

Course Prefix/Number/Title: ENGL 262 American Lit II

Number of Credits: 3

Course Description: A survey of major works and writers in American Literature.

Pre-/Co-requisites:

Course Objectives:

Students will write about and discuss important themes in American literature.

Students will be able to analyze a text's structure as well as an author's style.

Students will understand and be able to analyze a text based on major literary terms such as tone, mood, and imagery.

Students will compose reflective and analytical essays based on the texts they read.

Students will be able to correctly create MLA documentation and works cited pages for their essays.

Students will receive feedback on and work on multiple drafts of individual essays.

Students will compose clear, original thesis statements for their essays and support these theses with reasoning and textual evidence.

While writing essays, students will learn to make claims about a text and support their claims with textual evidence.

Students will study the biographies of several American authors.

Students will write 6,000+ words during the duration of the class, preparing them for upper-level college writing and writing in the humanities.

Instructor: Marcus Bjornson

Office: none

Office Hours: 9:30-10:30 Mon-Fri

Phone: (307) 299-7110

Email: mark.bjornson@k12.nd.us

Lecture/Lab Schedule: Mon-Fri

Textbook(s): *The Language of Literature*. Applebee, Arthur et al.

Course Requirements: Course requirements consist of the reading of several major and minor works of American literature, the composition of essays based on readings, group discussions, quizzes, and tests.

Although subject to modification based on the discretion of the instructor, the points earned for this course during the semester will consist of the following:

- Weekly discussion (5 points each).
- Group research presentations (10 points each).
- 14 quizzes (20-25 points each).
- 2 unit tests (50 points each).
- Smaller writing assignments and responses (5-10 points each).
- 3 essays (25-50 points each).
- A final essay (50 points).
- A final exam (100 points).

Final letter grades are assigned based on the following criteria

- A = 93-100% of the total points
- B = 85-92% of the total points
- C = 75-84% of the total points
- D = 70-74% of the total points
- F = 0-69% of the total points

Tentative Course Outline:

Week 1

Roaring 20s research
Roaring 20s presentations
Read and discuss *Gatsby*

Week 2

Read and discuss *Gatsby*
Gatsby reflection

Week 3

Read and discuss *Gatsby*
Gatsby reflection
Nonfiction article and discussion

Week 4

Read and discuss *Gatsby*
Gatsby reflection

Week 5

Gatsby film
Tom vs *Gatsby* activity

Week 6

Start *Gatsby* essay
Complete drafts and peer review of *Gatsby* essay
Gatsby test

Week 7

Turn in *Gatsby* essay
Psychological disorders research
Counterculture and 60s research
Cuckoo's Nest presentations
Nonfiction article and discussion

Week 8

Read *Cuckoo's Nest* and discuss
Cuckoo's reflection
Nonfiction article and discussion

Week 9

Cuckoo's Nest reading and discussion
Cuckoo's reflection

Week 10

Cuckoo's Nest reading and discussion
Cuckoo's reflection

Week 11

Cuckoo's Nest reading and discussion
Cuckoo's reflection
Heroism and McMurphy activity
Nonfiction article and discussion

Week 12

Cuckoo's Nest reading and discussion
Start *Cuckoo's* essay
Drafts of *Cuckoo's* essay

Week 13

Complete *Cuckoo's* essay
Cuckoo's Nest test

Week 14

Prose style lecture and the influence of Hemingway
Hemingway lecture and bio
Read Hemingway short story

Week 15

Hemingway short story analysis and report

Week 16

Twain lecture

Read Twain aphorisms and discuss

Read Twain short story and discuss

Read Twain essay and discuss

Week 17

Start final essay

Complete drafts of final essay and peer review

Week 18

Turn in final essay and take semester test

General Education Competency/Learning Outcome(s):

Competency/Goal 7: Evaluates principles of Arts and Humanities**Learning Outcome 2: Analyzes art**

Performance Indicator 1: Demonstrates knowledge of art forms

Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

Performance Indicator 1: Demonstrates knowledge of systems of aesthetics

Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

Performance Indicator 1: Demonstrates knowledge of art forms in cultures

Performance Indicator 2: Evaluates the impact of art on individuals and society

Relationship to Campus Focus:

Along with the works of art its authors produced, the story of American literature is the story of the settling of and then modernization of America. The authors studied in American literature lived in a specific time in a certain geographical region, and these influences impacted the art they produced. By studying the literature and the biographies of American authors, students will appreciate the geographical, cultural, and historical influences that shaped our country and the artists it produced.

Classroom Policies: Students are required to follow the rules in the school handbook, as well as the rules and procedures in Mr. Bjornson's "Classroom Policies" powerpoint.

Absence and Makeup Policy:

Students are required to meet with the instructor before all excused absences, in order to prepare for or complete the upcoming assignments and classwork. In the event of a non-excused absence, students must contact the instructor, in order to receive the missed work.

Late Work Policy:

Late work should always be handed in, regardless of the assignment's due date. Classwork handed in past its due date will result in reduced points (up to three letter grades, depending on the assignment's due date). If a student is struggling with an assignment, he or she should always contact the instructor well before the assignment's due date. In most cases, an extended due date will be arranged. Although it is important to turn in work when it is due, our most important goal is to master the specific skills targeted by each assignment; occasionally, this requires additional time and effort spent on an assignment.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.