. Course work will be graded and returned in a timely manner. Assignments and discussion will generally be evaluated within 10 days after due date. Major essays and exams will be evaluated within two weeks after due date. Your instructor will notify you if unexpected delays in grading do occur.

Participation:

You should read/watch all assigned material and complete all assignments carefully and thoughtfully. As you read, think critically about the material in order to generate ideas and questions from your analysis. It is expected that students in this course will actively and appropriately engage in online discussions and participate online in collaborative learning situations.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. Keep in mind that tone is often lost in an email. Please be professional and courteous in all correspondence and in all discussions.

You must be proficient in MS Word, MS Power Point and other basic personal computing skills to be successful in this course. We do not provide training on basic computer use or internet access issues.

Student Support Services Available:

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Academic Integrity:

Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. It is also inappropriate to hand in a paper or portions of a paper written for another class--including high school and college courses you have taken or in which you are currently enrolled. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, someone else doing your work, etc.) is unacceptable even if you do it accidentally. All instances of academic dishonesty will be dealt with according to UTA policy and procedures, and I will send a copy of questionable work to the Office of Student Conduct to be kept on file. I also reserve the right to award zeros on assignments and/or an F in the entire course to any student who engages in any type of academic dishonesty.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students

with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

The Writing Center:

[Click here for Writing Center Web Page](#)

For Quick Hits real time help go to Writing Center Facebook Page

<https://www.facebook.com/WritingCenteratUTARlington>

Drop Policy:

If you choose to withdraw from the course for any reason, you must follow University procedures. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

Interpretation and Grading

So, Is an Interpretation Just What I Think About What I Have Read?

You may not be aware that readers approach reading in different ways depending on why they are reading, what they are reading, and the intended outcome of their reading. When I read a novel while I am on vacation, I am not using post-it notes to mark pages or using a highlighter to mark passages. Why not? Well, I know that I am not going to be tested on my vacation reading, nor will I need to refer back to the material in order to discuss it with a group or to use it in writing an essay.

Even though in an informal setting with friends or family you might talk about how a piece of literature makes you feel or how it reminds you of a family situation you once experienced, in a formal class setting, these kinds of responses would only be a beginning place for you. In English Studies, students are asked to go beyond these basic reader responses to examine the characteristics and attributes of the literature and consider ways the writing might evoke certain responses. In this course, you will be introduced to some new ways of “reading” and thinking about literature. The discussion questions and essay prompts ask you to think and interpret literature in a variety of ways.

Some students become confused when we ask them to give their interpretations of literature. Many assume that to interpret means to respond off the top of their heads with whatever they might be thinking. However, interpretation requires careful reading and critical thinking. While there are several valid interpretations of any piece of literature, not all interpretations are correct. Sometimes there are mis-readings of a piece of literature because students haven't

closely read the material or because they do not understand the language or syntax.

So, what is the test of an interpretation?

Think of your interpretation as an argument. Now we know that all arguments must have evidence or support. In a literary argument, the support/evidence is always the literary text. So, if you can support an idea by using the text to show how your idea is valid, then the interpretation meets the test.

I once read a paper where a student asserted that Robert Penn Warren's poem "Evening Hawk" was about an airplane. While the poem does mention a "plane" and a "honed steel-edged wing," the poem is clearly about a bird, not a plane and not Superman! The student who argued that the poem was about a plane was clearly misreading the poem. By looking at the whole poem and reading carefully, the student would have seen that this argument was not supported by the text of the poem.

Is English Grading Subjective and Influenced By the Mood of the Teacher?

The grading scale and high standards in this course are based on the standard practices in English Studies, not your coach's mood. Students who are not familiar with English studies often talk about the "subjective" nature of grading. However, nothing could be further from the truth. We are professionals with many years of experience in our field. We don't grade by whim, but by clear standards set forth by our areas of expertise. To say our grading is subjective would be similar to telling a medical professional that a diagnosis of "strep throat" is based on "feeling" or "mood" rather than clear knowledge of symptoms (fever, sore throat, enlarged lymph nodes) and lab results of a throat culture.

Students who are more comfortable with "points" from objective tests, may feel a bit uneasy with evaluations in an English course. Just remember, that no instructor is out to penalize students with grades. Use feedback and rubrics to examine your own work and to help improve your writing and discussions responses as you move through the course work.

Please use the resources found throughout this course (announcements, videos, emails and course content) to assist you as you read and respond to literature.

Policies for Communication

Communication Guidelines for Student Interaction with Classmates and Instructors

- Please send your email queries to a specific person --your professor. Address your professor by correct title and name. Also, when contacting your professor, make sure to put your course and section number in the subject line.
- Respect the model of communication used in educational settings. Your professor is your guide and mentor; your professor is not a customer service representative who processes complaints. Your professor wants to work with you in a collaborative manner. Demanding "service" or "action" from him/her is not in keeping with the educational model and will not foster a spirit of cooperation. Please review the following Power Point about students and email
- Also, when contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this

course, as with any other UTA course, your communication with other students and faculty should be courteous and professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct.

- As important course announcements and additional class resources will often be sent to your UTA email address, please make sure to check your email twice a day.
- Finally, be aware that emailed assignments are NOT accepted. It is your responsibility to familiarize yourself with the course software and how to submit assignments.
- Check course announcements regularly

When Things Go Wrong

Let's Begin with Humor: Sometimes things just go wrong. We may have to follow the lead of those who have gathered a "Murphy's Law on Technology List" at NetLingo.com

To err is human, but to really foul things up requires a computer.

A failure will not appear till a unit has passed final inspection.

Computers are unreliable, but humans are even more unreliable. Any system, which depends on a human's reliability, is unreliable.

It is probably a PICNIC. (Translation: Problem In Chair Not In Computer)

When all else fails, read the instructions.

If there is a possibility of several things going wrong the one that will cause the most damage will be the one to go wrong.

Response to Problems: Yes, there will be a problem, a typo, or a broken link. You should not get stressed out. If an issue occurs that is OUR problem (Blackboard, course design, UTA tech issue) we will fix it and will never penalize students. Even if it is an issue with your own computer or you just simply can't get some assignment completed, you should remain calm. Send a clear, respectful email to your instructor alerting your instructor of the issue. Then trust your instructor, because s/he is a highly qualified and experienced educator, to address the issue. S/he might not be awake and responding to email at 2:00am. You may be asleep when s/he does respond at 10:00am. Most issues are resolved within 24 hours. But don't expect instant answers. If you miss work, then communicate with your instructor about your overall progress in the course. He/she will give you the best advice on how to proceed. Communication is key; make important issues known. However, don't email questions until you have reviewed the syllabus, course material, and resources. You may find out that the answer is close at hand. Make sure you have read all the syllabus material and guidelines.

Broken Links: The dynamic nature of the Internet means that a course link that worked on Monday morning may not work by Monday afternoon. If you have tried a link in two browsers and can't get it to display, email your instructor who will work on getting it fixed.

Videos Removed: Sometimes YouTube videos are removed without any warning. If you have tried to watch an assigned video with no success, contact the instructor who will make a decision on either replacing the video or substituting some other element.

Assignment, Quiz, or Test Not Available: If a course item you are assigned is not available take the following steps. First, check the due dates to make sure you have not missed the time period for availability. Second, check the course schedule to make sure you are working in the current week and not working ahead in the course. If all these check out correctly, notify your instructor who will work on making the item available. We do drop your lowest quiz grade and this usually takes care of computer glitches.

Computer Crashes, Page Closes, Electricity Goes Out, etc.: The course policy states that if a technical issue is not a global one affecting the Blackboard system or the electrical grid where you live and work, then we do not accept these as excuses for missing work. If you believe your situation is unusual, please contact your instructor. He/she will investigate and make a decision about the issue. However, if the problem is a system issue, we will not penalize students and will make course content available to them when the Blackboard or electrical issues are resolved. We drop one quiz grade, so this usually takes care of those "one time" computer crashes that might occur while you are working in the course. Remember that quizzes and exams are timed and will often shut down if there is no activity in the quiz. If you open another window or move out of the test environment, this may cause your quiz/exam to close. If you hit the back button or the re-load arrow, you will also cause the quiz/exam to close. Your quiz will not be re-set because of these issues.

Technical Support: Need technical assistance related to course access issues? Click to email: cdesupport@uta.edu or 817-272-5727. If students need technical assistance related to Net ID issues, contact the help desk at helpdesk@uta.edu or 817-272-2208.

Course Schedule and Course Dates

Course Schedule and Due Dates: English 2329 Summer I 2015 *The Central Time Zone is used for all times below*			
Week/Dates	Lesson	Topics/Lessons	Assignments Due
Week One June 8-14	1	Introduction to American Literature Course	Read all assigned material Begin defining and memorizing literary terms for future exams

			<p>Post to discussion forum by Tue., 6/9, 11:59 p.m.</p> <p>Syllabus quiz due by Tue., 6/9, 11:59 p.m.</p> <p>Plagiarism quiz due by Tue., 6/9, 11:59 p.m.</p>
	2	Introduction to Short Fiction	<p>Read all assigned material</p> <p>Continue defining and memorizing literary terms for future exams</p> <p>Take Quiz by Wed., 6/10, 11:59 p.m.</p> <p>Post to discussion forum by Wed., 6/10, 11:59 p.m.</p> <p>Read FINAL ESSAY instructions in Lesson 14</p>
	3	"Young Goodman Brown"	<p>Read assigned material</p> <p>Take Quiz by Fri., 6/12, 11:59 p.m.</p> <p>Post to discussion forum by Fri., 6/12, 11:59 p.m.</p>
	4	"The Yellow Wallpaper"	<p>Read all assigned material</p> <p>Take Quiz by Sun., 6/14, 11:59 p.m.</p> <p>Post to discussion forum by Sun., 6/14, 11:59 p.m.</p>
Week Two June 15-21	5	"The Things They Carried"	<p>Read all assigned material</p> <p>Take Quiz by Mon., 6/15, 11:59 p.m.</p> <p>Complete and Submit Artistic Response to War Assignment & post to discussion by Thurs., 6/18, 11:59 p.m.</p> <p>Post discussion forum by Fri., 6/19, 11:59 p.m.</p>
	6	"A Worn Path" and "The Jilting of Granny Weatherall"	<p>Read all assigned material</p> <p>Take Quiz by Sun., 6/21, 11:59 p.m.</p>

			Post discussion forum by Sun., 6/21, 11:59 p.m.
Week Three June 22-28	7	"What you Pawn I Will Redeem"	Read/watch/listen to all assigned material Take Quiz by Tue., 6/23, 11:59 p.m. Post to discussion forum by Wed., 6/24, 11:59 p.m. Take SHORT STORY EXAM by Thurs., 6/25, 11:59 p.m. Begin work on Poetry Essay.
	8	Introduction to Poetry Writing about Poetry	Read/watch/listen to all assigned material Take Quiz by Fri., 6/26, 11:59 p.m. Submit Poetry Essay by Sun., 6/28, 11:59 p.m.
Week Four June 29- July 5	9	Poetry: Emily Dickinson	Read/watch/listen to all assigned material Take Quiz by Mon., 6/29, 11:59 p.m. Post discussion forum comments by Wed., 7/1, 11:59 p.m.
	10	Poetry: Langston Hughes	Read/watch/listen to all assigned material Take Quiz by Fri., 7/3, 11:59 p.m. Post discussion forum comments by Fri., 7/3, 11:59 p.m. Take POETRY EXAM by Sun., 7/5, 11:59 p.m. Begin work on FINAL ESSAY (see Lesson 14)
Week Five July 6-8	11	Introduction to Novella The Awakening	Read/watch all assigned material Continue work on Final ESSAY & Research Report Take Quiz by Mon., 7/6, 11:59 p.m.

			Post discussion forum comments by Mon., 7/6, 11:59 p.m.
	12	The Awakening	Read/watch all assigned material Continue work on FINAL ESSAY Take Quiz by Tues., 7/7 11:59 p.m. Post discussion comments by Tues., 7/7, 11:59 p.m. Submit Research Report by Tues., 7/7, 11:59 p.m.
	13	The Awakening	Read/watch all assigned material Take Quiz by Wed., 7/8, 11:59 PM Continue work on FINAL ESSAY Post Farewell Discussion by Wed., 7/8, 11:59 p.m.
Final Essay July 9-13	14	Final Essay Preparation	Continue work on FINAL ESSAY Final Essay serves as Final Exam in this course Submit Final Essay by Mon., 7/13, 11:59 p.m.

Other Important Dates:

6/8: First Day of Class

6/9: Late Registration

6/10: Late Registration

6/11: Census Date

6/29: Last Day to Drop a Course

7/9: Last Day of Class

7/13: Final Exam