



English 254 Syllabus

Spring 2020

Leigh Hancock, Instructor: 541-506-6171; lhancock@cgcc.edu

Hybrid/Remote class, HRC, Wednesdays, 11-1:00 PM in ZOOM conferencing

Office hours: Online by appointment

Required Texts:

We will be reading the following fabulous novels. I encourage you to buy the texts, as they are great books to have your whole life. They are all in paperback and not expensive; used copies are fine). But if you prefer online texts, that's fine. Please do NOT rely on audio-books; you need to be reading, annotating and collecting quotations for our discussions.

- *My Antonia* by Willa Cather
- *Slaughterhouse Five* by Kurt Vonnegut
- *Sula* by Toni Morrison

Class activities and assessment

This class, which was intended to be a Hybrid with a F2F class each Wednesday from 11-1 will now be completely remote, with an online Zoom meeting each Wednesday from 11-1. Instructions for accessing the meeting may be found in the Orientation and under each week's Objectives and Assignments. Other activities include:

- Discussion and participation. Discussions and related activities (via ZOOM) are the backbone of this class, and you will receive up to 5 points per week for your participation. In addition to these activities, you're expected to submit at least 4 substantial posts (Mon-Saturday) to the online Discussion Forum (DF) each week, as well as a Self-Assessment (SA) of your participation by midnight Sunday. (55% of total grade)
- Mini Essays. You'll explore your ideas and interpretations of our texts by writing four Mini Essays (ME) over the course of the term. Prompts and more detailed instructions will be given for each essay. These will be due by midnight Sunday on targeted weeks. (20% of your grade)
- Final Essay. As a culmination of learning, you'll write a 800-1000 word literary analysis essay that interprets and defines a text or texts as a reflection/creator of American identity and ideology. (25% of your grade)

Online is NOT Self-Paced!

One of the most powerful components of online learning is the community that students create with their comments, questions and observations. You'll learn more through the Discussion Forums than from all the Mini Lectures and commentaries combined! For this reason, discussion posts must be posted in the week they are due to receive credit. Mini essays may be done ahead of schedule, although you will most likely benefit from the discussion before making your post. The final deadline for the essay is firm.

Instructor Availability

If you have questions that might benefit the whole class, post them in the QUESTIONS? Forum (first block on the course page). If you have questions of a more private nature, send them to my college email: lhancock@cgcc.edu. I respond to emails daily M-F, and sometimes but not always on weekends. I return assignments due on Sunday by the following Thursday, except for Final Essays which may take up to a week.

You are welcome to email me to make an appointment for a telephone or ZOOM conference meeting at any time during the term. I love to meet with students and hope you will all make use of this!.

Assessment

Details about grades and expectations will accompany individual assignments. However, in general, grades mean:

- A: (90-100%) Outstanding achievement; awarded only for the highest accomplishment consistently exceeding expectations.
- B: (80-89%) Praiseworthy performance: Meets expectations at a higher than average level.
- C: (70-79%) Satisfactory performance. Meets the basic standards for competency but is not outstanding nor above average in most respects.
- D: (60-69%) Minimally passing; effort and achievement less than satisfactory.

Writing Tutorials:

Columbia Gorge Community College offers free tutoring at Writing Desks in TD, HR and online. More information can be found here: <https://www.cgcc.edu/academics/online-writing-desk>

Late Work Policy:

I design my courses to maximize student learning toward the course objectives. Late work, in my experience, hinders rather than helps student learning as it disrupts the continuity of the class and learning community, and rarely reflects a student's best effort. Extra credit emphasizes the accumulation of points over the acquisition of skills and knowledge. For this reason, I do NOT give extra credit, and I accept only ONE late assignment, which must be made through the Late Drop Box (located in the first block of resources on the homepage). Here's how it works:

You can submit one Self-Assessment or Mini Essay through the Late Drop Box at any time before midnight on the last Monday of class--no questions asked and no penalty given. I grade all late submissions *after* the box closes and I do not give comments on late work. You may not submit a discussion post in the LDB

Academic Honesty/Plagiarism:

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own is plagiarism; this will result in academic sanctions. For the first offense, the student fails the assignment and a report is filed with Student Services with a copy placed in the student's permanent file. For the second offense, the student fails the course

Netiquette

All students should be courteous and considerate of each other. While lively debate and diverse viewpoints are encouraged and appreciated, personal attacks or rudeness are not. Inappropriate comments to the discussion board or in private emails will be immediately addressed with a reprimand. Second offenses may warrant removal from the course.

Course Description

Introduces the literature of the land which is now the United States from the mid-nineteenth century to the present. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary). Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion students should be able to:

Identify and discuss strengths, limitations and cultural assumptions of the various literary forms practiced in America from the mid-1800s to the present day.

Identify and discuss the roles of gender, class, race, ethnicity, and geography play in creating American literature.

Identify and address the issues, conflicts, preoccupations, and themes of American literature.

Use literary texts to examine the historical, rhetorical, and cultural contexts in which they were, and are, composed.

Identify and discuss aesthetic aspects of American literature, including plot, setting, character, dialect, oral storytelling, diction, metaphor and allegory.

Analyze texts through close reading and at least one of several literary theories.

Policy Statements

Academic Honesty – Plagiarism/Cheating Statement:

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including suspension or expulsion. See the [Student Handbook](https://www.cgcc.edu/students). <https://www.cgcc.edu/students> .

ADA Statement:

CGCC is committed to providing support to students with disabilities. Students requesting assistance related to a disability should contact the Student Support Services Coordinator at (541) 506-6046 or by email at sdahl@cgcc.edu as early in the term as possible for information and assistance regarding accommodations.

711 Relay. For more information, visit www.cgcc.edu/disability.

Non-Discrimination Statement:

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Flexibility Statement:

The course content and requirements may be adjusted in response to institutional, weather, or class situations as needed, with adequate notice to students.

Alternative Assignment Statement:

Requests for accommodations must be made during the first week of the course by submitting in writing the dates of observances.

Diversity, Equity and Inclusivity Statement:

Columbia Gorge Community College is dedicated to building and fostering a global, positive learning environment where individual differences are welcomed, appreciated, and respected. CGCC respects the expression of diverse perspectives, abilities, interests and backgrounds, understanding that these will strengthen our ability to collaborate effectively and to solve complex challenges. The college provides equal access to and opportunity in our academic programs and facilities.

Student Support Services Available:

If you or a fellow student do not have reliable access to food or other essential needs, or if personal concerns are interfering with success, there are resources and counseling services available through CGCC's Support

Services. For information, please contact Shayna Dahl at 541-506-6046; sdahl@cgcc.edu, or visit www.cgcc.edu/support