University of Massachusetts Global A private nonprofit affiliate

Course Number, Title and Credits

ENGU 200 - Survey of United States Literature - 3 credits

Course Description

This course explores major authors and texts from Native American traditions to modern eras. Students analyze literary works, build critical reading/writing skills, and craft evidence-based arguments through discussions. This course emphasizes historical context, artistic movements, and persuasive communication.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Develop critical thinking and active reading skills.
2. Read and analyze works of literature.
3. Communicate ideas clearly.
4. Communicate complex ideas effectively and persuasively.
5. Develop an appreciation for a particular genre, artist, or movement in art and literature.
6. Strengthen writing skills.
7. Organize and plan collaborative group discussions.
8. Use evidence to build arguments and support claims.

Required Textbooks

The Norton Anthology of American Literature, Shorter Ninth Edition, Vols. 1&2, Edited by Robert S. Levine, 2017. ISBN: 978-0-393-264531

Additional materials will be provided by the instructor.

Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.					
A	94% to 100%	A-	90% to 93%	B+	87% to 89%
B	84% to 86%	B-	80% to 83%	C+	77% to 79%
C	74% to 76%	C-	70% to 73%	D+	67% to 69%
D	64% to 66%	D-	60% to 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	**Possible Points**
Weekly Quote Analysis	400
Sustained Analysis Essay	300
Collaborative Projects	200
Participation	100
Total Points Possible in Course	**1000**

Week by Week Outline for Course (Tentative):

Week	**Topics&Assignments**
Week 1	**<u>From Beginnings to the Colonies</u>** ● Read in ***Norton*** **Volume 1** ● The Iroquois Creation Story pp. 32-35 ● Christopher Columbus, Letter of Discovery pp. 45-51 ● William Bradford, "Of Plymouth Plantation" pp. 75-78, 82-83, 91 ● Anne Bradstreet, "Here Follows Some Verses on the Burning of Our House" pp. 125-127 ● Mary Rowlandson, *Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* pp. 132-137 (half page), 151 (last two paragraphs) ● Cotton Mather, from *The Wonders of the Invisible World* pp. 160-165 ● Jonathan Edwards, "Sinners in the Hands of an Angry God" pp. 197-204 ● Benjamin Franklin, from *The Autobiography* pp. 272-284 ● Thomas Jefferson, from *The Autobiography of Thomas Jefferso*n pp. 354-360

Week 2	**America to the Civil War: Ideals and Realities** ● Read in ***Norton*** **Volume 1** ● Phillis Wheatley, "On Being Brought from Africa to America" pp. 422 ● Cherokee Women, "To Governor Benjamin Franklin" p. 483 ● Judith Sargent Murray, "On the Equality of the Sexes" pp. 409-415 ● Petalesharo, "Speech of the Pawnee Chief" pp. 636-638 ● Black Hawk, from *Life of Ma-ka-tai-me-she-kia-kiak* pp. 633-635 ● David Walker, from *David Walker's Appeal in Four Articles* pp. 820-823 ● Angelina Grimké, from *Appeal to the Christian Women of the South* pp. 829-832 ● Nathaniel Hawthorne, "Young Goodman Brown" pp. 668-677 ● Edgar Allen Poe, "The Tell-Tale Heart" pp. 762-766 ● Herman Melville, "Bartleby, the Scrivener" pp. 1157-1183 ● Ralph Waldo Emerson, *Nature* pp. 553-558, 566-570 ● Henry David Thoreau, from *Walden* pp. 920-926, 962-969, 972-973 ● Walt Whitman "Song of Myself" parts 1, 2, 5, 6, and 52 pp. 1088-1089, 1091-1093, 1132
Week 3	**From Civil War to Modernity** ● Read in ***Norton*** **Volume 1** ● Frederick Douglass, from *Narrative of the Life of Frederick Douglass* pp. 1008-1014, 1022-1024 ● Harriet Jacobs, from *Incidents in the Life of a Slave Girl* pp. 879-882, 886-899 ● Emily Dickinson, poem #409 p. 1260, #448 p. 1261, #598 and #620 p. 1264, #706 pp. 1266-1267, #788 p. 1268, #1263 p.1270 ● Read in ***Norton*** **Volume 2** ● [New Black Voices] ● Paul Laurence Dunbar, "We Wear the Mask," "Sympathy" pp. 636-637 ● Booker T. Washington, from *Up from Slavery* pp. 471-475 ● W.E.B. DuBois, from *The Souls of Black Folk* pp. 562-564, 573-577 ● Kate Chopin, "Desiree's Baby," "The Story of an Hour" pp. 442-448 ● Sui Sin Far, "Mrs. Spring Fragrance" pp. 550-558

Week 4	**<u>From 1914 to 1945: The Modernist Era</u>** ● Read in ***Norton*** **Volume 2** ● Mina Loy, "Feminist Manifesto" pp. 806-809 ● Robert Frost, "Mending Wall," "Desert Places," "Design" pp. 737-738, 747-748 ● T.S. Eliot, "The Love Song of J. Alfred Prufrock" pp. 830-833 ● Susan Glaspell, *Trifles* pp. 751-761 ● William Carlos Williams, "To Elsie," "The Red Wheelbarrow," "Landscape with the Fall of Icarus" p. 791-792, 795 ● Jean Toomer, "Fern" pp. 969-972 ● Zora Neale Hurston, "How It Feels to Be Colored Me" pp. 958-961 ● Langston Hughes, "The Negro Speaks of Rivers" p. 1037, "I, Too" p. 1038, "Visitors to the Black Belt" p. 1041, "Note on Commercial Theatre" p. 1042, "Democracy" pp. 1042-1043 ● Ernest Hemingway, "Hills Like White Elephants" pp. 1032-1035 ● William Faulkner, "A Rose for Emily" pp. 1009-1015 ● Marianne Moore, "Poetry," "The Paper Nautilus" pp. 824-826 ● Gwendolyn Brooks, "kitchenette building," "the mother," "the white troops had their orders but the Negroes looked like men," "We Real Cool" pp. 1301-1303
Week 5	**<u>From Postwar to Postmodernity</u>** ● Read in ***Norton*** **Volume 2** ● Allen Ginsberg, "Howl" pp. 1394-1401 ● James Baldwin, "Sonny's Blues" pp. 1343-1365 ● Sylvia Plath, "Morning Song," "Daddy" pp. 1444, 1447-1449 ● Adrienne Rich, "Diving into the Wreck" pp. 1421-1423 ● Elizabeth Bishop, "In the Waiting Room" pp. 1113-1115 ● Alice Walker, "Everyday Use" pp. 1568-1574 ● Maxine Hong Kingston, "No Name Woman" pp. 1544-1553 ● Sandra Cisneros, "Woman Hollering Creek" pp. 1614-1622 ● Don DeLillo, from *White Noise*, pp. 1501-1518 ● Art Spiegelman, from *MAUS* pp. 1588-1604 ● George Saunders, "CivilWarLand in Bad Decline" pp. 1665-1677

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an

online class, the student may, at the discretion of the instructor, fail the course.

- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The Academic Integrity and Plagiarism Avoidance page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The Citing Sources page offers guidance on how to properly cite using APA, MLA, and Chicago styles.

- The Artificial Intelligence Resource Guide for Students provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a Feedback or Accessibility Concern Submission Form. We'll do our best to improve things and get you the information you need.

UMass Global’s CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form here. The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university’s mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students

expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the University's Title IX Resource Page to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

Click on this Link to our University Title IX Policy