

MASSASOIT COMMUNITY COLLEGE
American Literature II - 1860 to present
ENGL 214-03 MWF 10-10:50 AM, Room H224 / ENGL 214-04 MWF 11-11:50 AM, Room H224
SPRING 2017

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ENGL 214

American Literature II

3 credits

An introduction to American literature, this course examines the major contributors to American literature, culture, and ideals from the Civil War to the present. Prerequisite: English Comp II (ENGL 102). Note: American Literature to 1860 is not a prerequisite.

The Instructor's Thoughts on This Course: A ROAD TRIP ACROSS AMERICA

"There was nowhere to go but everywhere, so just keep on rolling under the stars."

– Jack Kerouac, *On the Road*

Jack Kerouac's quote from his 1957 novel *On the Road* is lyrical, hopeful and full of energy and zeal. America's literature is peopled with characters driven by the yearning for adventure, change, and opportunity. In the quote above, you can almost see a car propelling down a starlit road with an eager, youthful driver behind the wheel. In *On the Road*, this theme manifests in the road trips of Sal Paradise and Dean Moriarty, characters based on the author himself and his close friend, who travel across America and back again. America's landscape is as varied and vast as the people who call America home. The history of American literature reflects the diversity of not only its people, but its geography as well. As a writer is a product of his or her time and place, in this course, we will take a close look at **identity** and **place** and question how these two themes often intersect. We'll look at writers from here in the Northeast: Emily Dickinson, Robert Frost, Edward Albee, Jack Kerouac, F. Scott Fitzgerald, Walt Whitman, Langston Hughes, Junot Diaz; writers from the Midwest: Mark Twain and Willa Cather; writers who represent the South: Zora Neale Hurston and Tennessee Williams; and writers who represent the West and Southwest including the Golden State of California, said to be the embodiment of "the American Dream": John Steinbeck, Joan Didion, and Sherman Alexie. We'll see how historical events and issues influenced writers and how their words deeply impacted the lives and perspectives of others to eventually shape American culture and ideas. We'll examine how these writings from the past represent us still today. *We'll look at "the story of America" – which is in fact, many stories, and see ourselves reflected in the writings that were once brand new, but have now become time-honored, classic, and vital for the democratic spirit of America to continue to thrive.*



New England

COURSE OUTCOMES: Upon successful completion of this course, students should

- Read a significant sampling of the writings that constitute the canon of American literature from 1860 toward the present.
- Become familiar with or identify major writers, works, genres, trends, and styles from 1860 toward the present
- Write papers responding critically to both primary and secondary texts, building on skills developed in English Composition II
- Understand and analyze the relationships between American culture (historical, intellectual, social, political, economic) from 1860 onwards and individual writers and their works
- Discover a sense of how American identity is developed and exemplified through literature
- Analyze and discuss texts, using literary terms and themes introduced in English Composition II, to guide and inform the aesthetic experience of reading
- Appreciate the personal relevance and shared values of literature, and the depth of feeling that comes with recognition of the universal human condition.
- Strengthen Core Competencies (critical thinking, technology skills, oral communication, quantitative skills, reading, and writing) in order to increase success in this and other courses and in the workplace

What Books and Materials Will I Need?

1. *The Bedford Anthology of American Literature, Volume II, 1865 to the Present* by Susan Belasco and Linck Johnson, Macmillan Publishers ISBN-10: 0-312-67869-X

2. *Who's Afraid of Virginia Woolf?* by Edward Albee, Penguin Publishing Group, ISBN-13: 9780451218599 (Make sure you have the 2006 edition as the earlier edition is NOT the same text!)

3. *Their Eyes Were Watching God* by Zora Neale Hurston
<http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf> (if you prefer, borrow a print copy from a library or buy online or from a local bookstore)

You will also need the following:

1. Supplies for note taking in class and annotating texts including highlighter, pen/pencil, notebook, or a binder, notepaper, etc.
2. Canvas (access through Massasoit website) for readings and for submitting some assignments



New York, New York

How is This Class Taught?

Outside Class

- Check Canvas for assignments, readings, and handouts
- Read** assigned texts and **annotate** while you read.
- Use your annotations to write a **log** or other assigned work.
- Come to class with your annotated text (and your response). Note: if your text is electronic, you are responsible for taking extensive **notes** on paper in place of the annotations.
- If no log is assigned, there may be an in-class **quiz** on the material.

During Class

- Be ready to submit your **log** or take a **quiz** on the reading.
- Expect **lectures** from your professor verbally, through PowerPoint, and/or notes on the board. Videos and other visuals that display art and artifacts from 1860-present will also be displayed for connections to the readings. Music that represents themes and others elements in the readings will be played.
- Share** your written reflective responses to the readings through discussions in partners or small groups.
- Discuss, analyze, and formulate questions** about short passages or entire readings either individually or in small groups
- Engage in individual **writing activities** strengthening your abilities to think both critically and creatively (freewrites, brainstorm, short answers, etc.)
- Participate in **peer response** activities in which you offer constructive criticism on your classmates' writing
- Engage in **on-your-feet activities** around the room to more deeply understand the readings, your perspectives, and the perspectives of others.
- Discuss a specific text in **Socratic Seminar**, a whole class double-circle discussion in which you're responsible for generating your own questions to ask your classmates, responding to your classmates' questions, and taking notes on the discussion

How Will I Be Graded?

Everyone starts with an A, but it's up to you to maintain it. Your final grade will be based on your progress and performance in the course. Major assignments will be graded with rubrics. A rubric is a tool that communicates the expectations and goals of an assignment.

Logs & Quizzes (20%): Unless otherwise noted, expect to submit a log in class each day. When a log is not due, there will either be a short quiz on the reading or some other assignment will be due. Directions on how to write a "log" will be distributed this week. Note that logs and quizzes cannot be made up. Your lowest log grade and your lowest quiz grade will be dropped.

Midterm (10%): Based on the readings and class discussions from the first half of the semester.



Florida

Essays (30%): You will write two essays (3-5 pages) using a primary source (the literary text) and secondary sources (literary criticism) in MLA format. We'll be discussing the essay topic in depth and visiting the library for help in your research for this writing.

Final Project: Essay and Presentation (20%): In place of the final, you will pair up with another student to share in the research process as well as presentation design and planning. You and your partner will choose a topic to research, write about, and present upon. You and your partner will each write your own essay on the topic but your essays will be different from each other because each of you will take a different focus on the topic. You and your partner will present together, and your presentation together will include highlights from both of your essays for this project.

Classwork/Homework: (10%) This part of your grade includes completing course readings with annotations, note-taking, completing Canvas discussions or other Canvas assignments, reading reflections, in-class activities or in-class mini-projects.

Attendance (10%): Attendance in class is vital for success! **You may miss up to 5 classes without penalty. If you miss more than 5 classes, you must meet with me so that we can discuss whether or not you should continue in the course or you should drop the course.** Missing more than 5 classes affects your attendance grade which drops to 0%. See next page for more details.

Grades:

Logs & Quizzes	20%	(Cannot be made up – lowest quiz grade will be dropped)
Midterm	10%	
Essays & Short Essays	30%	
Final Proj: Essay & Presentation	20%	
Classwork/Homework	10%	
Attendance	10%	

Massasoit Grading Scheme:

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59 and below



The Midwest

Extra Credit: Option 1. Attend a performance of Massasoit's own theatre company's *Raisin in the Sun*
 Option 2. Take a road trip to visit to a literary site/museum (ex. Emily Dickinson's house in Amherst, MA; Robert Frost's house in Derry, NH, etc). Write a page and a half personal reflection of your experience of either event. These opportunities will count as extra credit quiz grades as well as make up for class absences.

Academic Honesty/Plagiarism: “Mistakes and imperfection are encouraged. Cheating is not.” Plagiarism means using another person's words or ideas without giving that person credit. It is a form of cheating and theft. To avoid plagiarism, practice and use the skills of paraphrasing and summarizing. Plagiarism means an F for the paper and may mean an F for the course. You will be using the MLA format for the course.

POLICY ON ABSENCES AND BEING LATE-TO-CLASS

LATE TO CLASS: Three (3) late arrivals to class equal one (1) absence.

Being on time is essential for student success; latecomers miss important information which often impedes their progress in the course. Regular class attendance is essential for passing.

ATTENDANCE: Make class attendance a priority. **Communicating with your professor is very important in college.** If you miss a class, it is your responsibility to find out what we did by emailing me (before the next class meeting) or calling/emailing a classmate to learn what was missed.

As there are times when you may need to miss a class due to illness or emergencies, I will allow **FIVE (5) absences** without penalty. If you miss over FIVE classes, your attendance grade will be affected. (This part of your grade is worth 10% of your final average. You will receive a 0 for this part of your grade.)

If you know that you will miss a class or an assignment deadline for a VALID reason, please contact me in advance- we can most likely work something out as long as you contact me ahead of time.

Please note that if you miss five (5) classes this semester, you must schedule a conference with me to discuss your continuation in the course.

PERFECT ATTENDANCE BONUS:

If you have perfect attendance this semester, I will raise your final course average by 2 points.

Classroom Expectations: When you are attending class, please attend fully and participate; refrain from activities that are distracting to others (i.e. whispering or talking while someone else is speaking, blatantly not paying attention, being disrespectful to the instructor or other students, using a cell phone for texting, games or calls, etc). Appropriate college behavior must be upheld during your time in this class and all your classes at Massasoit. Disruptions are not fair to the students who are here to learn. Classroom policies in college reflect professional workplace standards and create an atmosphere of respect for both students and professors. Repeated rudeness may result in a student being asked to withdraw from class. I encourage you to read the Massasoit CC Student Handbook for the college's official Code of Conduct and other useful information: http://www.massasoit.mass.edu/stu_handbook/

Cell Phone Policy: Cell phones should **not** be used for texting when the instructor is speaking. Please silence your phones and remove phones from your sight so as not to be distracted for the duration of class. Never use cells phones for any calls or games during class. If there is a possible emergency, and

you need access to your phone, please let me know before class begins.



Southwest



California

STUDENT RESOURCES AT MASSASOIT COMMUNITY COLLEGE

Where Can I Go For Extra Help?

When assignments seem intimidating and you might want to go to someone for extra help throughout the course of the semester, Massasoit has offices that can help you. I encourage this!

Writing Center (Student Center) and eTutoring.org:

The Writing Center is located in the Academic Resource Center (ARC) in the lower level of the Student Center (extension 1801). The Writing Center provides a place where Massasoit students of all disciplines and skill levels can get feedback on writing assignments. Trained writing tutors can help with any part of the writing process including, brainstorming, idea-development, drafting strong sentences and paragraphs, revising, and documenting sources. One-on-one writing tutorials are FREE for Massasoit students. Appointments do fill up, so please make an appointment by calling (508) 588-9100 x1801, by emailing arc@massasoit.mass.edu, or by visiting the Writing Center (SC Building, ARC). The ARC's World Language Center also offers free **ESL tutoring** for English Language Learners. I encourage you to use every resource you can to better your writing this semester.

E-TUTORING In addition, Massasoit offers a FREE online tutoring program. This program allows you to electronically submit an essay you write for this class so that it can be read by a professional writing tutor. The tutor will give you feedback within 48 hours. Please access this resource from the Massasoit home page—under “Academics,” choose “Academic Resource Center” on the left hand blue menu. Then scroll down and select “[e-Tutoring](#)” on the right hand side of the screen. Or go to <http://www.massasoit.edu/academics/academic-resource-center/index> and select “[e-Tutoring](#)”.

Special Accommodations: Students in need of classroom or testing accommodations are encouraged to contact Disability Services in the ARC (Academic Resource Center) at the beginning of each semester. http://www.massasoit.mass.edu/academic_resource_center/disability_services.cfm For the Brockton or Middleboro Campuses, please contact Andrea Henry at extension 1805, Julie McNeill-Kenerson at 1424, or Cathy Brogna at 1425. For the Canton Campus, please contact Andrea or Julie at extension 2132. Please, then, connect with me and I will accommodate your needs.

OTHER AREAS OF STUDENT SUPPORT

Advising: Proper advising is crucial to your success here at Massasoit. Students are strongly encouraged to seek out their advisor and the registration procedures as advertised in the MyMassasoit portal and on the college web page. Information can also be obtained at the Advisement and Counseling Center, 508-588-9100 ext. 1461 or via email: advisinghelp@massasoit.mass.edu. If I can be of any assistance, please see me. If there are any questions that I cannot answer, I will be sure to point you in the right direction.

MCC Personal Counseling: Life as a student can sometimes be stressful with deadlines to meet and several courses to navigate. Many college students work and have family responsibilities as well as attend classes. Massasoit CC

has an excellent free service at the Advisement and Counseling Center for students seeking guidance in their struggle to juggle all of their responsibilities or who are coping with personal difficulties that are interfering with their academic progress. (Student Center)

http://www.massasoit.mass.edu/stud_serv/counsel_ctr/personal_counseling.cfm

Technical Difficulties: The MCC Office of Information Technology provides assistance for technical difficulties including problems with Canvas. IT is located in the Technology Building in room T544. You can also email HelpDesk@massasoit.mass.edu. Or call **508-588-9100 ext. 1139**

IT HELP DESK HOURS: MON – THURS 8:00 am – 7:00 pm / FRI 8:00 am – 5:00 pm / SAT 8:30 am – 5:00 pm

TENTATIVE SCHEDULE: WEEKS 1-6

Reading and dates are subject to change; writing activities are not listed on the schedule

<p>WEEK 1 1/23 -1/27 Intro to American Lit II and to our ROAD TRIP ACROSS AMERICA!</p>  <p>New England & New York</p>	<p>Emily Dickinson & Joy Harjo, Walt Whitman</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotating “Nature is What We See” and “Eagle Poem” (due WEDS) <input type="checkbox"/> Annotating “Give Me the Splendid, Silent Sun” (due FRI) <input type="checkbox"/> Log #1 due on Monday
<p>WEEK 2 1/30 – 2/3 New England & New York</p>	<p>DUE: Log #1 (MON) Emma Lazarus (1849-1887) “The New Colossus” p. 193 Abraham Cahan (1860-1951) “A Ghetto Wedding” p. 279 Charlotte Perkins Gilman (1860–1935) The Yellow Wall-Paper p. 261</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Coming to America” Packet (due WEDS) <input type="checkbox"/> “Women Writers” Packet (due FRI) <input type="checkbox"/> Read Chapters 1-5 of <i>Their Eyes Were Watching God</i> for Mon 2/6 http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf
<p>WEEK 3 2/6 -2/10 The South</p>	<p>DUE: Log #2 (WEDS 2/8)</p> <p>Zora Neale Hurston (1891-1960) <i>Their Eyes Were Watching God</i> (Chapters 1-5) TBA</p>
<p>WEEK 4 2/13 – 2/17 The South</p>	<p>DUE: Log #3 (MON) Zora Neale Hurston <i>Their Eyes Were Watching God</i> (Chapters 6-12)</p>
<p>WEEK 5 2/20- 2/24 The South</p>	<p>Zora Neale Hurston <i>Their Eyes Were Watching God</i> (Chapters 13-20) TBA</p>
<p>WEEK 6 2/27- 3/3 The South</p>	<p>DRAFT of essay due Mon for feedback (optional) /I recommend visiting Writing Center!</p> <p>ESSAY 1 DUE (FRI 3/3)</p>
<p>WEEK 7 3/6 - 3/10</p>	<p>Langston Hughes “The Negro Artist and the Racial Mountain”</p> <p>MIDTERM (FRI 3/10)</p>
<p>SPRING BREAK</p>	
<p>WEEK 8 3/20 - 3/24 NYC & Across the Nation</p>	<p>DUE: Log #4 Harlem Renaissance and/or Modernist Poetry (FRI) Harlem Renaissance Poetry / Modern Poets</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Harlem Renaissance Poetry Packet” (due WEDS) <input type="checkbox"/> Write Log #4 (due FRI) <input type="checkbox"/> Read “A Good Man Is Hard to Find” p. 1340 for Mon
<p>WEEK 9 3/27 - 3/31 The South, cont.</p> <p><i>3/27 – Advising / Registration period for Fall 2017 begins</i></p>	<p>DUE: Log #5 on one of the short stories below (FRI) Flannery O’Connor (1925–1964) “A Good Man Is Hard to Find” p. 1340 F. Scott Fitzgerald (1896-1940) “The Ice Palace” p.922 Ernest Hemingway (1899-1961) “ Big Two-Hearted River” p. 986</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “The Ice Palace” p.922 (due WEDS)

<p><i>Fri 3/31 Mic Drop Massasoit 12 PM in the Little Theatre</i></p>	<p><input type="checkbox"/> Read “ Big Two-Hearted River” p. 986 & write Log #5 (due FRI) <input type="checkbox"/> Read Act I of <i>Who’s Afraid of Virginia Woolf?</i> for Mon 4/3</p>
<p>WEEK 10 4/3 - 4/7 New England</p> <p><i>4/7 – Teaching and Learning Conference (no classes)</i></p>	<p><i>Who’s Afraid of Virginia Woolf?</i></p> <p><input type="checkbox"/> Read Act II of <i>Who’s Afraid of Virginia Woolf?</i> for Mon 4/10</p>
<p>WEEK 11 4/10 - 4/14 New England</p> <p><i>4/10- 4/14 – Priority Registration period for Fall 2017</i></p>	<p><i>Who’s Afraid of Virginia Woolf?</i></p> <p><input type="checkbox"/> Read Act III of <i>Who’s Afraid of Virginia Woolf?</i> for Weds 4/12 <input type="checkbox"/> Log #6 due on Monday</p>
<p>WEEK 12 4/17 - 4/21 The Midwest & Southwest</p> <p><i>4/17 Patriots’ Day (no classes) 4/18 Fall 2017 Registration Open to All</i></p>	<p>DUE: Log #6 on <i>Who’s Afraid of Virginia Woolf</i> (MON)</p> <p>Willa Cather (1873-1947) “A Wagner Matinee” p. 385 Leslie Marmon Silko (b.1948) “Yellow Woman” p.1527</p>
<p>WEEK 13 4/24 - 4/28 California and NYC</p> <p><i>4/28 – Last day to withdraw from Spring 2017 classes</i></p>	<p>DRAFT of essay due Friday for feedback (optional) /I recommend visiting Writing Center!</p> <p>Ursula LeGuin (b.1929) “She Unnames Them” p.1388 John Steinbeck (1902-1968) “Flight” p. 1014 Jack Kerouac (1922-1969) Excerpt from <i>On the Road</i></p>
<p>WEEK 14 5/1 - 5/5 California and NYC</p>	<p>Alan Ginsberg (1926-1997) “Howl” p.1352 Junot Diaz (b.1968) “Invierno” p.1576</p>
<p>WEEK 15 5/8 - 5/12</p>	<p>Final Presentations All Week/ Final Papers Due – Sign Up to Present</p>