Moberly Area Community College
Common Syllabus

LAL130H Literature of the American South Honors

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description: *LAL130H Literature of the American South Honors (3-0-3)  
This course will examine the literary expression and cultural identity of the American South. Students will consider how Southern writers approach the topics of race, gender, class, and religion. Also, students will consider the South as both a part of America and a fiercely independent region. The course will trace these issues from the Old South of the 19th century, the Civil War, Reconstruction, the Southern Renaissance, to the Modern South of the mid-20th century. This course will emphasize critical thinking and analysis. Special emphasis will be given to student led discussions and presentations as well as opportunities for students to further explore and examine issues in Southern American Literature. (IN)

Prerequisite/Co-requisite:  Student must meet criteria for admission into the Honors Program.

Text(s):  
Title:  The Literature of the American South w/ CD  
Author:  Andrews  
Publisher:  Norton  

Other Required Materials: Per instructor’s policy

Recommended Materials: Per instructor’s policy

Purpose of Course:  The purpose of the course is to encourage a deeper understanding of the American South, and to enrich understanding of America as a nation.

Course Objectives:  Upon successful completion of this course, students will consider the following questions:

• What is meant by the South and Southern literature? What defines these terms and makes them different from American literature? What is “southern” about the south?
• How has the South’s identity changed over time? How have Southern writers responded?
• How does the South understand its own history and voice?
• What role does the past play in the understanding of the South?
• How does the South deal with its own defeats and burdens?
• What is the Southern perspective on America and the world?

**Course Content:** The course content will be arranged historically. Unit one will examine the “Old South” (1776-1880). We will examine southern myths, plantation life, the Civil War and Reconstruction. Unit Two will take up the “New South” (1880-1940). The clash of modernity and rural ways of life will provide a focus for this portion of the class. Finally, the Contemporary South from 1940 to the present, we will conclude the course by examining the changing South.

1. The Old South (1776-1880)
2. The New South (1880-1940)
3. The Contemporary South (1940-present)

**Assessment of Student Learning:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Three Papers</td>
<td>150</td>
<td>(50 points each)</td>
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<tr>
<td>Three Exams</td>
<td>150</td>
<td>(50 points each)</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Reading Questions</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>50</td>
<td></td>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>650</td>
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**Grading Scale**

100%-90% = A  
89%-80% = B  
79%-70% = C  
69%-60% = D  
59% or below = F  

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

**Description of Major Assignment(s)/Project(s):**

Papers: For each major historical era you will write an analytical paper responding to issues arising from the literature of that era. These papers are thesis-driven and formally constructed.

Discussion Questions: Each day students will bring two typed discussion question to class for the group’s consideration. Questions ought to reveal a deep level of engagement with the text.

Oral Presentation: Students will give an oral presentation of a research topic of their choosing.
Final Paper: The final paper will ask students to trace a relevant theme through several works of literature and synthesize a statement that explains how that theme is reflected in Southern Literature.

Schedule of Student Assignment and Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance. Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by
the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course                  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course                  | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy
Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.