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American Literature I

Jules Sears Dr.
Collin College

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COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 2327

Course Title: American Literature I

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

Student Learning Outcomes:

- **State-Mandated Outcomes:** Upon successful completion of this course, students should be able to do the following:
 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:**
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Americans with Disabilities Act: 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 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.

Course Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

INSTRUCTOR INFORMATION

Instructor’s Name: Dr. Jules Sears

Office Number: A261e

Office Hours: Mon/Wed 2:30-3:30; Tues/Thurs 2:30-4:30

Phone Number: 972-881-5852

Email: jsears@collin.edu. During the work week, I will respond to emails within 24 hours. During the weekend beginning Friday at 5 PM, I will respond to emails within 48 hours.

CLASS INFORMATION

Section Number: ENGL 2327.S06

Meeting Times: Tues/Thurs 1:00-2:15 PM

Meeting Location: J208

COURSE RESOURCES:

The Norton Anthology of American Literature, Vols. A and B, 9th ed., edited by Robert S. Levine, W.W. Norton, 2017. The ISBN is 9780393264548

ATTENDANCE POLICY: Students are expected to attend as many classes as possible; consequently, attendance will be taken at the beginning of every class period. **Tardy students, those who leave class early, and/or those who leave frequently may be counted as absent. IF YOU HAVE MORE THAN 7 ABSENCES, YOU MAY FAIL THE COURSE.** That is, if you have **8 absences, every subsequent grade, including your quiz grade, participation grade, and final exam grade, will be a 0.** It is up to you to keep up with your attendance.

Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence if they need to miss class to observe religious holy days.

COURSE EVALUATION:

The final course grade will be based on the following:

Exam 1/Midterm	30%
Exam 2/Final Exam	30%
Literary Analysis with Research	15%
Reading Quizzes	15%
Participation Grade to Midterm	5%
Participation Grade to Final	5%

GRADING SCALE:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

ASSIGNMENTS

Exam 1 and Exam 2: The exams will consist of multiple choice, short answer, and essay questions. They will cover the lectures and reading assignments; they are not cumulative. Make-up exams will consist of essay questions. See make-up policy below.

Quizzes: Quizzes will be given during the beginning of class. They will consist of five questions worth 20 points each. There are no makeup quizzes. If you are late to class, you miss the quiz. You can improve your quiz grade by completing an extra credit assignment—a one-page, typed response to a Collin event, a list of which is available on Canvas. You may do up to two extra credit responses, each equivalent to one quiz grade.

Literary Analysis with Research: Your literary analysis will make an argument about one of the texts we have read and discussed in class. Your thesis should establish an interpretation of some aspect of the text, such as a particular scene, the use of an image, or a specific phrase. The remainder of the essay should develop and prove your thesis. In addition to referring to the text itself, you must use at least three scholarly secondary sources, one of which must present a competing perspective. Essays must be written in MLA style. Information on MLA style is available under “Helpful Course Information” on Canvas. Information on the Literary Analysis is available on Canvas.

Turnitin

The literary analysis must be turned in to **Turnitin within Canvas** to ensure it is plagiarism free. You also must turn in a **hard copy**.

I will not grade an essay that has not been submitted to Turnitin, nor will I grade an essay without a hard copy. See the late work policy for more information.

Turnitin accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats. You can also cut and paste your essay to submit it. I don't care about the essay's format on Turnitin.

To access Turnitin, go to Canvas. Click on the name of the assignment you want to upload. You should see an image and an “Upload Submission” button. **Carefully follow the instructions because there are several steps.**

You **may not submit an essay that you have written for another course**. If you do, you will receive a **0** on the **essay**.

Late Work: The literary analysis will be considered late if it is not submitted as a hard copy at the beginning of class on the day it is due *and* if it is not submitted to Turnitin *before* that class period. I will only accept this essay if it is late by *one* class day. That is, I will *not* accept it if it is more than one class day after the due date. If the essay/literary analysis is late, **either as a hard copy and/or on Turnitin, twenty points will be taken off** the grade.

Makeup Work: Except for major exams, I do not accept makeup work. If you miss a quiz, you cannot make it up. If you wish to make up a major exam, you must contact me and commit to a time period to complete your exam at the Testing Center. Your exam will consist only of essay questions. No makeup exams will be given more than one week after the original exam date.

Academic Ethics: Plagiarism is a serious academic offense that can result in severe consequences. The English Department's policy on plagiarism as detailed in the sheet “Scholastic Dishonesty and Plagiarism” is strictly enforced in this course. The Dean of Students also advises instructors to report to them cases of plagiarism; therefore, a case of plagiarism can

negatively impact your academic career. I may give any work that **contains plagiarized material a zero. EGREGIOUS EXAMPLES OF PLAGIARISM WILL RESULT IN A FAILING GRADE IN THE CLASS.**

During quizzes and exams, **no computers, tablets, laptops, or cell phones should be on or visible.** If they are, you **may receive a failing grade on the quiz or exam.**

Participation/Classroom Civility Grade: You will be graded on your ability to be civil and engaged in the classroom.

Students are expected to behave in a civil manner in class. This means you should not be talking while I am lecturing; I may ask students who talk to leave the classroom, and these students will receive an absence and a **zero participation grade.** Students must turn off all cell phones and laptops before entering the classroom. Unless the Access Office has given you permission to use a computer, use of electronic devices is prohibited and may result in removal from the classroom, an absence, and a **zero participation grade.** Engaging in disruptive activities may also result in removal. Even though I do not ask you to leave, if I see you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, excessively leaving the classroom, or doing anything else unrelated to this class, you may be given a **zero on your participation grade.** See Section 6.1 under “Academic Etiquette and the College Experience” in the *Student Handbook* for more information on classroom civility.

If you have a problem that requires my attention, you must discuss this issue privately with me in my office or through email, not during class time. **Use the Canvas messaging system to email me.**

COURSE CALENDAR: Any changes in the following schedule will be announced in class. All **assignments should be completed by the dates** on which they are listed. Readings are from *The Norton Anthology of American Literature*, Vol. A or B, 9th edition. If there is an author, his or her name comes first, then the title(s) of the work by that author, and any other authors/works. In parentheses are the volume and page numbers of each work. I have included the total number of pages to be read for that day so that you can budget your time accordingly. Note that some works are denser/more difficult, so the number of pages may not reflect the time required to complete the reading.

Be sure you are registered with CougarAlert on CougarWeb—school closings will be announced through CougarAlert.

Week 1 **Tuesday, August 28:** Overview of Class

Thursday, August 30: “Iroquois Creation Story;” “The Navajo Creation Story;” “Winnebago Trickster Cycle;” “Powhatan’s Discourse of Peace and War;” “King Philip’s Speech;” Selections of Native American Poetry; and Sagoyewatha “Reply to the Missionary Jacob Cram” (*Norton* Vol. A 29-35; 35-43; 43-46; 52-53; 53-54; 54-57; 436-439) = 25

MONDAY, SEPTEMBER 3: LABOR DAY/NO CLASSES

Week 2 **Tuesday, September 4:** Columbus “Letter of Discovery” and “Letter to Ferdinand and Isabella;” de las Casas from *An Account, Much Abbreviated, of the Destruction of the Indies*; Álvar Núñez Cabeza de Vaca from *The Relation of Álvar Núñez Cabeza de Vaca* (*Norton* Vol. A 58-64; 64-66; 66-71; 71-79) = 25

Thursday, September 6: Smith from *The General History of Virginia, New England, and the Summer Isles*, from *A Description of New England*, and from *New England’s Trials* (*Norton* Vol. A 110-128) = 21

MONDAY, SEPTEMBER 10: FALL CENSUS DATE

Week 3 Tuesday, September 12: Winthrop "A Model of Christian Charity;" Mather from *The Wonders of the Invisible World* (Norton Vol. A 176-189; 321-327) = 19

Thursday, September 15: Bradstreet "Prologue," "The Flesh and the Spirit" "The Author to her Book," "Before the Birth of One of Her Children," "To My Dear and Loving Husband," "A Letter to Her Husband," "Another [Letter to Her Husband]," "In Reference to Her Children," "In Memory of My Dear Grandchild Elizabeth," "On My Dear Grandchild Simon," "For Deliverance from a Fever," "Here Follows Some Verses," "To My Dear Children" (Norton Vol. A 219-20, 233-36, 236, 236-37, 237, 238, 238-39, 239-41, 241-42, 242, 243, 243-44, 246-49) = 18

Week 4 Tuesday, September 19: Rowlandson *A Narrative of Captivity and Restoration of Mrs. Mary Rowlandson* (Norton Vol. A 267-301) = 34

Thursday, September 21: Franklin "The Way to Wealth," "Rules by Which a Great Empire May Be Reduced to a Small One," "The Speech of Miss Polly Baker," "Information to Those Who Would Remove to America," and "Remarks Concerning the Savages of North America" (Norton Vol. A 439-466) = 27

Week 5 Tuesday, September 26: Crèvecoeur from *Letters from an American Farmer* (Norton Vol. A 634-656) = 22

Thursday, September 28: John and Abigail Adams from *The Letters of John and Abigail Adams*; Murray "On the Equality of the Sexes" (Norton Vol. A 664-680; 770-779) = 25

Week 6 Tuesday, October 3: Paine "Common Sense," "The Crisis, No. 1," and from *The Age of Reason*; Jefferson from *The Autobiography of Thomas Jefferson* (Norton Vol. A 681-689, 689-695, and 695-702; 702-710) = 30

Thursday, October 5: Equiano *The Life of Olaudah Equiano* (Norton Vol. A 731-769) = 38

Week 7 Tuesday, October 9: Wheatley "On Being Brought from Africa to America," "To the Right Honorable William," "On the Death of the Rev. Mr. George Whitefield," "To S.M, A Young African Painter," "To His Excellency General Washington," and letters (Norton Vol. A 789, 789--90, 790-91, 791-92, 795-96, 796-97, and 98-99) = 9; Midterm Review

Thursday, October 11: MIDTERM EXAM

Week 8 Tuesday, October 16: Irving "Rip Van Winkle" and "The Legend of Sleepy Hollow" (Norton Vol. B 29-41 and 41-62) = 34

Thursday, October 18: Emerson "Self-Reliance" (Norton Vol. B 236-253) = 17;
Midterm Participation Grade Posted

FRIDAY, OCTOBER 19: LAST DAY TO WITHDRAW

Week 9 Tuesday, October 23: Hawthorne "My Kinsman, Major Molineux," "Young Goodman Brown," and "The Minister's Black Veil" (Norton Vol. B 332-45, 345-54, and 368-77) = 31

Thursday, October 25: Discussion of Literary Analysis

Week 10 Tuesday, October 30: Poe "Sonnet—To Science," "Alone," "The Raven," "Annabel Lee," "The Fall of the House of Usher," "The Masque of the Red Death," and "The Cask of Amontillado" (Norton Vol. B 608, 611-12, 612-15, 618-19, 629-42, 662-66, and 696-701) = 29

Thursday, November 1: Jacobs *Incidents in the Life of a Slave Girl*; Douglass “What to the Slave Is the Fourth of July?” (Norton Vol. B 909-31; 1236-39) = 25

Week 11 **Tuesday, November 6:** Thoreau “Resistance to Civil Government” (Norton Vol. B 950-968) = 18

Thursday, November 8: Whitman Preface to *Leaves of Grass* and “Song of Myself” Sections 1-16 (Norton Vol. B 1297-1311 and 1312-24) = 27

Week 12 **Tuesday, November 13:** Whitman “Song of Myself” Sections 17-52 (Norton Vol. B 1324-56) = 32

Thursday, November 15: Melville “Bartleby, the Scrivener” (Norton Vol. B 1469-95) = 26

Week 13 **Tuesday, November 20:** Dickinson poems 39, 112, 225, 236, 269, 320, 340, 359, 409, 448, 466, 479, 591, 598, 620, 764, 1096, 1263, 1668, 1773 (Norton Vol. B 1654-1692) = 38

**WEDNESDAY, NOV. 21 THROUGH FRIDAY, NOV. 23
THANKSGIVING HOLIDAY**

Week 14 **Tuesday, November 27:** **LITERARY ANALYSIS DUE**; Film

Thursday, November 29: Finish Film; suggested reading: Alcott from *Little Women* (Norton Vol. B 1742-48); Course Evaluation

Week 15 **Tuesday, December 4:** Davis, “Life in the Iron Mills” (Norton Vol. B 1696-1724) = 28

Thursday, December 6: Final Review

Week 16 **Tuesday, Dec. 11, 1:00-3:00 PM: EXAM 2/FINAL EXAM**

MONDAY, DEC. 17: GRADES DUE by 11PM

GRADING STANDARDS FOR PAPERS (adopted by Collin English Department)

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

Grammar and Punctuation: correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (*D-F*)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

Preparation: The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin College faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *zero*.

SCHOLASTIC DISHONESTY AND PLAGIARISM (adopted by Collin English Department)

Academic Ethics: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current *Collin Student Handbook* for additional information.

Every student should read that information, but the Collin English faculty would like for you

to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report cases of plagiarism to the Dean of Students.