

English 335(W): American Literature, The Beginnings -1865

Dept. of Languages and Literature
Johnson C. Smith University
Fall 2014

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Office hours: by appointment!

CREDIT HOURS: 3 semester hours

REQUIRED TEXTS:

e-text databases:

American History: From Revolution to Reconstruction and Beyond

<http://www.let.rug.nl/usa/>

American Literary History Chart

http://wps.pearsoncustom.com/pcp_mytilab_1_master/37/9657/2472202.cw/content/index.html

American Folklore

<http://americanfolklore.net>

American Literature

<http://americanliterature.com>

Lit2Go

<http://etc.usf.edu/lit2go/>

Purdue Owl Online Writing Lab

<https://owl.english.purdue.edu/owl/>

The Literary Encyclopedia Glossary of Literary Terms.

<http://www.litencyc.com/glossaryAL.php>

COURSE DESCRIPTION:

A survey of American literature from selected works of the Colonial to selected works of the present time. Offered in alternate years. Prerequisite: 234 or consent of instructor.

COMPETENCIES:

Students completing the assigned readings and participating in required activities should be able to demonstrate the following skills and abilities:

1. To identify the primary characteristics of different literary movement;
2. To recognize the voice of individual writers;
3. To discover literary influences on writers and their works;

4. To use various critical approaches developed through the study of American literature as well as more critical approaches used in the study of literature in general;
5. To analyze, interpret, and explicate individual works;
6. To conduct research and write research papers.

LEARNING OUTCOMES:

1. Interpretation—Students will demonstrate the ability to read literature closely.
2. Communication--Students will be able to produce writing that is coherent.
3. Research--Students' research will demonstrate critical engagement with secondary sources.
4. Technology--Students will be able to use technologies to enhance their a) reading, b) writing, and c) researching.

INSTRUCTIONAL MATERIALS:

The students will supplement their required text with style manuals and literary handbooks.

METHODS OF INSTRUCTION:

English 335 will utilize the following instructional methods and materials: Methods include online instruction through readings, audio-visual supplements, films and formal papers. **No**

NO LATE WORK POLICY:

Turn in all work promptly. Late work will not be tolerated or accepted. You must submit all your work through the eCampus online module. No work will be accepted via email. Students have 3-4 days to upload essays. All essay assignments at due at 5:30 PM on the days indicated in your online weekly course calendar.

Please inform the professor of extenuating circumstances. Computer problems are not an excuse for late work or incomplete assignments. Please remember that you must **CLICK** the eCampus **SUPPORT** icon for technical issues. Also there is a **STUDENT TUTORIAL** available through eCampus for those of you who are new to online classes.

Your online professors have limited capabilities when it comes to helping you with technical issues. Your eCampus Coordinator is Andrea Hylton (ahylton@jcsu.edu or ecampus@jcmil.jcsu.edu, tel:704.378.1131)

Even though the portal may allow you to upload your assignments after the cutoff and due date, if they are posted **LATE**, they **WILL NOT** be graded. Please refer to the **NO LATE WORK** policy in your syllabus.

Please read through your scheduled assignments and **PUT ALL DUE DATES FOR NOTES AND ESSAYS ON YOUR CALENDAR**, so you will not miss deadlines. Uploading your assignments either in **DRAFT** form or posting them in the **WRONG** place will cause your assignments not to appear in the correct place in order for me to view

and grade them. Please upload assignments in the correct place, contact eCampus SUPPORT or take the STUDENT TUTORIAL for assistance.

UNIVERSITY GRADING SCALE:

100-90 A 89-80 B 79-70 C 69-60 D 59-0 F

Please note that your assignment grades may fall within the range of the ten point scale, which will affect the +/- status of each grade.

CLASS ASSIGNMENTS:

Reader-Response Journals	40%
Annotated Bibliography, Outline, Drafts, Works Cited for Critical Analysis Paper	20%
Long Critical Analysis Paper w/ Applied Theory (10 pages)	30%
Class Participation	10%

LEARNING ACROSS THE CURRICULUM:

This course will also teach the following competencies as delineated by the Learning Across the Curriculum Program at Johnson C. Smith:

Students will learn to think effectively

- By using rational thinking processes to make well-founded decisions and to find the best solutions to problems.
- By reading, understanding, and evaluating a variety of texts.

Students will communicate effectively

- By creating and self-evaluating their written communication.
- By creating and self-evaluating their oral communication.

Students will gain skills in: clarification, understanding, and retention:

- Through being asked to think about and discuss the material they have read (LAC, Analytical Reading Skill 4) during class.
- In the process of doing so, they will be expanding their vocabulary - both through reading and through the studying of literary terms (LAC, Analytical Reading Skill 1) and developing a sense of how reading changes across different literary forms (LAC, Analytical Reading Skill 3). I
- In addition, they will develop a sense of the importance of the history of language and learn to use etymological information to examine the history of the word (Analytical Reading Skill 2).

Students will also practice their public speaking skills:

- All students will be required to present a brief (3-5 minute) introduction to one of the class topics this semester. This presentation, which will be discussed with the instructor prior to the class, will help them to develop their oral communication

skills, including their vocal control (LAC, Speaking/Communication Orally Skill 1) and ability to deliver a message within time constraints (LAC, Speaking/Communication Orally Skill 2), while polishing their delivery skills (LAC, Speaking/Communication Orally Skill 3).

- Although the use of technological support (LAC, Speaking/Communication Orally Skill 4) is not required, it is recommended when appropriate. The students' weighing the appropriateness of this is seen as a part of the learning process.

Students will use the writing process in their writing assignments (LAC, Writing Skills 1-5).

- This will be accomplished through the examination of the particulars of writing in the discipline of English, and through the option of rewriting papers for an improved grade.
- In the process of preparing their final research paper, students will also be required to gather and evaluate sources (LAC, Critical Thinking Skill 2).

JOHNSON C. SMITH UNIVERSITY HONOR CODE:

The following University approved Honor Code is enforced by the Officer of Academic Affairs and the University Judiciary Board:

I pledge that this work is my own and I will not cheat, or represent the works, ideas, or projects of others as my own. I further pledge that I will not engage in academic dishonesty, which includes lying, stealing or assisting others in misrepresenting their work. As a member of the student body of Johnson C. Smith, I pledge to report all violation of the Honor Code that I observe in others. I understand that the violations of the Honor Code are subject to disciplinary procedures by the University.

Cheating/dishonesty/plagiarism on any examination or any major component of the course will result in an automatic "F" in the course.

POLICY ON DISRUPTIVE BEHAVIOR:

Academic excellence demands that appropriate behavior and decorum be maintained by students at all times in the classroom. Johnson C. Smith University will not tolerate disruptive behavior by students or condone any behavior by students or teacher which incites such behavior. Disruptive behavior is defined here as any behavior which causes disorder or turmoil to exist in the classroom.

When the student is judged to have engaged in disruptive behavior, the instructor shall initiate the following procedures:

1. Instructor will request the student to discontinue the disruptive action.
2. If the behavior continues, the instructor will instruct the student to leave the classroom.

3. An incident report will then be completed by the instructor and filed with the Council of Deans. Copies will be sent to the student, advisor, Office of Student Affairs, and the Teaching and Learning Center.

4. After the completion of an incident report, including the student's comments, the student will be held responsible for all absences incurred between the time of suspension from class and his or her return.

Any recurrence of disruptive behavior on the part of the student cited will result in expulsion from the class and a grade of "F" recorded in the semester in which the offense occurred.

There must, in each case, be immediate action by the instructor:

1. Request to discontinue behavior.
2. Suspension from class and notification of the right to appeal the suspension to the Council of Deans.
3. Expulsion from class for the semester.

DISABILITY SERVICES:

This course is designed to accommodate the needs of students with diverse disabilities and interests. However, if you require specific accommodations, please contact the instructor, and accommodations will be gladly provided. Students requiring special assistance must register with Disability Services Office and provide official documentation concerning your disability before any services will be provided. For information contact the Disability Officer.

CAVEAT: This course outline is an agreement between students and faculty and may be changed by the professor as needed.

CALENDAR OF READINGS AND ASSIGNMENTS:

Weeks 1-3:

Native-American Literature, c.20,000 B.C.E.-present

Readings:

Myths; legends; songs; creation stories from groups such as the Zuni, Aztec, Navajo, Lakota, Seneca, Tlingit, Cherokee, Blackfoot, Cree, Inuit, and many more.

<http://americanfolklore.net/folklore/native-american-myths/>

The Constitution of the Iroquois Nations around 1500

<http://www.let.rug.nl/usa/documents/before-1600/the-constitution-of-the-iroquois-nations-around-1500.php>

Reader-Response Journal (3 pages):

For readers from many backgrounds, stories of tricksters are easier to connect to than legends of creation or exploits by heroes from cultures other than their own. A trickster sizes up a predicament, a cultural obstacle, or some other convention of behavior and action, and finds a surprising way through it or around it. Not only can a trickster story celebrate resourcefulness and imagination, it can also challenge those habits of mind that organize the world around us and keep us confined within it. Possibilities open up - and for a moment, across generations and cultural divides, we can feel a flash of affinity with another someone, real or imaginary, who "thought outside the box" and won. How do these stories give us glimpses of human relationships and interactions of words, anticipations, deceptions, trust, and surprises? Use specific examples and proper MLA documentation from your literary texts in your response.

Weeks 4-6:

Exploration Period, 1492-1607

Notes: The Literature of Exploration

<http://www.let.rug.nl/usa/outlines/literature-1991/early-american-and-colonial-period-to-1776/the-literature-of-exploration.php>

Readings:

Extracts from the journal of Columbus

<http://www.let.rug.nl/usa/documents/before-1600/extracts-from-the-journal-of-columbus.php>

Letter of Amerigo Vespucci to Pier Soderini 1497

<http://www.let.rug.nl/usa/documents/before-1600/letter-of-amerigo-vespucci-to-pier-soderini-1497.php>

Reader-Response Journal (3 pages):

In these early writings, what is revealed about travel, discoveries, both Columbus and Vespucci and how American myths began? Use specific examples and proper MLA documentation from your literary texts in your response.

Weeks 7-8:

Colonial Period 1607-1765

Notes: The Colonial Period and New England

<http://www.let.rug.nl/usa/outlines/literature-1991/early-american-and-colonial-period-to-1776/the-colonial-period-in-new-england.php>

Readings:

Jonathan Edwards' "Sinners in the Hands of an Angry God"

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1053&context=etas>

Revolutionary Period 1765-1790 and Early National Period, 1775-1828

Notes: Democratic Origins and Revolutionary Writers

<http://www.let.rug.nl/usa/outlines/literature-1991/democratic-origins-and-revolutionary-writers-1776-1820/>

Readings:

Phillis Wheatley

Poems on Various Subjects, Religious and Moral

<http://etc.usf.edu/lit2go/206/poems-on-various-subjects-religious-and-moral/>

Washington Irving

"The Legend of Sleepy Hollow"

<http://americanliterature.com/author/washington-irving/short-story/the-legend-of-sleepy-hollow>

Audiobook: <https://m.youtube.com/watch?v=oT3x9vrNT9M>

Film (1979): <https://m.youtube.com/watch?v=qB-GBgZ0kg8>

Reader-Response Journal (3 pages):

What religious and moral implications are presented in these writings and how are those implications indicative of what is currently happening in the New World. Use specific examples and proper MLA documentation from your literary texts in your response.

Weeks 10-13:

Romantic Period, 1828-1865

Notes: The Romantic Period

<http://www.let.rug.nl/usa/outlines/literature-1991/the-romantic-period-1820-1860-fiction/>

Readings:

Henry Wadsworth Longfellow Poetry

<http://americanliterature.com/author/henry-wadsworth-longfellow/bio-books-stories>

Walt Whitman Poetry

<http://americanliterature.com/author/walt-whitman/bio-books-stories>

Emily Dickinson Poetry

<http://americanliterature.com/author/emily-dickinson/bio-books-stories>

Nathaniel Hawthorne

"The Birthmark"

<http://americanliterature.com/author/nathaniel-hawthorne/short-story/the-birthmark>

"Young Goodman Brown"

<http://americanliterature.com/author/nathaniel-hawthorne/short-story/young-goodman-brown>

"Dr. Heidegger's Experiment"

<http://americanliterature.com/author/nathaniel-hawthorne/short-story/dr-heideggers-experiment>

Frederick Douglass

"The Color Line"

<http://americanliterature.com/author/frederick-douglass/essay/the-color-line>

"The Future of the Colored Race"

<http://americanliterature.com/author/frederick-douglass/essay/the-future-of-the-colored-race>

Solomon Northup

Twelve Years a Slave

<http://americanliterature.com/author/solomon-northup/book/twelve-years-a-slave/summary>

Harriet Beecher Stowe

Uncle Tom's Cabin

<http://americanliterature.com/author/harriet-beecher-stowe/book/uncle-toms-cabin-or-life-among-the-lowly/summary>

Reader-Response Journal (3 pages):

How do the writings in the Romantic Period reflect a "shift from faith in reason to faith in the senses, feelings and imagination; a shift from urban society to an interest in the rural and the natural; a shift from the public, impersonal poetry to subjective poetry; and from a concern with the scientific and mundane to interest in the mysterious and the infinite?" Use specific examples and proper MLA documentation from your literary texts in your response.

Weeks 12-14:

The Age of Transcendentalism, 1836-1860

Notes: The Romantic Period, 1820-1860: Essayists and Poets (continued)

<http://www.let.rug.nl/usa/outlines/literature-1991/the-romantic-period-1820-1860-essayists-and-poets/>

Readings:

Ralph Waldo Emerson

"Self-Reliance"

<http://americanliterature.com/author/ralph-waldo-emerson/essay/self-reliance>

"Love"

<http://americanliterature.com/author/ralph-waldo-emerson/essay/love>

"Friendship"

<http://americanliterature.com/author/ralph-waldo-emerson/essay/friendship>

Henry David Thoreau

"Civil Disobedience"

<http://americanliterature.com/author/henry-david-thoreau/essay/on-civil-disobedience>

Abraham Lincoln

The Emancipation Proclamation

<http://etc.usf.edu/lit2go/133/historic-american-documents/4958/the-emancipation-proclamation/>

Reader-Response Journal (3 pages):

Ralph Waldo Emerson's writings, in particular, argued for the creative power of the imagination and implied an agency for the individual in rethinking his or her role in society. How can Emerson's influence on other authors be found in their willingness to question current institutions and reinterpret the status quo of American society within their works? Use specific examples and proper MLA documentation from your literary texts in your response.