



**EAST TEXAS A&M**  
UNIVERSITY

## ENG422 Advanced Survey of American Literature II

COURSE SYLLABUS: Spring 2025

TT 2:00-3:15

David Talbot Hall 303

### INSTRUCTOR INFORMATION

Instructor: Dr. Hyo Kyung Woo, Assistant Professor

Office Location: David Talbot Hall 209

Office Hours: TT 9:30-10:30 am, 3:30-5:00 pm (or by appointment)

University Email Address: [hyokyung.woo@tamuc.edu](mailto:hyokyung.woo@tamuc.edu)

Preferred Form of Communication: Email

Communication Response Time: 24 hours during weekdays, 48 hours during weekends

### COURSE INFORMATION

#### Textbook(s)

##### Required

*The Norton Anthology of American Literature, 1865-the Present* (Volume C, D, E), Tenth Edition.  
[ISBN: 0393884430]

##### Recommended

*MLA Handbook*, 9<sup>th</sup> edition, 2021. [ISBN: 1603293515], [available via Waters library database](#)  
*MLA Guide to Undergraduate Research in Literature*, 2<sup>nd</sup> edition, 2023. [ISBN: 1603296298], [1<sup>st</sup> edition is available via Waters library database](#)

\*Bring the book to every class. Students without their books may be marked absent.

\*Other supplementary readings are available at D2L in PDF format.

\*E-book or other editions [9<sup>th</sup>] are acceptable.

**Technology Required:** MyLeo Online Learning Management System (D2L)

**Software Required:** Microsoft Word, University Email, PowerPoint

*The syllabus/schedule are subject to change.*

## **COURSE DESCRIPTION**

This course explores the story of American literary history from the Civil War to the present. Reading some of the greatest novels, essays, poems, plays, and short stories, we will learn not only about the major changes in literary form, but also about the history of issues such as class, politics, race, and gender. How did the people that have created the culture we live in see the world? How does each literary genre reflect the time in American history? How can we read the voice of marginalized groups aligned with major literary movements? What is the definition of the “great” American literature? This course will help students to answer these questions.

This course is a survey aiming to sketch a broad map of incredibly diverse literary traditions over a span of over 130 years. As we read, our investigation will identify common features of certain works, teaching us to categorize periods and styles such as realism, modernism, or postmodernism. Close attention will be also given to the ways in which literary form is used by women writers and writers-of-color.

Required of all English majors. Prerequisites: ENG 1302 and sophomore standing.

### **Student Learning Outcomes**

1. Students will identify a range of literary styles, themes, forms, and concerns in any given text and place that text in a period in the history of American literature from 1865 to the present.
2. Students will identify the main intellectual and literary movements in American literature since 1865, such as realism, modernism, postmodernism, and multiculturalism.
3. Students will use the critical terms associated with these intellectual movements or discourses.
4. Students will learn about how literature represents and engages social conflicts.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

### **Instructional Methods**

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course, the class will read and discuss literature as well as secondary materials in a manner befitting a specialist in the discipline of English. You are expected to do all readings for class by the date indicated on this syllabus (see "Course Outline/Calendar" below). The readings are the foundation of our class meetings; we cannot discuss and understand the ideas and theories

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unless you have completed the required readings. On occasion there will be videos for you to watch on YouTube. You must have internet access to view them.

### **Student Responsibilities or Tips for Success in the Course**

- 1) Attend every class meeting.
- 2) Read every assigned reading.
- 3) Complete every assignment/exam on time.
- 4) Communicate with your professor if you are in doubt.

### **STUDENT CONTACT STATEMENT**

Announcements: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.

Email: Please only use the official ETAMU Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relates to our content. I will send individual emails as needed. I will respond to emails in 24 hs. during the work week and on the next business day on weekends and holidays.

### **GRADING**

Final grades in this course will be based on the following scale and total points:

A = 90%-100% (900-1000 points)

B = 80%-89% (800-899 points)

C = 70%-79% (700-799 points)

D = 60%-69% (600-699 points)

F = 59% or Below (0-599 points)

### **ASSESSMENTS**

Attendance & Participation 10% (100 points)

Weekly Reading Response 10% (100 points)

Weekly Quiz 10% (100 points)

Class Reading Presentation 10% (100 points)

Midterm Exam 30% (300 points)

Final Exam 30% (300 points)

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100% (1000 points)

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**Attendance and Participation 10% (100 points)**

Everyone is in this class to learn and will therefore come to class fully prepared to discuss the material in a meaningful way. For that reason, everyone now has 100 points for attendance and participation. You can lose up to 4 points per class if you (a) don't show, (b) leave early without permission, (c) do not participate or complete in-class activities by deadline, or (d) treat a fellow class member or the instructor in an unprofessional and disrespectful manner. If you are late for class, you will lose 2 points more than 5 minute-grace period to 20 minutes, and 3 points after 20 minutes. (Also see ETAMUC Attendance policy below).

**Weekly Reading Response 10% (100 points)**

Students will write a 150–200-word weekly reading response about the assigned reading for each week. Students can choose to write about multiple authors or choose a specific text. The response should include at least one discussion question about the text(s). Due by Sunday midnight (Sunday leading into Monday). Points will be deducted if the post is too short or does not write about the assigned text. Complete/Incomplete assignment. No feedback will be given for this assignment unless necessary.

**Weekly Quiz 10% (100 points)**

Students will take a short quiz about the assigned readings each week. Some questions and passages will be re-used in the midterm and final exams. Quizzes cannot be made up unless students have a valid document for excused absences, and it is your responsibility to request a make-up quiz from an instructor.

**Class Reading Presentation 10% (100 points)**

Students will present one author and text they like to study further in solo or a group (2 people) for 10 minutes followed by a Q&A discussion. The presenter(s) will read the assigned text thoroughly and choose 2-3 important passages from the assigned primary text with one or two discussion questions after briefly explaining the social and cultural context as well as author's biography.

**Midterm Exam 30% (300 points)**

Students will take a midterm exam during the class time including identification questions and explanations of theoretical terms, historical contexts, and literary movements we studied in class as well as close reading of texts.

**Final Exam 30% (300 points)**

Students will take a final exam during the class time including identification questions and explanations of theoretical terms, historical contexts, and literary movements we studied in class as well as close reading of texts.

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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Academic Honesty Policy**

East Texas A&M University and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments (using AI), collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (East Texas A&M University Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and may result in failure of the course for any subsequent offenses.

#### **Attendance Policy**

Attendance is important for your success in this class. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not alter your grade with a proper verification document. Also, use of a cell phone during class without permission will result in an unexcused absence. Six unexcused absences will automatically result in failure of the course.

#### **Assignment Policy**

Student work must be completed and submitted when it is due. Students who know in advance they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment. Deadline extensions and other allowances can often be provided before they are required.

#### **Administrative Withdrawal**

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Students Sources**

#### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

#### **The Counseling Center at A&M-Commerce**

Halladay Building, Room 203

Phone (903) 886-5145.

[www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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## COURSE OUTLINE/CALENDAR

\*Black: Reading and Class Activity

\*Blue: Student Work

\*Red: School Schedule

<i>Week 1: Introduction</i>			
	<b>Tuesday (1/14)</b>	<b>Thursday (1/16)</b>	<b>Sunday (1/19)</b>
<b>In Class</b>	Intro to the Course Welcome Survey In-Class Activity: How to Email a Professor  (Please bring your laptop.)	In-Class Writing (500 words)	
<b>Readings &amp; Assignments</b>	Upload your profile pictures to D2L, so I can remember you! Start to read <i>Huckleberry Finn</i> this week.	<b><u>(1/16) Last Day to Drop and Add</u></b>	Reading Response 1: Zitkala-Ša and Emily Dickinson

## Unit 1: American Literature 1865-1914, Civil War to World War I

<i>Week 2: Remembering the Silenced</i>			
	<b>Tuesday (1/21)</b>	<b>Thursday (1/23)</b>	<b>Sunday (1/26)</b>
<b>In Class</b>	Intro to the Course Presentation Sign-up  Lecture		
<b>Readings &amp; Assignments</b>	Zitkala-Ša, "Impressions of an Indian Childhood" (1900) and "The School Days of an Indian Girl" (1900) in <i>Norton</i> pp. C-1111-1127	Emily Dickinson, poems 112, 320, 340, 409, 479, 591, 764 in <i>Norton</i> pp. C-84-102	Reading Response 2: Henry Adams & Edith Warton

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<b>Week 3: American Realism</b>			
	<b>Tuesday (1/28)</b>	<b>Thursday (1/30)</b>	<b>Sunday (2/2)</b>
<b>In Class</b>	Quiz 1: Henry Adams and Edith Wharton  Lecture	Presentation: Edith Wharton	
<b>Readings &amp; Assignments</b>	Henry Adams, "The Dynamo and the Virgin" (1907, 1918) in <i>Norton</i> pp. C-362-C372	Edith Wharton, "The Other Two" (1904) in <i>Norton</i> pp. C-884-845, 861-874	<a href="#">Reading Response 3: <i>Huck Finn</i>, Ch. 1-20</a>
<b>Week 4: The Gilded Age and Mark Twain (1)</b>			
	<b>Tuesday (2/4)</b>	<b>Thursday (2/6)</b>	<b>Sunday (2/9)</b>
<b>In Class</b>	Quiz 2: <i>Huck Finn</i> Ch. 1-20  Lecture	Presentation: <i>Huck Finn</i> Ch. 11-20	
<b>Readings &amp; Assignments</b>	Mark Twain, <i>The Adventures of Huckleberry Finn</i> (1884), Ch. 1-10	<i>The Adventures of Huckleberry Finn</i> Ch. 11-20	<a href="#">Reading Response 4: <i>Huck Finn</i> Ch. 21-43</a>
<b>Week 5: The Gilded Age and Mark Twain (2)</b>			
	<b>Tuesday (2/11)</b>	<b>Thursday (2/13)</b>	<b>Sunday (2/16)</b>
<b>In Class</b>	Quiz 3: <i>Huck Finn</i> Ch. 21-43  Lecture	Presentation: <i>Huck Finn</i> Ch. 31-43	
<b>Readings &amp; Assignments</b>	<i>The Adventures of Huckleberry Finn</i> Ch. 21-30	<i>The Adventures of Huckleberry Finn</i> Ch. 31-43	<a href="#">Reading Response 5: Ezra Pound, Mina Loy, and T.S. Eliot</a>

## Unit 2: American Literature 1914-1945: World War I- World War II

### Week 6: Modernism 1

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	Tuesday (2/18)	Thursday (2/20)	Sunday (2/23)
<b>In Class</b>	Quiz 4: Ezra Pound, Mina Loy, and T.S. Eliot  Lecture	Presentation: T. S. Eliot	
<b>Readings &amp; Assignments</b>	Ezra Pound, "At a Station of the Metro" (1913), "Portrait d'une Femme" (1912) in <i>Norton</i> pp. D-313-315, 316-317  Mina Loy, "Feminist Manifesto" (1914) in <i>Norton</i> pp. D-328-331	T.S. Eliot, <i>The Waste Land</i> , in <i>Norton</i> pp. D-368-371, D-377-391	<a href="#">Reading Response 6: Ernest Hemingway, William Faulkner, &amp; F. Scott Fitzgerald</a>
<b>Week 7: Modernism 2</b>			
	Tuesday (2/25)	Thursday (2/27)	Sunday (3/2)
<b>In Class</b>	Quiz 5: Ernest Hemingway, William Faulkner, and F. Scott Fitzgerald  Lecture	Presentation: F. Scott Fitzgerald  Midterm Exam Review	
<b>Readings &amp; Assignments</b>	Ernest Hemingway, "Hills Like White Elephants" in <i>Norton</i> pp. D-903-905, D-919-922  William Faulkner, "A Rose for Emily" (1931) in <i>Norton</i> pp. D-774-777, D-873-879	F. Scott Fitzgerald, "Babylon Revisited" (1931) in <i>Norton</i> pp. D-657-659, D-752-766	<a href="#">Study for Midterm Exam</a>
<b>Week 8: Mid-Term Exam and Student Progress Meeting</b>			
	Tuesday (3/4)	Thursday (3/6)	Sunday (3/9)
<b>In Class</b>	Midterm Exam (Please bring your laptop. No open book.)	Student Meeting: Discussing your progress	
<b>Readings &amp;</b>			

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Assignments			
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<b>Week 9: Spring Break</b>			
	<b>Tuesday (3/11)</b>	<b>Thursday (3/13)</b>	<b>Sunday (3/16)</b>
<b>In Class</b>	No Class	No Class	
<b>Readings &amp; Assignments</b>			Reading Response 7: Zora Hurston & Langston Hughes
<b>Week 10: Harlem Renaissance</b>			
	<b>Tuesday (3/18)</b>	<b>Thursday (3/20)</b>	<b>Sunday (3/23)</b>
<b>In Class</b>	Quiz 6: Zora Hurston and Langston Hughes  Lecture	Presentation: Langston Hughes	<b><u>3/23 Midterm Grade Due</u></b>
<b>Readings &amp; Assignments</b>	Zora Neale Hurston, "Characteristics of Negro Expression" (1934) in <i>Norton</i> pp. D-496-498, "How It Feels to Be Colored Me" (1928) in <i>Norton</i> pp. D-557-560	Langston Hughes, "The Negro Artist and the Racial Mountain" (1926) in <i>Norton</i> pp. D-491-493, "The Negro Speaks of Rivers," "I, Too," "The Weary Blues," "Silhouette," "Theme for English B," "Harlem" in <i>Norton</i> pp. D-944-956	Reading Response 8: Arthur Miller

### Unit 3: American Literature 1945-Present

<b>Week 11: Drama</b>			
	<b>Tuesday (4/1)</b>	<b>Thursday (4/3)</b>	<b>Sunday (4/6)</b>
	Quiz 7: Arthur Miller, <i>Death of a Salesman</i> , Act I, II  Lecture	Presentation: Arthur Miller, <i>Death of a Salesman</i> , Act II	

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	Arthur Miller, <i>Death of a Salesman</i> (1949), Act I in Norton pp. E-192-225	Arthur Miller, <i>Death of a Salesman</i> (1949), Act II in Norton pp. E-225-260	Reading Response 9: Allen Ginsberg & Flannery O'Connor
<b>Week 12: The Beats and Southern Gothic</b>			
	<b>Tuesday (4/1)</b>	<b>Thursday (4/3)</b>	<b>Sunday (4/6)</b>
<b>In Class</b>	Quiz 8: Allen Ginsberg and Flannery O'Connor  Lecture	Presentation: Flannery O'Connor	
<b>Readings &amp; Assignments</b>	Allen Ginsberg, "Howl" and "Footnote to Howl" in Norton pp. E413-E423	Flannery O'Connor, "A Good Man Is Hard to Find" in Norton pp. E370-371, E-393-404	Reading Response 10: Thomas Pynchon & Junot Díaz
<b>Week 13: Postmodernism</b>			
	<b>Tuesday (4/8)</b>	<b>Thursday (4/10)</b>	<b>Sunday (4/13)</b>
<b>In Class</b>	Quiz 9: Thomas Pynchon and Junot Díaz  Lecture	Presentation: Junot Díaz	
<b>Readings &amp; Assignments</b>	Thomas Pynchon, "Entropy" in Norton pp. E-727-738	Junot Díaz, "Drown" in Norton pp. E1090-1107	Reading Response 11: Toni Morrison & Li-Young Lee
<b>Week 14: Multiculturalism</b>			
	<b>Tuesday (4/15)</b>	<b>Thursday (4/17)</b>	<b>Sunday (11/29)</b>
<b>In Class</b>	Quiz 10: Toni Morrison and Li-Young Lee  Lecture	Presentation: Li-Young Lee	
<b>Readings &amp; Assignments</b>	Toni Morrison, "Recitatif" in Norton pp. E-619-632	Li-Young Lee, "The Gift," "Persimmons," "Eating Alone," "Eating Together,"	Reading Response 12: Claudia Rankine

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		"This Room and Everything in It" in <i>Norton</i> pp. E-997-1001	
<b>Week 15: Wrap-Up: What Makes a Great American Literature? (2)</b>			
	<b>Tuesday (4/22)</b>	<b>Thursday (4/24)</b>	<b>Sunday (4/27)</b>
<b>In Class</b>	Quiz 11: Claudia Rankine  Course Feedback Lecture	Wrap-Up: Conclusion Final Exam Preview	
<b>Readings &amp; Assignments</b>	Claudia Rankine, <i>Citizen</i> , Part III, in <i>Norton</i> E-1053-1056		
<b>Week 16 Final Exam</b>			
	<b>Tuesday (4/29)</b>	<b>Thursday (5/1)</b>	<b>Sunday (5/4)</b>
<b>In Class</b>	Final Exam (Please bring your laptop. No open book.)	No Class	Final Grade will be posted at D2L. Students will have 24 hours to submit any inquiries or complaints before the official final grade is due.  <b>5/12 Final Grade Official Due</b>

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