Mayville State University

ENGL 353 Survey of American Literature 30569

3 Credit Hours

Course and Instructor Information

Instructor Name: Erik Kornkven

Contact Information:

Office: Classroom Building Room 126

Email: erik.kornkven@mayvillestate.edu

Work phone: 701-788-4669

Hours of Availability:

MW: 11:00-12:00

T/Th: 9:00-10:00

Friday by appointment

Students can meet with me in person, by phone, or by teleconference. If you'd like to meet with me by teleconference, please email me and we will set up a time and link. If these times don't work for you, don't hesitate to contact me to schedule a time that does.

Instructional Mode: Online Asynchronous

Course Dates: Aug. 25 – Dec. 19

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location
Online

Course Materials and Technologies

Textbook

Both textbooks are required reading. Readings may not be available without the textbook. Failure to purchase the textbook will not be an excuse for missed work.   You may purchase either the physical or electronic book per your convenience.

Levine, R. S., (Ed). (2023). *The Norton anthology of American literature. Shorter 10th Edition Vol. A Beginnings to 1865. W. W.* Norton.

Levine, R. S., (Ed). (2023). *The Norton anthology of American literature. Shorter 10th Edition Vol. B 1865 - Present. W. W.* Norton.

Required Technology

[MSU Technology Requirements](#)
To succeed in a modern college course, you must have consistent and reliable access to a desktop or laptop computer and consistent internet access. I will assume that you have regular access to these tools and lack of access will not be a valid excuse for late or missing work.

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Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Follow the following guidelines for citing LLM material from the APA Style Website -- https://apastyle.apa.org/blog/how-to-cite-chatgpt

Any plagiarism or other form of cheating will be dealt with severely under relevant Mayville State policies.

Course Description

Examines American literary works from the pre-colonial period to the current day, emphasizing the ideas and characteristics of American national literature. The course is designed to provide the student with an appreciation of American poetry, fiction, and drama by presenting the achievements of classic American writers in their historical context. Involves critical reading and writing.

Pre-/Co-requisites: Prerequisites: ENGL 110 and ENGL 120 or ENGL 125, or consent of the instructor.

Online Modality

Taking a college course online requires a high level of personal motivation and organization. Without regular in-class interaction with your instructor and classmates, it falls on you to do the reading and assignments in a timely manner. This is not to say there will be no interaction. I will provide you with many opportunities to interact with both me and your classmates through discussion threads and other class activities. I'm also available by phone or video call to talk with you about the course. Take advantage of these opportunities to interact and get to know me and your classmates. It will make for a richer and more interesting learning experience.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- Be able to think critically and write effectively about the history, life, and culture of the United States citizens as seen in its literature dating from the beginning to the present;
- Learn critical thinking processes for analyzing various genres (narrative, poetry, plays, films, essays) common to American literature texts;
- Learn how various American literature texts can be read with a view to modern applicability; Effectively communicate as a professional in both written and spoken English the results of having used the analytical processes; and
- Discover the satisfaction of more fully understanding the American texts by learning how to place them in their historical contexts.

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Standards Alignment (English Education Program Approval Standards-ND ESPB):

- 05020.1.1 Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Controversial Course Readings:

We will be reading and/or viewing texts that express diverse religious, social, and political perspectives. The reading and/or viewing of these texts is essential for understanding our world. However, the awareness of a text does not signify endorsement of the text's viewpoints by the instructor or the university, and students are encouraged to vocalize their own viewpoints regarding the course material.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. 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.

Communication within the course Blackboard Shell will also be considered official communication for the purposes of this course. I will primarily communicate with you through Blackboard while you will get official information from the larger campus community through your email. Get used to checking BOTH!

Assignments and Assessments

The course will be organized into sections based on major periods of American History. We will spend three weeks on each time period with a selection of readings to be announced prior to each section beginning. The course will consist of several different kinds of assessments:

- Discussion Board Posts – You will be asked to both share and answer questions with your classmates on a weekly basis.

- Personal Journals – Weekly assignments that ask you to explore one of the readings from the week in more detail.

- Group Presentation – Four groups will be identified and will be tasked with introducing one of the major sections of time in the semester. For example, your group may be charged with introducing the historical context and relevant events of a particular period such as 1820-1865.

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- <mark>Close Reading Workshops</mark> -- At the end of each major section (five times throughout the semester) you will be asked to explore one text through a coordinated close reading activity.

- <mark>Midterm and Final Papers</mark> -- You will have two papers due, one at midterms, and one during finals week. These papers will build on ideas you generate through weekly assignments and class discussions.

Group Presentation	X 1	100 pts =	100	
Close Reading Workshop	X 4	50 pts =	200	(Drop lowest score)
Discussion Thread	X 15	20 pts =	300	
Journal	X 10	20 pts =	200	(Drop lowest score)
Papers	X2	100pts =	200	
Total			1000 pts	

Evaluation and Grading

Grading Policies

Grading Scale.

Course total= 1000 points.
  A = 900 — 1000 (A-: 90-93%, A: 94-97%, A+ 98-100%)
  B = 800 — 899 (B-: 80-83%, B: 84-87 %, B+: 88-89%)
  C = 700— 799   (C-: 70-73%, C: 74-77 %, C+: 78-79%)
  D = 600— 699   (D-: 60-63%, D: 64-67 %, D+: 68-69%)
  F = below 600
  Individual assignments will be based on the same scale 225/250 = A; 180/200 = A; 90/100 = A; 45/50 = A; 22.5/25 = A; 9/10 = A, etc.

Definitions of Grades

All major assignments for this course will include detailed grading rubrics. Each rubric will outline specific features of the assignment I will be looking at in your work. Your grade will be determined based on how well you meet the requirements of the *entire* rubric. You may do an excellent job on one aspect, but still need work in another.

*In certain cases, a grade of a D or F may result in you being required to resubmit the assignment. This is because the assignment represents key skills you may need to successfully complete future assignments. This will be handled on a case-by-case basis and will be up to the instructor's discretion.

A = excellent documents in all aspects—some slight room for improvement.
B = good; some aspects of the document or project might be excellent; others will be good.
C = acceptable completion of the assignment. No major problems, but room for improvement in most areas of the assignment.
D = a major aspect of the assignment has not been completed. Elements of the assignment might be quite good, but with unsatisfactory completion of certain elements, the assignment will remain a D.
F = incomplete assignment because page length was not met, proper research was not completed, proper documentation conventions not followed, genre conventions not adhered to, etc.

Attendance/Participation Policies

There are a total of 50 participation points available in this class. These points are earned through timely submission of assignments as well as participation in class discussions and activities. Each absence over two will result in 5 points

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being taken away from your participation score. Class participation scores may also be impacted by participation in discussions, engagement with the instructor and other students, and general contribution to the classroom environment. Exceptionally positive or negative impacts on the classroom environment may impact the final class participation score beyond the points awarded for attendance.

Absences that have been previously scheduled and announced will not result in a loss of participation points; however, you will be responsible for submitting work in on time regardless of excused or unexcused absences.

Deadlines: All assignments should be submitted on time in order to earn full credit for the assignment. A large part of the instruction of this course is learning the ability to create documents using a writing process and within a specific time period. **All work must be turned in by the stated deadline during Finals Week. No exceptions will be made.**

Supplemental assignments (daily work, quizzes ect) will not be accepted late. Major assignments will be accepted up to a week past the due date with a 10% deduction. Any assignments submitted past one week late will be accepted at my discretion. If accepted they will be scored up to 50% of the original point value.

Late Assignment Extension Contract
You will be provided with a Late Assignment Extension Contract. This is a **one-use** item that will allow you to ask for an extension on one of your assignments*. I will not ask why you need the extension but you must give a clear plan for finishing the assignment in a reasonable time. To have your extension request accepted you must:
1. Submit your request **prior** to the due date of the assignment
2. Complete the worksheet associated with the assignment.
3. Ask for a reasonable amount of time (one week maximum) to finish the assignment.

*The late assignment extension cannot be used for group work or for anything due in the final two weeks of class**.**

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

The **weekly journal due at the end of week 2** will be the official enrollment verification activity.

Proctor Notification

No proctors are required for this course.

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Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Week	Selected Readings From*	Assignments
Week 1 - Aug. 25 - 31	Introduction	No Assignments
Week 2 - Sep. 1 - 7	Beginnings to 1820	Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 3 - Sep. 8 - 14	Beginnings to 1820	Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 4 - Sep. 15 - 21	Beginnings to 1820	Discussion Post and Reply (20 pts) Close Reading Workshop #1 (50pts)
Week 5 - Sep. 22 - 28	1820 - 1865	Group presentation (100 pts) Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 6 - Sep. 29 - 5	1820 - 1865	Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 7 - Oct. 6 - 12	1820 - 1865	Discussion Post and Reply (20 pts) Close Reading Workshop #2 (50 pts)
Week 8 - Oct. 13 - 19	1865 – 1914	Group presentation (100 pts) Discussion Post and Reply (20 pts) Journal Entry (20 pts)

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Week 9 - Oct. 20 - 26	1865 - 1914	Discussion Post and Reply (20 pts) Journal Entry (20 pts) Midterm Paper (100 pts)
Week 10 - Oct. 27 - 2	1865 - 1914	Discussion Post and Reply (20 pts) Close Reading Workshop #3 (50 pts)
Week 11 - Nov. 3 - 9	1914 – 1945	Group presentation (100 pts) Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 12 - Nov. 10 - 16	1914 – 1945	Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 13 - Nov. 17 - 23	1914 – 1945	Discussion Post and Reply (20 pts) Close Reading Workshop #4 (50 pts)
Week 14 - Nov. 24 - 30	1945 – Present	Group presentation (100 pts) Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 15 - Dec. 1 - 7	1945 – Present	Discussion Post and Reply (20 pts) Journal Entry (20 pts)
Week 16 - Dec. 8 - 14	1945 – Present	Discussion Post and Reply (20 pts) Close Reading Workshop #5 (50 pts)
Finals Week – Dec. 15 - 19		Final Paper (100 pts)

*Readings will be assigned ahead of each major section and communicated in-class or through Blackboard announcements/messaging.

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