

English 3123  
American Literature 2 (01)  
Spring 2013  
[dunphym@lindsey.edu](mailto:dunphym@lindsey.edu)  
384-9104 (H)/8083(O)

Mark Dunphy, Ph.D.  
Office: Everett Basement #1  
Phone: 384-9104 (H); 8083 (O)  
Hours: TTH 9:00-11:00  
MWF 9:00- 9:00; 12-2

**Course Description:** Advanced study of American literature since 1865, which will include Naturalist, Realist, Modernist, and Contemporary authors. Early, Colonial, and Romantic authors. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** General Education literature requirement. Course Rotation: Fall.

**Essential Institutional and English Program Student Learning Outcome:** The Critical Thinking Value Rubric for this particular "American Literature 2" course focuses on "Student's Position" (perspective, thesis/hypothesis) whose Value Rubric ranges from "Capstone" (Exceeds Expectations) to "Milestone" 3 (Above Expectations) to Milestone 2 (Meets Expectations) to "Benchmark" (Below Expectations). More specifically, the Critical Thinking Rubric indicators for "Student's Position" are as follows:

"Capstone 4": Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).

"Milestone 3": Specific position (perspective, thesis/hypothesis) takes into account of the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).

"Milestone 2": Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.

"Benchmark": Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

The student who successfully completes the objective of the Critical Thinking Outcome (Student's Position) will be able to demonstrate and accomplish the following:

1. Fluency in the speaking, writing, and reading English in an accurate and critical manner.
2. Skill in listening, analyzing, and assessing evidence as well as discovering, articulating, and evaluating assumptions.
3. Aesthetic responsiveness and appreciation through enhanced cultural literacy.
4. The ability to recognize and critically evaluate the themes and experiences conveyed in eighteenth and nineteenth-century American literature and relate these themes and experiences to historic, cultural, and intellectual developments.
5. Assimilate and display this knowledge using critical thinking by writing coherent expository responses and essays based on the readings and discussions in class.

6. Illustrate both period and authorial distinctives and relate them to specific works.
7. Understand the use of image, symbol, metaphor, and style.

**Texts:**

*The Turn of the Screw* by Henry James

*Ethan Frome* by Edith Wharton

*Winesburg, Ohio* by Sherwood Anderson

*The Call of the Wild* by Jack London

*The Yellow Wallpaper* by Charlotte Perkins Gilman

*Spoon River Anthology* by Edgar Lee Masters

*Black Boy* by Richard Wright

*The Waste Land and other Poems* by T. S. Eliot

*The Catcher in the Rye* by J. D. Salinger

**Exams and Projects Assessment:**

The Critical Thinking Outcome, with its focus on "Student's Position," will be assessed through written exams and the Double-Entry Dialogical Journal. The percentages for the "Capstone"; "Milestones," and "Benchmark" indicators will be evaluated and determined via both content and form, ("Form is Content; Content is Form" —Ezra Pound), as follows: Mid-term (25%); Final (25%); Dialogical Journal (50%).

**Attendance:**

Attend class regularly. Regular class attendance can only improve both your Value Rubric status and grade.

**Academic Schedule:**

Week One: Introduction and *The Adventures of Huckleberry Finn*

Week Two: *The Adventures of Huckleberry Finn*

Week Three: *The Awakening*

Week Four: *The Red Badge of Courage*

Week Five: *Ethan Frome*

Week Six: *The Turn of the Screw* and discussion of the Mid-Term Exam

Week Seven: Mid-Term Exam

Week Eight: *The Call of the Wild*

Week Nine: *Winesburg, Ohio*

Week Ten: *The Yellow Wallpaper*

Week Eleven *The Waste Land* and other Poems

Week Twelve: *Spoon River Anthology*

Week Thirteen: *Black Boy*

Week Fourteen: *Black Boy* and *The Catcher in the Rye*

Week Fifteen: *The Cather in the Rye* and discussion of the Final Exam

Week Sixteen: Final Exam

LINDSEY WILSON COLLEGE - DEPARTMENT OF ENGLISH

CRITERIA FOR GRADING WRITTEN WORK

**A (Outstanding)** - An "A" paper as a whole presents a fresh subject or central idea or treats it in an interesting or original manner, displaying unusual insight. Organization is clear and developmental strategies are varied. The paragraphs are fully developed with substantiating details; sentences are linked together with effective transitions. Sentences are imaginative, effective, and varied; syntax is smooth; diction is accurate and effective. The paper contains virtually no grammar and mechanical errors or errors only in sophisticated matters, and no spelling errors.

**B (Above Average)** - A "B" paper presents an interesting subject or central idea and approaches it in a consistent and careful manner, displaying insight, though without the freshness or originality of the "A" paper. Organization is generally clear and correct in structure and style. Word choice is generally good. Grammar, punctuation, and spelling follow accepted conventions except for a few minor errors.

**C (Adequate)** - A "C" paper as a whole presents a clearly defined central idea or subject, but the treatment may be trivial, uninteresting or too general. The insight may be adequate but not marked by independent thought. The plan and purpose are clear, but they are inconsistently or incompletely carried out. Some paragraphs may lack supporting details or may not be related to the central idea. Sentences may be only loosely related or missing internal transitions. Sentences may be wordy, vague, or sometimes incorrect. The paper may have an isolated serious error or several minor errors in grammar, punctuation, or mechanics. Some misspellings may occur.

**D (Weak)** - A "D" paper as a whole presents a poorly defined central idea and displays very little insight. The plan and purpose are not clear or consistently developed. Paragraphs contain little or no supporting detail and are often unrelated to the central idea. Transitions between ideas are frequently lacking. Sentences are incorrect in structure, or are vague or wordy. Style and word choice are incorrect or inappropriate. The paper may contain serious errors of grammar and mechanics, or many little errors as well as frequent misspellings of common words.

**F (No Credit)** - An "F" paper does not have a clear subject or apparent plan, or it is completely unresponsive to the assignment. Paragraphs are not related to the central idea, sentences are not related to each other, and transitions are inappropriate or missing. Serious errors in grammar, mechanics, and spelling demonstrate a lack of understanding of the conventions of written standard English.

A BRIEF DEPARTMENTAL STATEMENT ON PLAGIARISM

Plagiarism is the invalid claim that written material is the writer's own invention or discovery; it is the theft of another person's intellectual product. Whether it is accidental or intentional, plagiarism will result in a failing grade for a paper submitted in an English composition or literature course and perhaps for the course.