

MIDSTATE COLLEGE
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TERM YEAR

Course number & Name: ENG 320 Survey of American Literature II
Credit hours: 4 quarter hours **Method of Delivery:** eLearning

Text(s) & Manual: *Anthology of American Literature* ISBN # 0-13-083815-2
Editors: George McMichael, et al.
Publisher: Prentice Hall, 2000

Course Description: (IAI H3 915)

Prerequisite: ENG117 Advanced Composition

A study and analysis of selected writings by the major authors of American literature. The course encompasses the ideas and artistic expression of American prose from the realistic period to the present.

Topics:

- 19th Century poetry – Whitman, Dickinson, Poe
- 20th Century poetry – Frost, Sandburg
- 19th Century fiction – Twain, Poe
- 20th Century drama –Williams, Wilder, Miller

Learning Objectives: Upon completion of this course, the student will be able to:

1. Interpret and appreciate writings of a wide variety of American authors.
2. Critically analyze and discuss specific literary periods, authors, and their works.
3. Recognize and appreciate the contributions of the selected group of authors to the American literary scene.
4. Develop opinion and interpretation of authors' works through essay writing using outside scholarly criticism.

Midstate Grading scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Midstate Plagiarism Policy:

Plagiarism is using another person's words without giving credit to the author. Original speeches, publications, and artistic creations are sources for research. If students use the author's words in a paper or assignment, they must acknowledge the source. Plagiarism is strictly against the academic policy of the college and is grounds for failing the course. If repeated, plagiarism may result in suspension from the college. (See the Midstate College catalog and/or Student Handbook for additional information.)

In courses containing writing assignments, the college promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success:

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking

techniques, how to take notes, developing good study skills, etc. Contact Chris Peck in Room 502 (in person); (309) 692-4092, extension 5023 (phone); dcpeck@midstate.edu (email).

Instructor information:

Office hours:

Grading Categories:

Quizzes	10%
Essays	50%
Weekly Discussions	15%
Weekly Summaries	15%
Final Test	10%

Participation Requirements/Policies and Procedures: It is important that you contribute to class discussions by sharing your impressions of the selected readings; this enhances learning for everyone. Taking **quizzes/exams** at times other than those scheduled will NOT be allowed except under very extreme circumstances, and then only if you contact me before the exam is taken by the class. Late **assignments** will not be accepted. All assignments and hand-ins are due at the beginning of class on the due date. Anything turned in late, if permitted under extreme circumstances will be automatically be graded with an automatic 10 percent reduction.

Requirements for completing the course: It is important that you *contribute to class discussions* by sharing your impressions of the selected readings; this enhances learning for everyone.

Assessment of learning/Methods of evaluating students' performance: Lectures and reading assignments, quizzes, tests, and essays will be the instructional method in this course. Attendance, class participation, assignments, and the final exam are the criteria for evaluating student performance. **For every absence, 1% will be deducted from your overall final average.**

Written Assignments and Tests:

Testing will consist of short quizzes on the topics covered. The quizzes will be between five and 10 questions and will be over the lectures and texts. A test covering all of the material will come at the end of the course. The final test will consist of questions already seen in the quizzes.

A **Weekly Discussion** contribution is required every week. These will be answers to questions about the texts that stimulate thoughtful group discussion.

A **Weekly Summary** is also required every week. These are short summaries of what you found interesting during readings for the week.

Five **Critical Essays** are also assigned. Follow the Essay Template Guidelines as posted at the beginning of the lesson folders.

Students are to research scholarly criticism on one of the authors in the period. The purpose of the essays is to discuss and analyze through original and scholarly criticism the contribution, impact, and effect of the author to the period.

Essays will follow the standards of written work established in English 117, including outline, in-text citations, source page, and the MLA style of documentation.

Class schedule:

Week One:

Topics: The Age of Realism; 19th Century Poetry - Walt Whitman

Objectives: Understand the attributes of the Age of Realism

Understand the role of Walt Whitman's poetry on the Age of Realism I

Assignments:

Pre-Assessment: Take the non-graded Pre-Assessment

Read: Essay Template Guidelines

View: Walt Whitman PowerPoint Lecture

View: The Poetry of Walt Whitman PowerPoint Lecture

Read: Text pp. 1-7 on introduction

Read: Text pp. 54-55 in text on Walt Whitman

“As I Ebb'd with the Ocean of Life”;

“I Saw in Louisiana a Live Oak Growing”

“O Captain! My Captain!”;

“When Lilacs Last in the Dooryard Bloomed.”

in Walt Whitman Texts in Week 1 Lesson Folder

Read: Chapters I – X of *Huck Finn*.

Quiz: Week 1 Quiz Whitman

Weekly Discussion: How does Walt Whitman speak to the everyday person?

Weekly Summary: Summarize the life of Whitman as found in the text. Also give the historical contexts of the poems read this week.

Week Two:

Topics: 19th Century Poetry – Emily Dickinson;

Objectives: Understand the role of Emily Dickinson in 19th Century

Assignments: View: Emily Dickinson PowerPoint Lecture

View: Poems of Dickinson PowerPoint Lecture

Read: Text pp. 188-189 on Emily Dickinson

Read: Text pp. 190-1929 the following poem numbers:

67, 130, 241, 303, 324, 338, 441

Read: Chapters XI – XX of *Huck Finn*.

Quiz: Chapters I – X of *Huck Finn*.

Quiz: Emily Dickinson

Essay: Compose an essay comparing and contrasting Whitman and Dickinson

Weekly Discussion: What is so compelling about Dickinson's poetry? Pick one of the poems we read and explain why.

Weekly Summary: Summarize the assigned poems how they speak to Dickinson's times and ours.

Week Three:

Topics: 19th Century Short Stories - Edgar Allan Poe

Objectives: Understand the role of Poe in the development of short story

Assignments: View: Edgar Allan Poe PowerPoint Lecture

Read: Lesson Texts: “The Cask of Amontillado” and the “Black Cat”

Read: Chapters XXI – XXX of *Huck Finn*

Quiz: Chapters XI – XX of *Huck Finn*.

Quiz: Edgar Allan Poe

Essay: Compose an essay on Poe's “Theory of Ratiocination” and how it is

applied his short stories.

Weekly Discussion: Was Poe nuts or just incredibly imaginative?

Weekly Summary: Summarize the plot and characters of The Tell-Tale Heart and the Black Cat

Week Four:

Topics: 20th Century Poets - Robert Frost

Objectives: Understand the characteristics of 20th Century poetry

Assignments: View: Robert Frost PowerPoint Lecture

Read: Text pp. 1104 on Frost

Read: Lesson Texts: "The Road Not Taken";

"Stopping by Woods on a Snowy Evening." "The Harbor"

"Nothing Gold Can Stay"; "Fire and Ice",

Read: Twain: Chapters XXXI – XL of *Huck Finn*.

Quiz: Chapters XXI – XXX of *Huck Finn*

Quiz: Robert Frost

Weekly Discussion: Which road do you want to take?

Weekly Summary: Take one of Frost's poems and dissect its meaning.

Week Five:

Topics: 20th Century Poets - Carl Sandburg

Objectives: Understand the role of Carl Sandburg in 20th Century poetry

Assignments: View: Carl Sandburg PowerPoint Lecture

Read: Text pp. 1128-1129 on Sandburg

Read: Lesson Texts: "Chicago"; "Happiness"; "Fog"; "Cool Tombs"; "Grass"

Essay: Compose an essay that compares and contrasts the poems of Frost and Sandburg

Quiz: Chapters XXXI – XL of *Huck Finn*

Quiz: Carl Sandburg

Weekly Discussion: What feelings or memories does Sandburg's poetry evoke in you?

Weekly Summary: Dissect one of Sandburg's poems and explain its meaning and context.

Week Six:

Topics: 19th Century Novel – Mark Twain

Objective: Understand the role of Mark Twain in the 19th Century novel I

Assignments: View: Mark Twain PowerPoint lecture

Read: Text pp. 221-223 on Mark Twain

Read: *Huck Finn* Chapters XLI-End

Quiz: Chapters XLI-End of *Huck Finn*

Weekly Discussion: Are the days of childhood adventure over? Cite examples of how childhood has changed since Huck's time.

Weekly Summary: Summarize the characters and plot of *Huck Finn*

Week Seven:

Topics: 19th Century Novel – Mark Twain

Objective: Understand the role of Mark Twain in the 19th Century novel II

Assignments:

Essay: Compose an essay on a theme found in *Huck Finn* and explore it in detail.

Weekly Discussion: What twist of plot do you see coming in *Huck Finn*?

Weekly Summary: Describe Twain's humor giving examples.

Week Eight:

Topics: 19th Century Novel – Mark Twain

Objective: Understand the role of Mark Twain in the 19th Century novel III

Weekly Discussion: Who is your favorite character in Huck Finn?

Weekly Summary: What does Twain say about his times and its people.

Dissect Huck's attitude towards his world and those in it.

Week Nine:

Topics: The 20th Century Playwrights

Objective: Understand the role of Tennessee Williams in 20th Century drama I

Assignments: View: Tennessee Williams PowerPoint Lecture

Read: Text pp. 1684-168 on Tennessee Williams

Read: Text pp. 1686-1729 Tennessee Williams - *The Glass Menagerie*

Quiz: Tennessee Williams

Weekly Discussion: Is the Glass Menagerie realistic or sappy?

Weekly Summary: Summarize the characters and plot of The Glass Menagerie.

Week Ten:

Topics: The 20th Century Playwrights

Objective: Understand the role of Thornton in 20th Century drama II

Assignments: View: Thornton Wilder PowerPoint Lecture

Watch: On the internet Thornton Wilder – *Our Town*

Quiz: Thornton Wilder

Weekly Discussion: What does Wilder have to say about love about and life.

Do you think he is optimistic or pessimistic?

Weekly Summary: Summarize the characters and plot of Our Town

Week Eleven:

Topics: The 20th Century Playwrights

Objective: Understand the role of Arthur Miller in 20th Century drama III

Assignments: Research: Arthur Miller – Death of a Salesman

Essay: Compose an essay that compares and contrasts two of the playwrights we read.

Quiz: Arthur Miller

Weekly Discussion: Does Miller speak to today's on the go culture. Is it all really a rat race?

Weekly Summary: Summarize the characters and plot of Death of a Salesman.

Week Twelve:

Test: Drama on of the 20th Century

Comprehensive Post-test

Weekly Discussion: Which author did you enjoy the most?

ENG 320- American Literature I

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Midstate College ENG 320 – Essay Rubric

Outline: 50 pts	-5	-2	-0	+1	Total
Thesis	Thesis not stated clearly.	Thesis stated clearly, but with some question as to purpose.	Thesis stated clearly as to which side of the argument the author will assume.		
Development	Substantially underdeveloped.	Not developed completely to the III. A. B minimum	Developed to the III.A. B minimum	Developed past the III.A. B minimum	
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
				Total	

WC Page: 50 pts	-5	-2	-0	+1	Total
MLA format	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Format of page	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
				Total	

Essay: 100 pts	-5	-2	-0	+1	Total
Introduction	Thesis not stated clearly.	Thesis stated clearly, but with some question as to purpose.	Thesis stated clearly as to which side of the argument the author will assume.		
Development	Substantially underdeveloped.	Essay not consistent parallel with outline.	Essay parallel with outline.		
Mechanics	More than 5 errors	Between 3-5 errors	Between 1-3 errors	No errors	
Spelling	More than 5 misspelled words	Between 3-5 misspelled words	Between 1-3 misspelled words	No misspelled words	
Conclusion	Paragraph does not exist.	Conclusion restates thesis or summarizes.	Conclusion restates thesis and summarizes.	Plus offers opinion.	
				Total	