*\*\*Instructors, remove all italicized directions after adding the information required. The syllabus below follows the standardized syllabus for all Hinds classes. It also includes Hinds English policies new Hinds teachers often have questions about. You may reformat the information and add additional materials including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for example(s) if available.*

**ENG 2233 American Literature II**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided.*

**Instructor Information:**  
Instructor’s name:   
Office building and number: \*\**(if applicable)*  
Office phone number or other contact number: \*\**(if applicable)*  
Hinds email address:  
Office hours:

**Course Information:**American Literature II: ENG 2233: Three credit hours  
Section:  
Meeting day, time and location: \*\**(if applicable)*  
Prerequisite level: ENG 1123   
Literature courses are not sequential. This means you can take a literature two before a literature one, or any combination of literature courses. However, some transfer colleges and degrees may prefer or require certain courses.  
Co-Requisite level: none   
Course Description: ENG 2233 surveys representative prose and poetry of the United States from the Civil War to the present.

Student Learning Outcomes:

A. Read representative works from various genres

B. Identify characteristics of literary periods

C. Demonstrate an understanding of the significance of genres, works, and writers

D. Analyze and interpret literary texts

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:  
Additional materials/supplies:  
Online Resources: HCC Canvas course shell

**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*\*\*Give information on the number and types of assignments and the weight of categories. District English Requirements are as follows:  
Students must be evaluated by at least one major assessment tool, such as a research paper, test which includes essay questions, or unit project for each unit of study. Other assessment tools may be reading logs, oral presentations, homework assignments, or collaborative activities. A comprehensive final exam which includes essay questions is required. Major assessments including the final exam must total at least 70% of the final grade.*

***UNITS OF STUDY—units may be broken into more than one testing period:***

* *American Literature at the End of the Nineteenth Century (1865-1900)*
* *Modern American Literature (1900-1945)*
* *American Prose Since 1945 (1945-Present)*
* *American Poetry Since 1945 (1945-Present)*

*One Example of a student version that meets the requirements above:*

*Four Unit tests 60% (15% each test)*

*One essay or project assignment 10%  
“Daily” work 10%  
Comprehensive Final Exam (20%)*

**Grading and Grammar Proficiency Requirements:** Students should use appropriate, standard American English through their submissions for this course. They should always be mindful that the classroom is a formal setting, and their writing should demonstrate that awareness and meet that standard unless the assignment specifically asks for a different tone or presentation.

*\*\*A note on grading: Complete grading consistency for subjective materials will never be possible. However, it is the intent of the Hinds English Department to develop consistent and fair grading practices, and this is only possible to the extent that everyone follows established policies. The English department has standard rubrics for grading composition course paragraphs and essays, and these rubrics may also be used as a guide for grading literature essays. However, though students should be held to an appropriate standard for both content and grammatical correctness, strict adherence to the mandatory grammatical deductions required for composition courses is not required for literature courses in order to reward higher levels of critical thinking that may be present.*

*Extra credit, if any, should be limited to small rewards for exemplary work and not used to bolster a student’s grade to a passing level. An opportunity given to one must be given to all who meet the same criteria. This includes both retakes of exams or acceptance of late work.*

*\*\*Include the following plagiarism policy in your syllabus as part of this section.*

**English Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating, as defined here and by Hinds policy, on a major assignment or for a second offense on any assignment in an English class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100  
**B** 80-89 **C** 70-79  
**D** 60-69  
**F** Below 60

**Make-up work and exam policy:***\*\*Give these policies as they apply to your class. English department policy is that make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances. English department policy states final exam exemptions are only allowed for students who are on the Hinds graduation list for the semester they are enrolled in the course and who have a B or better average in the course. Alternatively, instructors may also choose to give no exemptions in a course. Please check with your department chair to verify this information on your campus.*

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students. This should also include a list of readings and page numbers or other source locations for them. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that after you have completed this, you still have one more section of required information to copy into your syllabus.*

*\*\*Below is information about units of study and objectives for American Literature II as decided by the Hinds English Department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students in this format, but should be incorporated into your assignment materials and used as the basis for any assignments you include in your course.*

*Hinds courses are required to assign work and submit data for measuring a Student Learning Outcome. The English department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

**UNIT 1: AMERICAN LITERATURE AT THE END OF THE NINETEENTH CENTURY**

**(1865-1914)**

**ENGLISH 2233: AMERICAN LITERATURE II**

**UNIT OBJECTIVE:**  The student will study the social, religious, philosophical, and economic forces of the 19th century and read representative selections, including poetry, fiction, and essays.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. identify and explain the social, religious, philosophical, and economic forces behind the Realist literary movement
2. compare these forces with those of the prior era
3. study the literary genres developing in this age
4. read and identify individual writers representative of the literary genres developing during this age
5. paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influences

**The following writers are suggested:**

|  |  |  |  |
| --- | --- | --- | --- |
| Mark Twain | William Dean Howells | Henry James | Kate Chopin |
| Mary E. Wilkins Freeman | Booker T. Washington | Charlotte Perkins Gilman | Edith Wharton |
| W.E.B. DuBois | Stephen Crane | Paul Laurence Dunbar | Jack London |

**UNIT 2: MODERN AMERICAN LITERATURE (1914-1945)**

**ENGLISH 2233: AMERICAN LITERATURE II**

**UNIT OBJECTIVE:** The student will study the social, religious, philosophical, and economic forces of the developing trends in American literature in the 20th century and read representative selections, including poetry, fiction, plays, and essays.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. identify and explain the social, religious, philosophical, and economic forces of the age
2. compare these forces with those of the previous era
3. identify and define the major literary genres of the period
4. read and identify writers representative of the various literary genres
5. paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influences

**The following writers are suggested:**

|  |  |  |  |
| --- | --- | --- | --- |
| Edwin Arlington Robinson | Willa Cather | Amy Lowell | Robert Frost |
| Susan Glaspell | Carl Sandburg | Wallace Stevens | William Carlos Williams |
| T.S. Eliot | Eugene O’Neill | Zora Neale Hurston | Edna St. Vincent Millay |
| William Faulkner | Ernest Hemingway | Langston Hughes | Richard Wright |

**UNIT 3: AMERICAN PROSE SINCE 1945 (1945-Present)**

**ENGLISH 2233: AMERICAN LITERATURE II**

**UNIT OBJECTIVE:** The student will study the social, religious, philosophical, and economic forces (c. 1945) and read representative selections, focusing on the prose works.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. identify and explain the social, religious, philosophical, and economic forces of the period
2. compare these forces with those of the previous era
3. identify and analyze the literary prose of the time
4. read and identify individual writers representative of the literary prose genres of the time
5. paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influences

**The following writers are suggested:**

|  |  |  |  |
| --- | --- | --- | --- |
| Eudora Welty | Tennessee Williams | Ralph Ellison | Arthur Miller |
| Flannery O’Connor | Toni Morrison | John Updike | Alice Walker |
| Raymond Carver | Sandra Cisneros | Louise Erdrich |  |

**UNIT 4: AMERICAN POETRY SINCE 1945 (1945-Present)**

**ENGLISH 2233: AMERICAN LITERATURE II**

**UNIT OBJECTIVE:** The student will study the social, religious, philosophical, and economic forces (c. 1945) and read representative selections, focusing on poetry.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. identify and explain the social, religious, philosophical, and economic forces of the period
2. compare these forces with those of the previous era
3. identify and analyze the literary poetry of the time
4. read and identify individual writers representative of the literary poetry of the time

paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influence

**The following writers are suggested:**

|  |  |  |  |
| --- | --- | --- | --- |
| Theodore Roethke | Elizabeth Bishop | Randall Jarrell | Robert Lowell |
| Gwendolyn Brooks | Alan Ginsberg | Anne Sexton | Adrienne Rich |
| Sylvia Plath | Billy Collins | Rita Dove |  |

**Official Hinds Community College District Policy Statements:**

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled:* ***Information to be included in all Hinds syllabi****. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* [*CTL@hindscc.edu*](mailto:CTL@hindscc.edu)

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*