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American Literature I

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COLLIN COLLEGE
COURSE SYLLABUS
SPRING SEMESTER 2019

Course Number: ENGL 2327.WC1

Course Title: American Literature I

Instructor: Brian Kamsoke

Contact: BKamsoke@collin.edu

NOTE: I do not hold office hours, but I am available for consults via e-mail and will respond to e-mail within 24 hours, though response time might lag during weekends. Review your assignments well in advance of due dates so that you're not trying to contact me with questions about an assignment hours before it's due.

Department office contact in case of emergencies: The department office contact in case of emergencies is: Office of Academic Affairs, B-122 G 214.491.6270

Class Information: This class is completely online; there are no in-class meeting times.

Minimum Student Skills: Students should be proficient in navigating the Internet, uploading, downloading files, using email, and be familiar with the menus and routines in the Canvas Learning Management System. Proficiency in word-processing software is considered fundamental.

NOTE: Online courses require a stronger commitment on the part of the student. Because online courses provide very limited live contact with the instructor, you, as the student, must take on the responsibility of assuring that you explore and study the various lessons associated with each assignment. So, if you do not have the appropriate motivation and time-management skills required for this online learning environment, perhaps you should consider switching to a traditional classroom setting.

Course Description: A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Course Credit Hours: 3

Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Course Resources: Course content is provided within the individual modules; in addition, students are required to use the text listed below.

Required Text: Baym, Nina. *The Norton Anthology of American Literature (shorter 2-volume set)*. 9th Edition. W.W. Norton & Company. New York. 2017. Print. ISBN: 9780393264517 (The text is available at the Collin College Book Store).

Course Supplies: Pen, notebook, folder for organizing papers.

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Social Responsibility)
 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Critical Thinking and Communication Skills)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Method of Evaluation:

Two essays @ 150 points each	= 300
Eight quizzes	= 300
Four reading responses @ 50 points each	= 200
Thirteen discussion posts & responses	= <u>200</u>
TOTAL POSSIBLE POINTS	= 1,000

Standardized Grading:

900 – 1000	= A
800 – 899	= B
700 – 799	= C
600 – 699	= D
Below 600	= F

Instructor Feedback: I will respond in the comment box with feedback to each of your assignments within one week of submission. Feedback on quizzes is immediate.

Discussion Posts: See Discussion Post grading rubric within this module for how I will evaluate your discussion posts. Although I won't always respond to each individual discussion post, I will respond within the discussion itself.

Essay Assignments: See Literary Essay rubric within this module for how I will evaluate your essays, response papers, and journal assignments.

Due Dates: Assignments are due every Friday by 11:59 p.m. *No late assignments accepted.*

Attendance Policy: This is a distance-learning course that is taught completely online using the Canvas Learning Management System — no onsite course attendance is required. Students are considered “attending” online by submitting their written assignments by the deadlines specified in the course syllabus and in the Canvas courseware.

Withdrawal Policy: To receive a W in the course, you must formally withdraw in the Registrar’s Office. Students who do not withdraw will receive a performance grade. See the current *Collin Registration Guide* for last day to withdraw.

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

Collin College Academic Policies:

Scholastic Dishonesty

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student’s own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific

examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

Note: I do not allow students to resubmit work done for another class or institution for assignments in this class. Failure to comply with any of the above Academic Policies may result in expulsion from this class.

WEEKLY CLASS AGENDA

WEEK 1 - Jan. 22 to Jan. 25

View:

- Powerpoint presentation: Colonial Literature
- Powerpoint presentation: John Smith
- Powerpoint presentation: John Smith & Richard Frethorne

In your text, read:

- Beginnings to 1820 Introduction:
 - Exploring Origins
 - Literary Backgrounds & Consequences of 1492
 - Literary New England
 - Enlightenment
 - Pursing Happiness
 - Native American Oral Literature
 - Stories of the Beginnings of the World
 - The Iroquois Creation Story

(expect a quiz by the end of next week on the above readings)

- John Smith:
 - From the General History of Virginia, New England, and the Summer Isles
 - From a Description of New England
- Frethorne:
 - Our Plantation is Very Weak (see link in powerpoint)

(expect to participate in a discussion next week on the above readings)

Assignments due:

- If you have any questions about the syllabus, e-mail me at BKamsoke@collin.edu.
- Respond to the discussion post by the deadline: Friday, Jan. 25, by 11:59 p.m.

WEEK 2 - Jan. 26 to Feb. 1

Read:

- Lecture notes on John Smith & Richard Frethorne
- Lecture notes on William Bradford

View:

- Powerpoint Presentation: Puritans
- Powerpoint Presentation: Plymouth Pilgrims
- Powerpoint presentation: William Bradford

In your text, read:

- William Bradford:
 - Of Plymouth Plantation

Assignments due:

- Complete Quiz #1 by the deadline: Friday, Feb. 1, at 11:59 p.m.
- Respond to the discussion post by the deadline: Friday, Feb. 1, at 11:59 p.m.

WEEK 3 - Feb. 2 to Feb. 8

View:

- Powerpoint Presentations: Anne Bradstreet
- Powerpoint Presentations: Mary Rowlandson

In your text, read:

- Anne Bradstreet:
 - The Prologue
 - Contemplations
 - The Author to Her Book
 - Before the Birth of One of Her Children
 - To My Dear and Loving Husband
 - A Letter to Her Husband, Absent Upon Public Employment
 - In Memory of My Dear Grandchild Elizabeth Bradstreet
 - Here Follows Some Verses Upon the Burning of Our House
 - To My Dear Children
- Mary Rowlandson's "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson"
 - The First Remove
 - The Second Remove
 - The Third Remove
 - The Twelve Remove
 - The Twentieth Remove

Read:

- Lecture notes on Anne Bradstreet (five of them)

- Lecture notes on Mary Rowlandson

Assignment due:

- Discussion Post #3
- Reading Response #1 (you might want to complete this first before delving into Bradstreet and Rowlandson)

WEEK 4 - Feb. 9 to Feb. 15

In your text, read:

- Native American Eloquence: Negotiation and Resistance
- Pontiac's "Speech at Detroit"
- Tecumseh's "Speech to the Osages"

Read:

- Lecture notes on Pontiac
- Lecture notes on Tecumseh

Assignment due:

- Discussion post #4
- Reading Response #2 (you might want to complete this first before delving into this week's reading assignments)

Special note: Review guidelines for Essay #1 (due next week, Friday, at 11:59 p.m.)

WEEK FIVE - Feb. 16 to Feb. 22

View:

- Powerpoint Presentation: The 18th Century
- Powerpoint Presentation: Benjamin Franklin

In your text, read:

- Benjamin Franklin:
 - The Way to Wealth
 - The Speech of Polly Baker
 - Remarks Concerning the Savages of North America
 - The Autobiography (Part I and II)

Read:

- Lecture notes on Benjamin Franklin

Assignment due:

- Discussion post #5
- Submit Essay #1
- Quiz: Benjamin Franklin "The Autobiography"

WEEK SIX- Feb. 23 to March 1**View:**

- Powerpoint Presentation: Crevecoeur (two of them)

In your text, read:

- J. Hector St. John De Crevecoeur's "Letters from an American Farmer"
 - From Letter III: What is an American?
 - From Letter IX: Description of Charles-Town; thoughts on Slavery; on Physical Evil; A Melancholy Scene

Read:

- Lecture notes on Crevecoeur (two of them)

Assignment due:

- Discussion post #6

WEEK SEVEN - March 2 to March 8**View:**

- Powerpoint Presentation: Thomas Jefferson

In your text, read:

- Thomas Paine:
 - Common Sense
 - Introduction

- From III: Thoughts on the Present State of American Affairs
 - The Crisis, No. 1
- Thomas Jefferson:
 - From the Autobiography of Thomas Jefferson
 - From the Declaration of Independence

Read:

- Lecture notes on Thomas Jefferson

Assignment due:

- Discussion post #7
- Quiz: Thomas Paine's "Common Sense"

Special note: Review guidelines for Reading Response #3 due next week.

SPRING BREAK – NO CLASSES (March 9 to March 15)

- No Assignments Due

WEEK EIGHT - March 16 to March 22

Watch:

- Video: American Romanticism

View:

- Powerpoint Presentation: American Romanticism
- Powerpoint Presentation: Washington Irving

In your text, read:

- American Literature 1820-1865:
 - An American Renaissance?
 - American Literary Nationalism and the 1820s
 - The Literary Marketplace in an Expanding Nation
 - "Renaissance," Reform, Conflict
 - The Small and Large World of American Writers, 1820-1865
- Washington Irving:
 - The Author's Account of Himself
 - Rip Van Winkle

Read:

- Lecture notes on “Toward a Definition of American Gothic Literature”
- Lecture notes on Washington’s “Rip Van Winkle”

Assignment due:

- Reading Response #3
- Discussion post #8
- Quiz: American Literature 1820-1865

WEEK NINE - March 23 to March 29**Watch:**

- Video: The American Transcendentalists

View:

- Powerpoint presentation: Ralph Waldo Emerson

In your text, read:

- Ralph Waldo Emerson:
 - Nature
 - Self-Reliance

Read:

- Lecture notes on Ralph Waldo Emerson

Assignment due:

- Discussion post #9
- Quiz: Emerson’s “Nature”

WEEK TEN - March 30 to April 5**View:**

- Powerpoint presentations: Nathaniel Hawthorne
- Powerpoint presentation: Henry Wadsworth Longfellow

In your text, read:

- Nathaniel Hawthorne:
 - Young Goodman Brown
 - The Minister's Black Veil
 - The Birth-Mark
- Henry Wadsworth Longfellow:
 - A Psalm of Life
 - The Jewish Cemetery at Newport
 - My Lost Youth

Read:

- Lecture notes on Hawthorne (three of them)
- Lecture notes on Longfellow (two of them)

Assignment due:

- Discussion post 10

WEEK ELEVEN - April 6 to April 12**Watch:**

- Video: Edgar Allen Poe: A concise biography

View:

- Powerpoint presentation: Edgar Allan Poe (two of them)

In your text, read:

- Edgar Allan Poe:
 - The Raven
 - The Fall of the House of Usher
 - The Tell-Tale Heart
 - The Black Cat

Read:

- Lecture notes on Poe's "Fall of the House of Usher"

Assignment due:

- Discussion post #11
- Reading Response #4

WEEK TWELVE - April 13 to April 19

View:

- Powerpoint presentation: Henry David Thoreau

In your text, read:

- Thoreau:
 - Resistance to Civil Government
 - Walden, or Life in the Woods
 - Economy
 - Where I Lived, and What I Lived For
 - Solitude
 - Spring
 - Conclusion

Assignments due:

- Discussion post #12
- Quiz: Thoreau's Walden

WEEK 13 - April 20 to April 26

View:

- Powerpoint presentation: Harriet Jacobs

In your text, read:

- Harriet Jacobs:
 - Incidents in the Life of a Slave Girl
 - Childhood
 - The Lover
 - A Perilous Passage in the Slave Girl's Life
 - Another Link to Life
 - The Loophole of Retreat
 - Free at Last

Read:

- Lecture notes on Harriet Jacobs (two of them)

Assignments due:

- Quiz: Harriet Jacobs

WEEK 14 - April 27 to May 3**Watch:**

- Video: Walt Whitman: A concise biography
- Video: Emily Dickinson: A concise biography

View:

- Powerpoint presentation: Walt Whitman
- Powerpoint presentation: Emily Dickinson

In your text, read:

- Walt Whitman:
 - Preface to Leaves of Grass
 - Inscriptions
 - One's-Self I Sing
 - Shut Not Your Doors
 - Song of Myself
 - Children of Adam
 - Spontaneous Me
 - Facing West from California's Shores
 - Crossing Brooklyn Ferry
 - Sea-Drift
 - Out of the Cradle Endlessly Rocking
 - By the Roadside
 - When I Heard the Learn'd Astronomer
 - The Dalliance of the Eagles
 - Drum-Taps
 - Beat! Beat! Drum!
 - Cavalry Crossing a Ford
 - The Wound-Dresser
 - Memories of President Lincoln
 - When Lilacs Last in the Dooryard Bloom'd
- Emily Dickinson:

- 39, 112, 122, 124, 202, 207, 236, 259, 260, 269, 320, 339, 340, 347, 348, 353, 355, 359, 365, 372, 373, 409, 411, 446, 448, 479, 519, 591, 598, 620, 656, 706, 760, 764, 788, 1096, 1108, 1263, 1577, 1668, 1773

Read:

- Lecture notes on Walt Whitman (two of them)
- Lecture notes on Emily Dickinson

Assignments due:

- Discussion post #13

Special note: Review guidelines for your final essay (essay #2) due next week

WEEK FIFTEEN - May 4 to May 10

Assignments due:

- Essay #2
- Final quiz

* NOTE: This syllabus is subject to change, and I will post announcements whenever such changes are made.