



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. 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. 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%-100%	A-	90%-93%	B+	87%-89%
B	84%-86%	B-	80%-83%	C+	77%-79%
C	74%-76%	C-	70%-73%	D+	67%-69%
D	64%-66%	D-	60% - 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	Possible Points
Quote Analysis (8x)	720
Sustained Analysis Essay	280
Total Points Possible in Course	1000

Quote Analyses (8): Students complete one quote analysis of approximately 150 words to conclude every module.

Sustained Analysis Essay: Students complete a four-to-five-page essay tracing the development of a theme in American literature through time.

Course Outline (Tentative):

Module	Topics & Assignments
Module 1	<p><u>1492-1776 Pre-American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none">● The Iroquois Creation Story● Columbus' Letter of Discovery● William Bradford "Of Plymouth Plantation"● Anne Bradstreet "Here Follows Some Verses upon the Burning of Our House, July 10, 1666"● Mary Rowlandson <i>Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (x2)● Cotton Mather <i>The Wonders of the Invisible World</i> 1693● Jonathan Edwards "Sinners in the Hands of an Angry God" 1741 <p>Read in Norton Volume 1</p> <ul style="list-style-type: none">● 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, <i>Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> pp. 132-137 (half page), 151 (last two paragraphs)● Cotton Mather, from <i>The Wonders of the Invisible World</i> pp. 160-165● Jonathan Edwards, "Sinners in the Hands of an Angry God" pp. 197-204 <p>Complete Quote Analysis: Enclosing the Land</p>
Module 2	<p><u>Early American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none">● Benjamin Franklin <i>The Autobiography</i> 1784● Thomas Jefferson <i>The Autobiography of Thomas Jefferson</i> 1784● Phillis Wheatley, <i>Cherokee Women</i> 1773, 1787● Judith Sargent Murray "On the Equality of the Sexes" 1790● Petalesharo and Black Hawk 1822, 1833● David Walker, <i>Angelina Grimké Two Appeals against Slavery</i> 1829, 1836 <p>Read in Norton Volume 1</p> <ul style="list-style-type: none">● Benjamin Franklin, from <i>The Autobiography</i> pp. 272-284● Thomas Jefferson, from <i>The Autobiography of Thomas Jefferson</i> pp. 354-360● Phillis Wheatley, "On Being Brought from Africa to America" p. 422● Cherokee Women, "To Governor Benjamin Franklin" p. 483● Judith Sargent Murray, "On the Equality of the Sexes" pp. 409-415

	<ul style="list-style-type: none"> ● Petalesharo, "Speech of the Pawnee Chief" pp. 636-638 ● Black Hawk, from <i>Life of Ma-ka-tai-me-she-kia-kiak</i> pp. 633-635 ● David Walker, from <i>David Walker's Appeal in Four Articles</i> pp. 820-823 ● Angelina Grimké, from <i>Appeal to the Christian Women of the South</i> pp. 829-832 <p>Complete Quote Analysis: Reason and Religion</p>
Module 3	<p><u>1830's-1840's American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Nathaniel Hawthorne "Young Goodman Brown" 1835 ● Edgar Allen Poe "The Tell-Tale Heart" 1843 ● Ralph Waldo Emerson <i>Nature</i> 1836 ● Frederick Douglass <i>Narrative of the Life of Frederick Douglass</i> 1845 (x2) <p>Read in Norton Volume 1</p> <ul style="list-style-type: none"> ● Nathaniel Hawthorne, "Young Goodman Brown" pp. 668-677 ● Edgar Allen Poe, "The Tell-Tale Heart" pp. 762-766 ● Ralph Waldo Emerson, <i>Nature</i> pp. 553-558, 566-570 ● Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> pp. 1008-1014, 1022-1024 <p>Complete Quote Analysis: Nature and Transcendentalism</p>
Module 4	<p><u>1850's American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Herman Melville "Bartleby, the Scrivener" 1853 ● Henry David Thoreau <i>Walden, or Life in the Woods</i> 1854 (x2) ● Walt Whitman "Song of Myself" 1855 <p>Read in Norton Volume 1</p> <ul style="list-style-type: none"> ● Herman Melville, "Bartleby, the Scrivener" pp. 1157-1183 ● Henry David Thoreau, from <i>Walden</i> 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 <p>Complete Quote Analysis: The Encompassing Self</p>

<p>Module 5</p>	<p><u>Late-1800's American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Harriet Jacobs <i>Incidents in the Life of a Slave Girl, Written by Herself</i> 1861 (x2) ● Emily Dickinson Poems 1861-1863 ● Emily Dickinson Poems 1863-1872 ● Paul Laurence Dunbar Poems 1890's ● Booker T. Washington <i>Up from Slavery</i> 1901 ● W. E. B. DuBois <i>The Souls of Black Folk</i> 1903 ● Kate Chopin "Desiree's Baby," "The Story of an Hour" 1894 ● Sui Sin Far "Mrs. Spring Fragrance" 1910 <p>Read in Norton Volume 1</p> <ul style="list-style-type: none"> ● Harriet Jacobs, from <i>Incidents in the Life of a Slave Girl</i> pp. 879-882, 886-899 ● Emily Dickinson, #409 p. 1260, #448 p. 1261, #598 and #620 p. 1264, #706 pp. 1266-1267, #788 p. 1268, #1263 p.1270 <p>Read in Norton Volume 2</p> <ul style="list-style-type: none"> ● Paul Laurence Dunbar, "We Wear the Mask," "Sympathy" pp. 636-637 ● Booker T. Washington, from <i>Up from Slavery</i> pp. 471-475 ● W. E. B. DuBois, <i>The Souls of Black Folk</i> 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 <p>Complete Quote Analysis: The Higher Aims of Life</p>
<p>Module 6</p>	<p><u>Early 20th Century: American Modernisms</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Mina Loy "Feminist Manifesto" 1914 ● Robert Frost "Mending Wall," "Desert Places," "Design" 1914, 1922, 1936 ● T. S. Eliot "The Love Song of J. Alfred Prufrock" 1915 ● Susan Glaspell <i>Trifles</i> 1916 ● William Carlos Williams "The Red Wheelbarrow," "To Elsie," "Landscape with the Fall of Icarus" 1923, 1962 ● Jean Toomer & Zora Neale Hurston "Fern" & "How It Feels to Be Colored Me" 1923 & 1928 ● Langston Hughes Poems 1920's-1940's ● Ernest Hemingway "Hills Like White Elephants" 1927 ● William Faulkner "A Rose for Emily" 1930 ● Marianne Moore "Poetry," "The Paper Nautilus" 1921, 1941 <p>Read in Norton Volume 2</p> <ul style="list-style-type: none"> ● Mina Loy, "Feminist Manifesto" pp. 806-809

	<ul style="list-style-type: none"> ● 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, <i>Trifles</i> pp. 751-761 ● William Carlos Williams, "To Elsie," "The Red Wheelbarrow," "Landscape with the Fall of Icarus" pp. 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 <p>Complete Quote Analysis: Men and Women</p>
Module 7	<p><u>Mid-1900's American Literature</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Gwendolyn Brooks Poems 1945, 1960 ● Allen Ginsberg "Howl" 1956 ● James Baldwin "Sonny's Blues" 1957 ● Sylvia Plath "Morning Song," "Daddy" 1961, 1962 ● Adrienne Rich, Elizabeth Bishop "Diving into the Wreck," "In the Waiting Room" 1972, 1976 ● Alice Walker "Everyday Use" 1973 ● Maxine Hong Kingston "No Name Woman" 1976 <p>Read in <i>Norton Volume 2</i></p> <ul style="list-style-type: none"> ● Gwendolyn Brooks, "kitchenette building," "the mother," "the white troops had their orders but the Negroes looked like men," "We Real Cool" pp. 1301-1303 ● 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 <p>Complete Quote Analysis: New Images of Women</p>
Module 8	<p><u>American Literature: 1970's to Present</u></p> <p>Watch videos</p> <ul style="list-style-type: none"> ● Don DeLillo <i>White Noise</i> 1985 ● Art Spiegelman <i>Maus</i> 1986

- Sandra Cisneros "Woman Hollering Creek" 1991
- George Saunders "CivilWarLand in Bad Decline" 1996
- Course Review

Read in **Norton Volume 2**

- Don DeLillo, from *White Noise*, pp. 1501-1518
- Art Spiegelman, from *MAUS* pp. 1588-1604
- Sandra Cisneros, "Woman Hollering Creek" pp. 1614-1622
- George Saunders, "CivilWarLand in Bad Decline" pp. 1665-1677

Complete Quote Analysis: Postmodernism and the Self-Aware Author
 Complete Sustained Analysis Essay

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](#)