

Updated: 7/23/2013

## Master Syllabus

### ENGL 2133 (Web) Multicultural Literature

**Instructor:**

**Office/Office Hours:**

**Phone:**

**Email:**

**Classroom:**

**Course Description:** A survey of American authors and poets of various ethnic backgrounds. Topics include biography, essays, poetry, and short fiction by African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: ENGL 1010 and ENGL 1020.

Note: ENGL 2133 meets the requirement for a Humanities elective.

\*This course is part of the general education core.

**Course Credits/Class Hours:** 3/3 (Honors Option Available)

**Course Objectives:** Once students successfully complete this course, they should be able to:

1	Analyze significant primary texts of ethnic American authors and poets as forms of cultural and creative expression.
2	Formulate a context to critically assess the ideas, forces, and values that have created ethnic American culture.
3	Recognize the ways in which both change and continuity have affected ethnic-American experience.
4	Develop an interpretation of a literary text, collect research from appropriate sources, support the interpretation with evidence, and cite the source material.

#### **Texts and Materials:**

Wiesel, Elie. *Night*. New York: Hill & Wang, 1960. ISBN: 0-553-27253-5

Estimated price: \$13:00

Rico and Mano, *American Mosaic, Cultural Readings in Context*, 3<sup>rd</sup> Ed. New York: Houghton Mifflin Company, 2001. ISBN: 978-0-395-88661-8

Price: \$106.80 (New)      \$80.10 (Used)      Rental: \$101.42

Standard college-level dictionary

Hacker, Diana. *A Writer's Reference*. 7th Ed. Boston: Bedford/St. Martin's, 2011. ISBN- 978-0-312-60143-0

**Price: \$72.30 (New)      \$54.23 (Used)      \$42.92 (Rental)**

**Americans with Disabilities Act:** NSCC complies with the Americans with Disabilities Act. If you would like to request any accommodation for this course, please contact the Coordinator of Disabilities at 615.353.3721.

### **Zero Tolerance Policy for Disruptive Conduct in the Classroom**

- The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
- He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College.
- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as:
  - **Offensive language;**
  - **Harassment of students or professors;**
  - **Repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught;**
  - **Failure to cooperate in maintaining classroom decorum; and**
  - **Continued use of any electronic or other noise or light emitting device which disturbs others: beepers, cell phones, palm pilots, lap-top computers, games, etc.**
- Students who are removed from class for disruptive behavior will not be allowed to return until the issue is resolved and may be administratively withdrawn from the course or the college.

### **Academic Integrity Statement**

- Students guilty of academic dishonesty, either directly or indirectly through participation or assistance, are responsible to the instructor of the class. Academic dishonesty is defined as but not limited to plagiarism, cheating, misrepresenting one's work, and forging documentation.
- Possible disciplinary sanctions may be imposed through the regular institutional procedures as a result of academic misconduct.
- **The instructor has the authority to assign an "F" or "zero" for the exercise or examination, or to assign an "F" for the course.**

**Grading Criteria:** Each instructor will provide students with a rubric for assessment of work and stated grading standards for the course.

**Grading scale:** Each instructor will provide students with letter grades and/ or points.

**Attendance and Tardiness Policies:** Each instructor will provide information regarding his/her attendance policy. Failure to attend class will result in a final course grade of "FA" or "FN" (see explanation below), depending on the individual instructor's course policy.

FA= failure, attendance-related (unofficial withdrawal) Last recorded date of attendance required

FN= failure, never attended class (unofficial withdrawal)

**D2L/NSOnline and MyNSCC e-mail:**

It is the student's responsibility to check D2L/NSOnline and MyNSCC e-mail on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L/NSOnline contains specific course information and MyNSCC contains information important for other purposes.

**Academic Early Warning System:**

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. *Please note that Early Warning Alerts do not affect a student's academic standing.*

**Late Work Policy:** Each instructor will provide students with policy.

**Plagiarism/Cheating Policy:** At the discretion of the instructor, students who cheat or steal work from another source will either (1) be dismissed from class with a grade of "F" or (2) receive a grade of "F" for the assignment/test. Some examples of plagiarism and cheating are using undocumented sources, copying work verbatim from the Internet, using someone else's work, recycling work from another class, using unauthorized notes during an exam, and/or looking on a classmate's test/paper. Instructors may further define honor code violations on the syllabus. Many instructors use Turnitin, a software program that detects and documents plagiarized work. . **Students charged with Academic Misconduct will receive written notice in person or via NSCC email or regular mail. Students have five working days to appeal the sanction to the Dean for Student Services.**

**Testing, Papers, Course Work:** Each instructor will provide students with course information.

## Sample Course Schedule

Week	Assignment	Due dates, etc.
Week 1	<p><b>Homework</b></p> <p>Please read the Preface from the textbook (x- xiii).</p> <p>Read the notes under Lesson 1 (<b>Module 1</b>) listed under <b>Content on the task/navigation bar</b>.</p> <p>Contact Instructor with name, phone numbers, e-mail and correct mailing address.</p> <p>Complete Online and library Orientation.</p> <p><b>Please read all the stories listed for these writers from your textbook.</b> Other stories are optional for all readings from all the chapters listed.</p> <p>Read under <b>Content:</b> Syllabus, MLA Information, Bedfordstmartins.com, and Writing guidelines.</p> <p>Mandatory- fill in and submit Student Information form (under Content) along with Discussion 1 (Dq1).</p> <p>7. <b>Lecture notes(Lessons) posted under Content- titledModules. Read Lesson 1.</b></p>	<p><b>Quizzes, Tests, Discussion postings, paper assignments, etc.</b></p>
Week 2	<p><b>Module 1</b></p> <p>Chapter 1. Points of Entry, Points of Departure</p> <p>Emma Lazarus "The New Colossus"</p> <p>Joseph Bruchac</p> <p>"Ellis Island"</p> <p>James Truslow Adams</p> <p>From "The Epic Of America"</p> <p>Greg Sarris</p> <p>"Battling Illegitimacy"</p> <p>Eva Hoffman</p> <p>From "Lost in Translation"</p>	
Week 3	<p><b>Module 2</b></p> <p>Points of Entry, Points of Departure continued.</p>	<p>Paper 1 due noon. No late submissions allowed.</p>
Week 4	<p><b>Module 3</b></p> <p>Read Lesson 3.</p>	<p>View films under Module 3</p>

Week	Assignment	Due dates, etc.
	Chapter 2 "American Indians Reclaiming Cultural Heritage" "Setting the Historical and Cultural Context " D'Arcy McNickle "Train Time Leslie Marmon Silko "Lullaby" Louise Erdrich From <i>Love Medicine</i> "Lipsha Morrissey" Paula Gunn Allen "Pocahontas to Her English Husband, John Rolfe"	
Week 5	Review for Test 1.	Test 1 based on the readings from Chapters 1 and 2. Test 1 can be taken from home. You can take the test only once. <b>Test 1 dates:</b>
Week 6	<b>Module 4</b> Chapter 3 "Early Immigrants in Search of the Land of Milk and Honey" "Setting the Historical and Cultural Context The Bill of Rights Constantine Panunzo "In the American Storm" Anzia Yezierska "The Fat of the Land Elizabeth Gurley Finn" From "I Speak My Own Piece"	Work on Paper 2 based on Chapter 3, which is Thursday noon
Week 7		Paper 2 due No late submissions allowed.
Week 8	<b>Module 5</b> Chapter 4 " The Lure of the Gold Mountain" "Setting the Historical and Cultural Context" From "The Gold Mountain Poems"	Get a copy and watch the movie <i>The Joy Luck Club</i>

Week	Assignment	Due dates, etc.
	Sui Sin Far "In the Land of the Free" Connie Young Fu "The World of Our Grandmothers" Amy Tan "Lindo Jong: Double Face"	
Week 9	Work on Paper 3 and the Research Paper – Paper 4 Review for Mid-term Exam	Mid-Term Exam based on Chapter 4. <b>The Mid-Term exam must be taken in the Testing Centre at NSCC.</b>
Week 10	<b>Module 6</b> Chapter 5 African Americans "The Migration North and the Journey Towards Civil Rights" "Setting the Historical and Cultural Context" From "Brown v The Board of Education of Topeka" Langston Hughes "Theme for English B" Wallace Thurman From <i>The Blacker the Berry</i> Ernest Gaines From <i>A Lesson Before Dying</i> Gwendolyn Brooks "The Chicago Defender Sends a Black Man to Little Rock"	Paper 3 due Thursday noon of next week. Paper 3 based on Chapter 5. View films under Module 6
Week 11	<b>Module 7</b> Chapter 8 "Chicanos Negotiating Political and Cultural Boundaries" "Setting the Historical and Cultural Boundaries" Tomas Rivera Christmas Eve Pat More "Elena" Arturo Islas From <i>Migrant Souls</i> Sandra Cisneros "Woman Hollering Creek"	Review for Test 2 based on Chapter 8 Paper 3 due noon
Week 12	<b>Module 8</b>	Get a copy and watch <b><i>Schindler's List</i></b> Test 2
Week 13	<b>Module 8</b> Read Elie Wiesel's <i>Night</i>	Your Final Exam- Paper 5 will be based on the

Week	Assignment	Due dates, etc.
		book <i>Night</i> by Elie Wiesel
Week 14	<p><b>Module 9</b>  Chapter 9 " The New Immigrants Reviving, Challenging, and Refashioning the American Dream"  "Setting the Historical and Cultural Context  Carlos Bulosan  "My Education  Van B. Luu "The Hardship of Escape for Vietnamese Women  Bharati Mukerjee  "Visitors"  Naomi Shihab Nye  "White Coals"  "Broken Clock "  "Speaking Arabic"</p>	<p><b>Research Paper due by noon</b>  Please also submit a copy of your paper to the website <a href="#">Turnitin</a>. It is mandatory that you submit your paper through the Assignment page, as well as turnitin, for a grade. You will not receive a grade on your paper if these two conditions are not met.</p>
Week 15	<p>Class ends this week.  Final exams (Paper 5) this week.</p>	<p>Dq 4 based on Chapter 9  Dq 4 due by noon  <b>Final exam Paper 5 due by noon</b></p>