

# Recent Announcements

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ENG 2360

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## American Literature since 1865



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## Welcome to ENG 2360

### Course Overview

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English 2360 is a survey of representative authors and works of United States literature from the Civil War to the present. This course surveys United States literature from the

American Civil War through the present, focusing on various genres of literature—poetry, short fiction, and drama—and variations within each genre, while highlighting major artistic, historical, and social movements. This course is designed to provide students with key concepts from the major works that emerged from significant literary and social change. Accordingly, students are expected to read several, at times lengthy, texts. In order to assess student comprehension of content and critical analysis, students complete writing exams, lesson quizzes, and interactive reading guides.

## Course Instructor

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 Jason Coates


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 Teacher

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 jc209@txstate.edu

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 512-245-6213

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## Ready to begin?

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Click [Start Here](#) in the navigation bar above to begin your course.

## Returning to this course?

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Click [Modules](#) in the navigation bar above or in the left-hand course navigation and resume where you left off.

## Questions about the course?

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You are encouraged to contact your instructor if you have any concerns, questions, or problems.

I encourage you to contact me if you have any questions or concerns about the course. You are welcome to e-mail me by using the Inbox in the navigation bar at left. (It is important to keep all mail related to this course contained within this Canvas site.) My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours if possible. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

To ensure timely delivery of all e-mails related to this course, you must use your official Texas State Bobcat Mail email address. You may contact Online and Extended Programs using the email address provided.

✉ Email: [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu).

ENG 2360  
*American Literature Since 1865*

## **Instructor Information**

Jason Coates  
[jc209@txstate.edu](mailto:jc209@txstate.edu)

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## **Scope & Nature of the Course**

English 2360 is a survey of representative authors and works of United States literature from the Civil War to the present.

Obviously, we can't study all of US literature; we will necessarily leave out many important works. We will, however, study all the three major genres (poetry, drama, and fiction). In this correspondence course, we will begin with poems, then study two dramas, then move to short stories (the only truly American genre), and finish with two complete novels.

General Education Core Curriculum (Code 090)

### **Communication Foundational Component Outcome:**

- Students will examine ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures

### **Core Objectives/Competencies Outcomes:**

- **Critical Thinking**
  - Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication**
  - Students will effectively develop, interpret and express ideas through written, oral and visual communication.
- **Social Responsibility**
  - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility**
  - Students will relate choices, actions and consequences to ethical decision-making.

**This syllabus supplements the general Sophomore Literature Syllabus, available online at <http://www.english.txstate.edu/studentres/syllabus/sophomore.html>**

## Writing Intensive Designation

This course is designated Writing Intensive (WI), which means at least 65 percent of the grade is based on written exams or assignments, and at least one assignment is 500 words or more in length. Writing Intensive is a designation intended to address the writing policy for undergraduate degree programs.

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## Course Goals

After you have completed this course, you should have acquired the following:

- a general knowledge about literature, which will give you the facility to ask increasingly sophisticated questions of literary texts;
- the basic tools of textual analysis, teaching you to read literature closely with attention to form, syntax, and language;
- a heightened awareness of literature as art and its capacity to order experience in aesthetically pleasing and moving ways; and
- an understanding of literary works in context—historical, social, cultural—through the exploration of particular works as a record of human experience and as part of a definable tradition.

I hope you will have a renewed appreciation for the works of the authors you study, and I hope you enjoy the reading.

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## Required Materials

There are two required textbooks for this course:

- *The Norton Anthology of American Literature, 10th Edition, 1865-present*
  - The Norton textbook is available in print and in electronic format. You will find an online purchasing option here: <https://www.norton.com/books/9780393884432>

Any unabridged edition of the following texts may be used in this course:

- Edward Albee, *Who's Afraid of Virginia Woolf?* ISBN-13: 978-0451158710
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## Course Procedure

This course will consist of four units. Each unit will consist of multiple lessons arranged by texts that span a time period and/or define a literary movement. You may access the units by clicking

Modules in the left menu. Each lesson includes the following elements: a reading assignment, objectives, and an interactive guided study, and assignment. Be sure to proceed through all the elements of each lesson. Complete the reading assignment and read the discussion content and prerequisite guided study material before completing the lesson assignment. Once all unit lessons are completed, you answer a few short essay prompts. The course is scaffolded chronologically, so you should complete the units in order. To help you plan out your progress throughout the course, complete the [Course Study Schedule](#)

[Download Course Study Schedule](#) before you begin your first lesson.

Generally speaking, this course will be organized in the following way:

- you will read the work(s),
- you will complete guided study content about the work(s),
- you will be quizzed over the work(s) studied in each lesson, and then
- you will compose few short essays at the end of the unit.

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## **Content Outline**

### **Unit One: Late Victorian/Early Modern Romanticism, Feminism, and Segregation**

Lesson 1: Walt Whitman and Emily Dickinson

Lesson 2: Kate Chopin and Charlotte Perkins Gilman

Lesson 3: Henry James

Lesson 4: Booker T. Washington and W.E.B Du Bois

### **Unit Two: American Modernism and The Harlem Renaissance**

Lesson 1: Robert Frost, William Carlos Williams, and T.S. Eliot

Lesson 2: Zora Neale Hurston, Langston Hughes, and Claude McKay

Lesson 3: William Faulkner, F. Scott Fitzgerald, Ernest Hemingway

Lesson 4: John Steinbeck and Richard Wright

### **Unit Three: Mid-twentieth Century American Drama**

Lesson 1: Arthur Miller

Lesson 2: Tennessee Williams

Lesson 3: Edward Albee

## **Unit Four: Foundations For Contemporary American Literature**

Lesson 1: Theodore Roethke, Elizabeth Bishop, Sylvia Plath, Gwendolyn

Brooks and Lucille Clifton

Lesson 2: Eudora Welty and Flannery O'Connor

Lesson 3: Raymond Carver and John Updike

Lesson 4: Li-young Lee, Joy Harjo

Lesson 5: Sandra Cisneros and Jamaica Kincaid

### **The Final Exam & Course Evaluation**

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## **Unit Lessons**

If you read all the works carefully and use the online discussions and guided study material to understand them, you should have no difficulty with the course. I suggest, especially for the shorter texts, that you first read the work for enjoyment. Then go back and reread or review using the discussion and guided study material to help you understand what you've read. Once you complete these tasks, you should be prepared to complete the multiple-choice lesson quiz.

## **Unit Writing Assignments**

First and foremost, it's imperative that students do their own writing for this course. Any material copied from internet sources or generated by AI will not be accepted or graded. Refer to the honor code policy later in the syllabus to fully understand the gravity of honor code violations.

I make several assumptions about your ability to write before you come to this class. I expect you to know the importance of a strong thesis statement; the need to develop your ideas logically and to organize your paper so that it reflects that logic; the need to provide your reader with transitions from paragraph to paragraph, and from idea to idea; and the importance of supporting your ideas with specific examples and illustrations. For a paper in which you write about literary works, many of those examples and illustrations will be in the form of quotations and paraphrases from the works that you're analyzing. These quotations and paraphrases should be documented; for this course, use the MLA form of documentation. You can find guidelines to the MLA format online at <http://owl.english.purdue.edu/owl/resource/747/01/>.

You'll increase your chances for success, if you read actively—highlighting passages and annotating texts as you read them and as you complete the guided study. Doing so will help you easily find passages that you may want to use in a composition or in the answers to questions for each assignment. Remember, you show your reader that you have carefully read by being

specific in your answers. I will provide you with resources for the types of writing about literature you will do in this course: textual analysis, contextual analysis, and character analysis.

**NOTE:**

- **You may submit no more than 2 assignments per week for this course.**
  - **Allow your instructor 10 business days to grade up to 2 assignments.**
  - **Wait to receive feedback on previously submitted assignments before submitting your next assignment.** Instructor feedback is crucial to your improvement in this course. [How to see instructor feedback.](#)
  - **You may not resubmit an assignment after it has been graded.**
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## **Final Exam**

Your final exam will be a combination of the reflective essays about the texts assigned in this course. Be aware that, as with all the writing you do for this course, grammar, spelling, and composition will count, so proofread! **You must pass the final exam with a grade of at least 60% in order to pass the course.**

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## **Grading Criteria**

A student's final grade is computed according to the following percentages:

Quizzes:	(25%)
Interactive Study Completion:	(15%)
Unit 1 Exam:	(15%)
Unit 2 Exam:	(15%)
Unit 3 Exam:	(15%)
Unit 4 Exam:	(15%)

Please note that plus and minus grades are not used as final grades.

There is no pass/fail grading option.

**NOTE: In order to pass the course, you must:**

1. **Submit all assignments and**
  2. **Pass the final exam by making at least 60 percent.**
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## Faculty-Student Contact

I encourage you to contact me if you have any questions or concerns about the course. You are welcome to e-mail me by using the Inbox in the navigation bar at left. (It is important to keep all mail related to this course contained within this Canvas site.) My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 48 hours if possible. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

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## Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit Online and Extended Program's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

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## Canvas Technical Support

The [Technical Requirements page](#) identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas check out the Texas State [ITAC Canvas Support](#) page.

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## Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information](#) webpage.

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## Students Requiring Accommodation Through the Office of Disability Services

Online and Extended Programs is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify [Online and Extended Programs](#) at [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

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## Academic Integrity

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

- Code of Student Conduct - <http://www.dos.txstate.edu/handbook/rules/cosc.html>

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## Final Comments

I hope that you enjoy this course. After all, reading is one of the pleasures of life. If you can learn to read more carefully in this course, and learn how to evaluate what you read, I believe you should be pleased.

When you have finished the course, I hope you will have a renewed respect for literature, especially that written by the authors you will study.

Good luck!

[Syllabus in PDF format](#)



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Start Here

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## Overview



## Introduction

Welcome to the Start Here module! This module is designed to provide you with essential information and resources to help you navigate successfully through this correspondence course. From accessing course materials to understanding the grading system, this module will equip you with the tools and knowledge you need to succeed. Read through this module carefully and let's dive in and get started on your path to learning and achievement!



## Objectives

By the end of this module, students will be able to:

Read a literary text with a grasp of its content—for example, details of plot and character, major structural divisions, key images and ideas.

Analyze a literary text in order to explicate its meaning and to identify significant formal and

3. Explain ways in which a particular literary work reflects and shapes the historical, social and cultural circumstances in which it was produced.

Identify representative authors and works in a particular literary tradition.

5. Recognize significant themes and techniques shared by works in a particular literary



## Assignments

- Course Pacing Guide (Due within 2 weeks of your course start date)
- Start Here Module Quiz



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## Meet Your Instructor

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### Welcome Message



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Jason Coates is a full-time Professor of Instruction for the English Department. He holds an M.F.A. in Creative Writing (Poetry) from Texas State University. Jason frequently teaches composition, literature, and creative writing on campus at Texas State in San Marcos. His book reviews and poetry have appeared in various literary journals. He has worked as a poetry editorial advisor and guest editor for *Southwestern American Literature*.

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## Contact Me

✉ Email: [jc209@txstate.edu](mailto:jc209@txstate.edu) (<mailto:%20jc209@txstate.edu>)



## Unit 1 Lesson 1

# Whitman and Dickinson Overview



## Introduction



Whitman's most famous work is his volume *Leaves of Grass*, one of the first works of literature in America that extolled the common man. Whitman came of age at a point in American history defined by population growth, industrial development, and early phases of urbanization. In the time he spent working and traveling between Long Island, Brooklyn, and New York City, he became endlessly fascinated with the lives and jobs of everyday people who he saw as essential to the democratic ideals and opportunity in America. Whitman also wrote in a very different style for his time. *Leaves of Grass* is one of the first American volumes of free verse, a style of poetry which has no set rhythm, rhyme, meter, or stanza length. Many critics discounted Whitman's writing as poetry because it did not conform to the structure people had grown to expect and appreciate. Whitman is also renowned for his willingness to write about the human body, both its figure but more distinctly human urges, including sexual desire. This attention to physicality coupled with his free verse style turned off the literary elite of his era.

Emily Dickinson has come to be identified in the popular imagination as someone who had an incredibly rich inner life and an incredibly sparse personal and social life. She lived in the same house her entire life, never married, and became less and less connected to the lives of others. Although the mainstream perception of Dickinson is one of a recluse, she maintained vibrant relationships and correspondence with her sister, sister-in-law, and male admirers. Like the poems of Walt Whitman, her poems are personal and reflect her own experiences. They also often reflect extremes of emotion, both positive and negative, and perhaps most interestingly, Dickinson's poems suggest an internal dialogue about the speaker's relationship to faith, love, death, and the natural world, to name Whitman and Dickinson are considered Romantic poets, meaning their poems are often more interested in emotion, sensual experiences, and imagination than reason or logic. Literary Romantics typically emphasized individualism and self-reliance, and they often saw nature as a vehicle for self-reflection and examination that often revealed some beauty or truth about reality. Whitman and Dickinson are also associated with American Transcendentalism. While the Transcendentalists are worthy of their own study, for our purposes it's important to understand how Whitman's and Dickinson's poems embody the following ideas: self-reliance, the unity between God, nature (physical reality), and the individual, there's a part of God in every person, and that free will can result in human perfection—that people can choose to do good.



## Objectives

Upon completion of this module, you will be able to:

1. Examine examples of the Romantic tradition and American Transcendentalism in Whitman's and Dickinson's poetry (CO 1-5)
2. Analyze Whitman's and Dickinson's assertions about life, death, and the afterlife (CO 1-5)
3. Compare Whitman's and Dickinson's forms and styles to the poetic conventions of their time (CO 1-5)



## Readings

Required:

- Walt Whitman: *Song of Myself* sections 1, 2, 6, 11, 33, 48, 52 (MO 1-3)
- Emily Dickinson's poems "236," "260," "353," "479," "591" (MO 1-3)



## Assignments

When approaching module assignments, carefully read the instructions and ensure you understand the requirements. Break down the tasks into manageable steps, create a timeline, and allocate sufficient time for research, drafting, and revision if needed.

- Whitman and Dickinson Quiz (MO 1-3)
- Whitman and Dickinson Interactive Studies (MO 1-3)

- Due No Due Date
- Points 100
- Submitting an external tool



## Unit 1 Lesson 1

# Emily Dickinson Interactive Study



## Read

Emily Dickinson's poems "236," "260," "353," "479," "591"



## Additional Resources

Explore the Emily Dickinson Museum to learn more about the poet:

Emily Dickinson Museum (<https://www.emilydickinsonmuseum.org/>)

Watch the below biography to get a deeper understanding of Emily Dickinson:



## Interactive Study

Below you will find the Interactive Study for this lesson. This interactive slide show with audio narrations will guide you through the assigned readings, and provide you with prompts related to the assigned reading. It is recommended you complete the assigned reading prior to completing the Interactive Study. Though these items will be graded as complete/incomplete engaging with them thoughtfully can begin the foundation for your end-of-unit essay exam.

## EMILY DICKINSON

