

ENG532: American Literature WWI to Present

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course will cover the two major literary movements that occur during this period: Modernism and Post-Modernism. Students will discuss how the various writers who lived and wrote during these two periods both represent and contradict the definitions of these major literary movements. In a literary period where contradiction is a major thematic and stylistic approach, few writers in the modern America will ever fit into a neat package. Also discussed in this class is the emergence of diverse voices on the American literary scene. As the 20th century drew to a close and the beginning of a new century began, minority and previously marginalized writers emerged as the dominant voices of the new American literature.

In this class, writers discussed will include T.S Eliot, Ezra Pound, Marianne Moore, Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, Eugene O'Neil, Toni Morrison, Eudora Welty, Alice Walker, Don DeLillo, Allen Ginsberg, Wallace Stevens, Robert Frost, Sandra Cisneros, Louise Erdrich, Amy Tan, Edmund Wilson, David Leavitt, and Rita Mae Brown.

Prerequisites: ENG 501

Course Overview:

This course outlines the major literary movements and figures in American literature from WWI to the present. Though reading key literary works and examining key historic events that impact the literature, students compile a comprehensive annotated bibliography and literature review designed to guide future teaching in this literary period. Themes and problems involving violence, race, class, and gender are examined in each period along with key issues debated by literary scholars of the period.

Course Learning Outcomes:

1. Develop a comprehensive thesis and literature review that incorporates research and argues an informed academic position based on the current literature of American literature studies.
2. Critically evaluate personal bias and how race, class, and gender inform a critical reading within the current literature of American literature studies.
3. Critically evaluate the work of seminal and key writers and critics within the current literature of American literature studies.
4. Critically evaluate and compare the conventional elements of literature from an American literature perspective.
5. Critically evaluate the how the four major literary genres are represented in American literature studies.
6. Critically evaluate the historical context of the literature written immediately before and during the American literature since WWI period.
7. Critically evaluate the conventional literary themes that have emerged during this American literature period and how those themes resonate today.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Baym, N., & Levine, R. S. (2012). *The Norton anthology of American literature* (8th ed., Vol. 2). New York City, New York, NY: W. W. Norton & Company.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
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1	<p>Required:</p> <ul style="list-style-type: none"> • Pages 3-547 in the <i>Norton Anthology</i> For this week, you are required to read the introduction, the introduction for each author, and at least one work by each author in the section of pages identified. • Davis, D. B. (1966). Violence in American literature. <i>The Annals of the American Academy of Political and Social Science</i>, 364, 28–36. Retrieved from http://www.jstor.org/stable/1034751 • Showalter, E. (2003). What teaching literature should really mean. <i>Chronicle of Higher Education</i>, 49(19), B7-B9. <p>Recommended:</p> <ul style="list-style-type: none"> • Branham, A. K. (1998). Teaching the enlightenment in American literature: Shedding light on faith and reason. <i>English Journal</i>, 87(3), 54-60. • Lynch, T. L. (2015). Feeling Walt Whitman: Introducing new literatures and quantitative techniques to interpret poetry. <i>English Journal</i>, 104(4), 100-102. • Marvasti, A., & Faircloth, C. (2002). Writing the exotic, the authentic, and the moral: Romanticism as discursive resource for the ethnographic text. <i>Qualitative Inquiry</i>, 8(6), 760-785. 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75 points)
2	<p>Required:</p> <ul style="list-style-type: none"> • Pages 548-652 in the <i>Norton Anthology</i> For this week, you are required to read the Introduction, the introduction for each author, and at least one work by each author in the assigned section. • Kolb, H. H. (1969). In search of definition: American literary realism and the clichés. <i>American Literary Realism, 1870-1910</i>, 2(2), 165–173. Retrieved from http://www.jstor.org/stable/27747649 • Wilson, C. P. (1982). American Naturalism and the problem of sincerity. <i>American Literature</i>, 54(4), 511-528. <p>Recommended:</p> <ul style="list-style-type: none"> • Farrell, J. T. (1946). Social themes in American Realism. <i>The English Journal</i>, 35(6), 309–315. doi.org/10.2307/807764. Retrieved from http://www.jstor.org/stable/807764 • Pizer, D. (2006). Late nineteenth-century American literary Naturalism: A re-introduction. <i>American Literary Realism</i>, 38(3), 189–202. Retrieved from http://www.jstor.org/stable/27747215 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75 points)
3	<p>Required:</p> <ul style="list-style-type: none"> • Pages 653-794 in the <i>Norton Anthology</i> For this week, you are required to read the Introduction, the introduction for each author, and at least one work by each author in the selected pages. • Neiberg, M. S. (2002). From the editor: Fresh approaches to World War I and the beginning of the "American Century". <i>OAH Magazine of History</i>, 17(1), 3–4. Retrieved from http://www.jstor.org/stable/25163556 • Norris, M. (2005). Teaching World War I poetry: Comparatively. <i>College Literature</i>, 32(3), 136–153. Retrieved from http://www.jstor.org/stable/25115291 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (75 points)

	<ul style="list-style-type: none"> Pope, D. (1980). The advertising industry and World War I. <i>The Public Historian</i>, 2(3), 4–25. doi.org/10.2307/3376987. Retrieved from http://www.jstor.org/stable/3376987 	
4	Required: <ul style="list-style-type: none"> Pages 794-1070 in the <i>Norton Anthology</i> For this week, you are required to read the introduction, the introduction for each author, and at least one work by each author in the assigned section. Adams, J. D. (1939). Ernest Hemingway. <i>The English Journal</i>, 28(2), 87–94. doi.org/10.2307/805314. Retrieved from http://www.jstor.org/stable/805314 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (75 points)
5	Required: <ul style="list-style-type: none"> Pages 1071-1681 in the <i>Norton Anthology</i> For this week, you are required to read the introduction, the introduction for each author, and at least one work by each author in the section. Note: this reading assignment will span two weeks; the more you can read this week, the more time you will have to make choices for your annotated outline. The Living Handbook of Unreliability. Unreliability. Retrieved from http://wikis.sub.uni-hamburg.de/lhn/index.php/Unreliability Northrop Frye. The archetypes of literature. <i>The Kenyon Review</i> 13(1). Retrieved from https://www.kenyonreview.org/kr-online-issue/kenyon-review-credos/selections/northrop-frye-656342/ 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (75 points)
6	Required: <ul style="list-style-type: none"> Continued reading from Module 5, pages 1071-1618 in the <i>Norton Anthology</i> 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (75 points)
7	Required: <ul style="list-style-type: none"> Hall, L. A. (n.d.) A critical history of film adaptation. Retrieved from http://www1.chapman.edu/~lhall/webpage/criticalhistory.html Hall, L. A. (n.d.) Writing about film adaptations. Retrieved from http://www1.chapman.edu/~lhall/webpage/ Recommended: <ul style="list-style-type: none"> Hollywood.com contributor. (2016). 12 Modern Movies That Were (Surprisingly) Based On Literary Classics. <i>Hollywood.com</i>. Retrieved from http://www.hollywood.com/movies/modern-movies-that-were-surprisingly-based-on-literary-classics-60288415/#/ms-22412/1 	<ul style="list-style-type: none"> Discussion (25 points)
8	Required: <ul style="list-style-type: none"> Pages 1619-1673 in the <i>Norton Anthology</i> Cook, R. (2006). Beyond tolerance: Teaching English in a post-9/11 classroom. <i>English Journal</i>, 96(2), 19-22. Retrieved from http://www.jstor.org/stable/30047122 Dennihy, M. (2015). Teaching American literature: A journal of theory and practice. Central Piedmont Community College. Retrieved from https://www.cpcc.edu/taltp/spring-2015-8-1/new-canons-students-constructing-american-literature-courses-and-anthologies 	<ul style="list-style-type: none"> Discussion (25 points) Portfolio (350 points)

- Kondali, K. (2012). Living in two languages: The challenges to english in contemporary american literature. *ELOPE ; English Language Overseas Perspectives and Enquiries*, 9(2), 101-113.
- Snyder, R. (2008). What is third-wave feminism? A new direction essay. *Signs*, 34(1), 175-196.

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Exploring a Problem in Teaching Composition Thesis

This week, review the Portfolio Project, due in Module 8. For this assignment option, you are to explore a particular problem in teaching American Literature after 1914. Your exploration must yield a working thesis that you will use to guide your research and your final Portfolio Project throughout the term. Remember: we are in Week 1 and just starting to learn and to uncover bias, so be bold now, and be prepared to keep revising your thesis regularly as we move through each module.

The working thesis should state a problem and a potential solution to the problem about teaching literature in the college setting. One very important note: for the purposes of this assignment, we are not looking for you to express and explore a problem you solely encountered by teaching in the classroom. This problem instead needs to be expressed and grounded in the literature. In other words, whatever problem you develop needs come out of the literature. It has to be referenced first.

For example, this week you were asked to read Elaine Showalter's important work, "What Teaching Literature Should Really Mean" from *The Chronicle of Higher Education*, published in 2003. Her article tackles key problems and anxieties that literature teachers are facing in the new millennium. Noted by Showalter, "the humanities may be eternal and unchanging, but our ways of teaching them effectively -- helping students to encounter them in a form that is cumulative and progressive -- need to be radically changed and improved. Their future in higher education will depend on how willing we are to start talking about that" (p. B9).

If you choose Option #1, you will be willing to start to talk about that. We are learning online, so the online theories and discussions might be a good place to start your library search to uncover problems in teaching literature today. A good guiding question for this assignment option is to ask: what keeps today's students from engaging openly with our valued and canonized literature from the past? Your problem may focus on new teaching methods, new technologies, or new privileging teaching practices that you can research and advocate. As we are also considering the role of violence in forming American literary movements, you may also want to incorporate that idea into your problem. You may also want to address race, class, and gender.

Select and narrow a topic for your final research paper. The working thesis statement should take a definite position on an arguable issue. In this assignment, you will begin exploring your topic for the final Portfolio Project in Module 8. As an academic writer, it is vital to form a working thesis about your topic early, so that you can shape your research and form an inquiry plan about the research material you will be using. You will also quickly need to select and analyze key concepts of the topic.

For this assignment, first try brainstorming. Choose two or three potential topics and explore the key concepts involved to see if the topic not only seems to hold your interest but is doable as well.

Requirements:

- Your written paper should be 2-3 pages in length not counting the title and reference pages, which you must include.
- Use third person.
- Assert your academic voice.
- Choose a topic related to a problem you would like to address; it is ok to ask a **question** about how to solve the problem. Answer the question with a solid working **thesis** that names the problem, cause, and solution.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite 2-3 sources for this assignment. Two of these sources should come from the textbook, as we are just getting started and oriented to that text, a text you may likely choose to use in your own classes (and if not this text, you will likely use an anthology of some sort with a similar format). You will have to cite several other credible sources in your final portfolio project, so start exploring them now. In academic writing, it is always “best practice” to cite credible sources, such as a scholarly journal article. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing & APA](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global library's](#) homepage.

Option #2: Exploring a Theme in Literature Thesis

This week, review the Portfolio Project, due in Module 8. For Option #2, you are to explore a particular critical or thematic approach to teaching the literature of this period and develop a working thesis. The working thesis should identify the specific critical approach to teaching literature and develop your reasoning for using that critical approach and how it works to apply your chosen theme in your literature classrooms. One very important note: for the purposes of this assignment, we are not looking for you to express and explore a theme you solely encountered by teaching in the classroom. This theme first needs to be expressed and grounded in the literature. It has to be referenced.

For example, in this week's required readings, you explored the theme of violence in American literature through the perspective of D. B Davis, who noted, in 1966, that “it has always been difficult to conceal the fact that the nation was conceived in violence” (p. 30). Davis published those ideas in 1966, and many scholars have added to his ideas since then pertaining to the theme of violence, so you could choose that issue if you like, and you could also use that issue to build a frame for approaching race, class, and gender (our key class themes for each week).

You could also choose race, class, or gender to approach as your theme. To get started on working with one of those themes, a quick trip to our CSU-Global library should lead you to many articles and resources on one of these key themes. You may also choose a theme of your own. Note that if you are thinking about a theme, but would like to discuss the merit of that theme before completing your work this week, reach out to your instructor via email to talk through an idea that makes sense to you. It is best to get those conversations taken care of early so that you can focus on your chosen topic clearly from Week 1 onward.

Select and narrow a topic for your final research paper. The working thesis statement should take a definite position on an arguable issue. In this assignment, you will begin exploring your topic for the final Portfolio Project in Module 8. As an academic writer, it is vital to form a working thesis about your topic early, so that you can shape your research and form an inquiry plan about the research material you will be using. You will also quickly need to select and analyze key concepts of the topic.

For this assignment, first try brainstorming. Choose two or three potential topics and explore the key concepts involved to see if the topic not only seems to hold your interest but is doable as well.

Requirements:

- Your written paper should be 2-3 pages in length not counting the title and reference pages, which you must include.

- Use third person.
- Assert your academic voice.
- Choose a topic related to a problem you would like to address; it is ok to ask a **question** about how to solve the problem. Answer the question with a solid working **thesis** that names the problem, cause, and solution.
- As a part of your working thesis, describe why you made your final selection and discuss in a little more detail the key concepts you think are important to that particular topic.
- You need to cite 2-3 sources for this assignment. Two of these sources should come from the textbook, as we are just getting started and oriented to that text, a text you may likely choose to use in your own classes (and if not this text, you will likely use an anthology of some sorts with a similar format). You will have to cite several other credible sources in your final portfolio project, so start exploring them now. In academic writing, it is always “best practice” to cite credible sources, such as a scholarly journal article. The [CSU-Global library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing & APA](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library’s](#) homepage.

Module 2

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography, Part 1, for Addressing a Problem in Teaching American Literature

In Module 1, you began conducting research for your final paper exploring a problem in American Literature after World War I (WWI). By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support. The decisions you made last week were based on early readings of literature in the periods before WWI. To date, you have looked at the end of American Romanticism and the rise and fall of American Realism and Naturalism. Early on, you may have made a choice to follow a particular problem—perhaps race, class, or gender.

As we are still early in the process and on the cusp of actually reading the literature of the period, you will likely want to stay on your initial topic from last week; however, if you already see a new path emerging, you are encouraged to follow that one, too.

Remember that your instructor is always just an email away, so if you are considering making changes this week, be sure to reach out to your instructor via email.

For this week’s annotated bibliography, gather and annotated at least four sources, noting that:

- At least one source must be a peer-reviewed source on your problem in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your problem (such as imperialism, violence, Naturalism, or Realism).
- At least one source must be an academic reference on one of our works or authors in this week’s reading.
- At least one source must be a popular culture reference that you could use to relate this week’s readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period).

Visit this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Also use the appropriate levels of Bloom’s Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to *CSU-Global Guide to Writing & APA*.

Option #2: Annotated Bibliography, Part 1, for Addressing a Key Theme in Teaching American Literature

In Module 1, you began conducting research for your final paper exploring a key theme in teaching American Literature after World War I (WWI). By now, you already have a developed research topic and a working thesis statement, along with a small bibliography of resources for support.

The decisions you made last week were based on early readings of literature in the periods before World War I. To date, you have looked at the end of American Romanticism and the rise and fall of American Realism and Naturalism. Early on, you may have made a choice to follow a particular theme--perhaps violence in American literature or recurring themes involving race, class, or gender.

As we are still early in the process and on the cusp of actually reading the literature of the period, you will likely want to stay on your initial topic from last week; however, if you already see a new path emerging, you are encouraged to follow that one, too.

Remember that your instructor is always just an email away, so if you are considering making changes this week, be sure to reach out to your Instructor via email.

For this week's annotated bibliography, gather and annotated at least four sources, noting that:

- At least one source must be a peer-reviewed source on your key theme in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your theme (such as imperialism, violence, Naturalism, or Realism).
- At least one source must be an academic reference on one of our works or authors in this week's reading.
- At least one source must be a popular culture reference that you could use to relate this week's readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period).

Visit this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Also use the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to *CSU-Global Guide to Writing & APA*.

Module 3

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography, Part 2, for Addressing a Problem in Teaching American Literature

In Modules 1 and 2, you began conducting research for your final paper and annotated bibliography by exploring a problem in teaching the American Literature after WWI. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography from Week 2 of resources for support in the periods leading up to WWI (e.g., Enlightenment, Romanticism, Realism, Naturalism). Those resources are geared to connecting the scholarship and readings to your identified problem in teaching American Literature after WWI. This week, we will complete our second annotated bibliography. This week, we will work on the literature and

concepts from WWI to 1930. During this period, High Modernism ruled. Race, class, and gender issues led to change across the American landscape. How do these events and these publications impact the problem that you are examining in teaching literature?

Remember: your problem can still be shifted or changed this week. If, for example, you started with the problem of addressing race fairly in the classroom but you find your research pushing you more to class issues, feel free to shift. The work we are doing in this class is intended to be directly applicable to teaching the literature of this period, so make choices that work for you. Change is good at this point in our process.

Add four more sources to your bibliography, following these guidelines:

- At least one source must be a peer-reviewed source on your problem in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your problem (e.g., ontology, Modernism, etc.).
- At least one source must be an academic reference on one of our works or authors in this week's reading.
- At least one source must be a popular culture reference that you could use to relate this week's readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period).

Revisit this link to see how to format your annotated bibliography in APA:

<https://owl.english.purdue.edu/owl/resource/614/03/>

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include. Please note that these 2-3 pages should be in addition to the 2-3 pages that you submitted in Week 2.
- Your paper must be formatted according to *CSU-Global Guide to Writing & APA*.

Option #2: Annotated Bibliography, Part 2, for Addressing a Key Theme in Teaching American Literature

In Modules 1 and 2, you began conducting research for your final paper and annotated bibliography by exploring a key theme in teaching the American Literature after WWI. By now, you already have a developed research topic and a working thesis statement, along with an annotated bibliography from Week 2 of resources for support in the periods leading up to World War I (e.g., Enlightenment, Romanticism, Realism, Naturalism). Those resources are geared to connecting the scholarship and readings to your identified theme in teaching American Literature after WWI. This week, we will complete our second annotated bibliography. This week, we will work on the literature and concepts from World War I to 1930. During this period, High Modernism ruled. Race, class, and gender issues led to change across the American landscape. How do these events and these publications impact the theme that you are examining in teaching literature?

Remember: your theme can still be changed this week. If, for example, you started with the theme of violence in literature or how Romanticism is present in all literature after the Romantic period, but you find your research is pushing you more to a different theme, feel free to shift. The work we are doing in this class is intended to be directly applicable to teaching the literature of this period, so make choices that work for you. Change is good at this point in our process.

Add four more sources to your bibliography, following these guidelines:

- At least one source must be a peer-reviewed source on your problem in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your problem (e.g., ontology, Modernism, etc.).
- At least one source must be an academic reference on one of our works or authors in this week's reading.
- At least one source must be a popular culture reference that you could use to relate this week's readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period).

Revisit this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include. Please note that these 2-3 pages should be in addition to the 2-3 pages that you submitted in Week 2.
- Your paper must be formatted according to *CSU-Global Guide to Writing & APA*.

Module 4

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography, Part 3, for Addressing a Problem in Teaching American Literature after WWI

In Modules 1, 2, and 3 you began conducting research for your final paper exploring a particular problem to teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with two annotated bibliographies.

As with the bibliographies you completed in weeks 2 and 3, this week, you are required to complete an annotated bibliography with at least 4 additional sources.

- At least one source must be a peer-reviewed source on your problem in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your problem (e.g., ontology, Modernism, etc.).
- At least one source must be an academic reference on one of our works or authors in this week's reading.
- At least one source must be a popular culture reference that you could use to relate this week's readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period)

Revisit this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>

Use the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include. Please note that these 2-3 pages should be in addition to the 2-3 pages that you submitted in previous weeks.
- Your paper must be formatted according to *CSU-Global Guide to Writing & APA*.

Option #2: Annotated Bibliography, Part 3, for Addressing a Key Theme in Teaching American Literature after WWI

In Modules 1, 2, and 3 you began conducting research for your final paper exploring a particular theme in teaching composition in the college course room. By now, you already have a developed research topic and a working thesis statement, along with two annotated bibliographies.

As with the bibliographies you completed in Weeks 2 and 3, this week, you are required to complete an annotated bibliography with at least 4 additional sources.

- At least one source must be a peer-reviewed source on your problem in teaching the literature of the period we covered this week.
- At least one source must be an academic reference source that defines a key term or concept related to your problem (e.g., ontology, Modernism, etc.).

- At least one source must be an academic reference on one of our works or authors in this week's reading.
- At least one source must be a popular culture reference that you could use to relate this week's readings and concepts to your students (i.e., a film adaptation, a live recording, a pop culture trend of the time or of present day that connects to the literature of the period).

Revisit this link to see how to format your annotated bibliography in APA:
<https://owl.english.purdue.edu/owl/resource/614/03/>

Use the appropriate levels of Bloom's Taxonomy to ensure you develop and annotate your sources fully.

Submit your Annotated Biography

- Your annotated bibliography should be 2-3 pages in length, not counting the title and reference pages, which you must include. Please note that these 2-3 pages should be in addition to the 2-3 pages that you submitted in previous weeks.
- Your paper must be formatted according to [CSU-Global Guide to Writing & APA](#).

Module 5

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Outline for Exploring an Issue in Teaching American Literature

Submit an annotated outline for your literature review in which you include your complete citations of the sources that you are planning to use in the portfolio project. Your citations then form your annotations.

Requirements:

- Model the outline after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>
- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your annotated outline should be 5-8 pages in length not counting the title and reference pages, which you must include.
- Follow the [CSU-Global Guide to Writing & APA](#).

Option #2: Annotated Outline for Exploring a Theme in Teaching American Literature

Submit an annotated outline for your literature review in which you include your complete citations of the sources that you are planning to use in the portfolio project. Your citations then form your annotations.

Requirements:

- Model the outline after those at this link: <https://owl.english.purdue.edu/owl/resource/544/03/>
- Ensure that you provide a summary, a paraphrase, and a direct quotation for each of your sources.
- Your Annotated Outline should be 5-8 pages in length not counting the title and reference pages, which you must include.
- Follow the [CSU-Global Guide to Writing & APA](#).

Module 6

CRITICAL THINKING ASSIGNMENT (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Draft of Exploring a Problem in Teaching American Literature: Literature Review and Annotated Bibliography

Work through the complete APA academic writing process to produce a working rough draft of your researched paper and annotated bibliography that will compile the final portfolio in Week 8.

As you compose the draft, follow the specifications in the Portfolio Project Assignment accessible in the Module 8 folder.

- Your working literature review draft should be very close to the number of pages required for the Portfolio Project (5-8 pages), including a title page and a references page (minimum six sources).
- Your draft should cite at least 6 credible sources. Support your answers with the readings from the course and at least one scholarly journal article. The [CSU-Global Library](#) is a great place to find resources.
- Your annotated bibliography draft should include at least 12 sources, and your annotations should follow the paragraphs format used in weeks 2, 3, and 4 annotated bibliography construction.
- Follow the [CSU-Global Guide to Writing & APA](#).
- Note as well that for this Critical Thinking assignment, you will not be graded on the quality and depth of your knowledge and critical thinking as you will on the final draft of the Portfolio Project. Instead, you will be graded on proper completion of your draft per the specifications provided in this assignment description, per the Module 6 CT Rubric provided in the Module 6 folder.
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Note that while this Critical Thinking Assignment requires that you cite at least a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Option #2: Draft of Exploring a Theme in Teaching American Literature: Literature Review and Annotated Bibliography

Work through the complete writing process that is backbone of this course and to produce a working rough draft of your research paper.

As you compose the draft, follow the specifications in the Portfolio Project Assignment accessible from the Module 8 folder.

- Your working draft should be very close to the number of pages required for the Portfolio Project (5-8 pages), including a title page and a references page.
- Your literature review draft should cite at least 6 credible sources. Support your answers with the readings from the course and at least one scholarly journal article. The [CSU-Global Library](#) is a great place to find resources.
- Your annotated bibliography draft should include at least 12 sources, and your annotations should follow the paragraphs format used in weeks 2, 3, and 4 annotated bibliography construction.
- Follow the [CSU-Global Guide to Writing & APA](#).
- Note as well that for this Critical Thinking assignment, you will not be graded on the quality and depth of your knowledge and critical thinking as you will on the final draft of the Portfolio Project. Instead, you will be graded on proper completion of your draft per the specifications provided in this assignment description, per the Module 6 CT Rubric provided in the Module 6 folder.
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Note that while this Critical Thinking Assignment requires that you cite at least a minimum of eight sources total, you are not required to include all sources that will be provided with the final version of your Portfolio Project. In other words, you may wait and add more sources to your work prior to the final delivery of the Portfolio Project at the end of Week 8.

Module 8

PORTFOLIO PROJECT (350 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Explore and Research a Problem in Teaching Literature

Explore and research a problem in teaching literature in the classroom. In preparing this project for submission, follow the following guidelines exactly.

Essay Formatting Requirements:

- 5-8 pages in length, not including the cover page and reference page
- Use a minimum of six sources. These sources should be a combination of the peer-reviewed sources, the pop culture sources, and the definitions you have generated in your annotated bibliographies and any research after those assignments. The [CSU-Global library](#) is a great place to find resources.
- Follow the [CSU-Global Guide to Writing & APA](#). Each paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded not only based on content but also based upon the quality of your writing, syntax, and grammar. Please be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based upon both the required and recommended readings for the course and your research, as well as to incorporate any relevant points culled from the discussion boards. Review the Portfolio Rubric, located in the Module 8 folder.
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global library's](#) homepage.

In addition to the literature review, you must also submit an annotated bibliography of at least 15 sources. The sources must be cited in APA format, and the annotations must follow the format used in your weeks 2, 3, and 4 assignments.

Prior to Week 8, you will submit your topic choice and in Week 1, an outline in Module 5 and a draft in Module 6. These deliverables will be assessed as Critical Thinking Assignments.

Option #2: Explore and Research a Theme in American Literature

Explore and research a particular theme in American literature. Possible choices include but are not limited to violence, race, class, or gender.

Essay Formatting Requirements:

- 5-8 pages in length, not including the cover page and reference page
- Use a minimum of 6 sources. These sources should be a combination of the peer reviewed sources, the pop culture sources, and the definitions you have generated in your annotated bibliographies and any research after those assignments. Anonymous websites or sites like Wikipedia are not acceptable as one of your three main sources. The [CSU-Global Library](#) is a great place to find resources.
- Follow the [CSU-Global Guide to Writing & APA](#). Each paper should include an introduction, a body with at least two fully developed paragraphs, and a conclusion.
- Your final paper will be graded not only based on content but also based upon the quality of your writing, syntax, and grammar. Please be sure to pay special attention to the quality of your written work. It is highly recommended that you closely proofread your assignment prior to submission. In addition, you are again expected to provide support for your arguments based upon both the required and recommended readings for the course and your research, as well as to incorporate any relevant points culled from the discussion boards. Review the Portfolio Project Rubric, located in Module 8 folder.
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Prior to Week 8, you will submit your topic choice and in Week 1, an outline in Module 5 and a draft in Module 6. These deliverables will be assessed as Critical Thinking Assignments.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.