

## AMERICAN LITERATURE I



Thomas Cole. Scene from Last of the Mohicans. 1827.

Tuesday / Thursday, 2 - 3:15 pm

MAB 206

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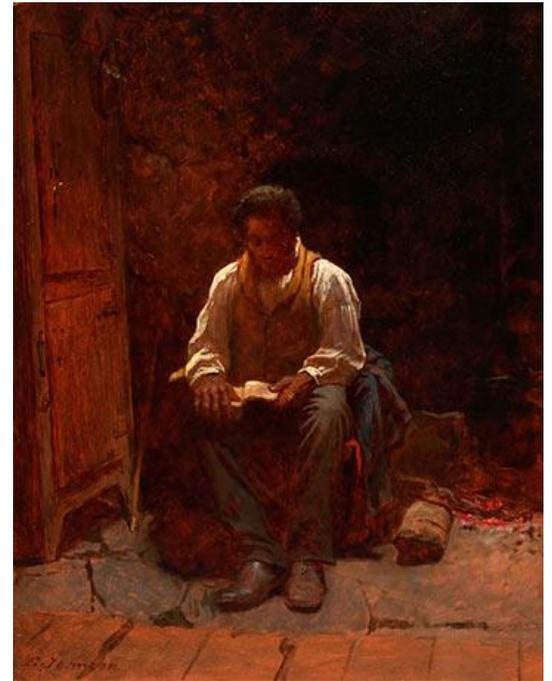
Office Hours: MW, 11 am-1 pm  
T/Th, 11 am -2 pm  
or by appointment

### REQUIRED TEXTS and other MATERIALS

Hogeland, Lisa Maria and Mary Klages, eds. *The Aunt Lute Anthology of U.S. Women Writers, Volume One, 17<sup>th</sup> through 19<sup>th</sup> Centuries*. San Francisco: Aunt Lute Books, 2004. ISBN: 1-879960-68-0

Basker, James, ed. *American Anti-Slavery Writings: Colonial Beginnings to Emancipation*. New York: Library of America, 2012 ISBN: 1598531964

James Fenimore Cooper. *The Prairie*. Cambridge, MA; Belknap, 2014. ISBN 9780674057944



Eastman Johnson. The Lord is My Shepherd. 1863.

**COURSE OBJECTIVES**

The goal of this course is to read, discuss and write about a selection of early American literature. In order to respond to literature, we will have to discuss literary figures of speech, the ideologies of the evolving cultures of the period, the genres in which people wrote, and the theory of literature in general. This course gives students the opportunity to enjoy literary art at the same time that they write creatively about literature. Students will write one literary analysis paper and one creative imitation of a piece of literature. They will also give creative presentations on the readings.

**COURSE OBJECTIVES:**

Students will

1. Read representative masterpieces of Early American Literature.
2. Demonstrate their ability to select and apply the appropriate evaluative criteria to each particular literary genre studied.
3. Explore by critical analysis the American literary tradition which involves issues, such as emancipation, industrialization, and westward expansion.
4. Show evidence of having mastered the content of literary works by identifying characters, genres, and themes, describing major conflicts, and listing specific literary criteria used in evaluation
5. Show their ability to judge literary quality by applying evaluative criteria and supporting discussion with examples from the texts.

**PROGRAM LEARNING OUTCOMES** (English and Education Generalist Requirements at the Undergraduate Level):

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.
6. Understand how to interpret, analyse, evaluate and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
7. Understand the defining elements and characteristics of various literary genres contribute to the meaning of a given work (such as historical fiction, poetry, myths, epics, fables, etc.)

**ASSIGNMENTS****A. Presentation or Performance on One Author (10%)**

Sign up to give a presentation as a team on one of the authors on our syllabus. We will have one presentation per week. There are many ways you can make your presentation. You can give a PowerPoint, a forum of brief differing arguments, or a play, a movie, or a diorama.

**B. Quizzes (30%)**

We will have quizzes on each of the books we read. Each of the three (3) quizzes will have 20 questions. Each quiz will be worth 100 points for 300 total points.

**C. Two Papers (45%)****1. Literary Analysis**

Due December 2 (25%)

Compose an interpretive argument about one text or comparing two texts. Provide textual evidence through quotes to support your argument. Fully develop your paragraphs through posing questions, making assertions, explaining the context of a piece of literature, analyzing quotes and reasoning about the meaning of the text. Discuss figurative techniques, like imagery and metaphor. Discuss the ideology of media for literature at the time. Also submit a peer review work sheet that demonstrates another student in the class has read your paper, offered advice, and proofread the paper. And meet me in my office to discuss your ideas and your writing. (four double spaced pages, MLA style, submitted online through Blackboard)

**2. Creative Imitation of One Work**

Due October 28 (20%)

Write a creative imitation of one our readings. When one imitates, one adapts a style or subject, making changes in the one or more features and changing the context. For example, a student could apply the style or genre of abolitionist literature to current events relating to policing African-American neighborhoods or immigration. I think this project lends itself to collaboration. *I will give teams up to 10% extra credit for the class grade, if they can figure out some form of publication of this project.*

**D. Class Participation (10%)****GRADING Breakdown**

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	Points
Presentations	Sign-up Beginning Week Three And again in Week After mid-term	10	100
Papers			
Creative Imitation	October 28	20	200
Literary Analysis	December 2	25	250
Total for Written Work		45	450
Quizzes	3: one per text	30	300
Final Exam	Tuesday, December 9, 12:30 pm	5	50
Class Participation		10	100
Total Points Available		100	1000

**Attendance and Class Participation** (100 total points)

The class participation grade will be determined by

- a. Attendance
- b. Participation in classroom discussion and problem solving.

**Attendance Policy**

Two absences are permitted during the semester. One letter grade will be subtracted from the Class Attendance percentage for each additional absence. ***More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade.*** Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

**Classroom Etiquette**

The course content is relevant to your undergraduate study as well as your lives. Class time will not be wasted. Also, your peers and professor will appreciate respect and courtesy. So avoid behaviors that might offend or disrupt others (like cell phones and early departures). Please also be careful to avoid excessively argumentative, sexist or racist language that may offend others and undermine the free exchange of ideas. Sexual harassment among students also threatens each student's sense of security. Anyone can make a mistake now and then, but repeated insensitivity to others will result in being asked to drop the course.

**DEADLINES**

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

**Blackboard**

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

**Accommodating Students with Disabilities**

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

Mary Elizabeth Schwartze  
Accessibility Services Coordinator  
Counseling and Accessibility Services  
Ferguson Hall Rm. 122  
432-837-8399  
[mschwartze@sulross.edu](mailto:mschwartze@sulross.edu)

**Writing Center and Academic Learning Center**

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email [writing@sulross.edu](mailto:writing@sulross.edu)

**Plagiarism and Academic Integrity**

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted

through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

**Course Calendar**

<b>Dates</b>	<b>Activities</b>	<b>Readings to Discuss</b>	<b>Objectives, Resources and Due Dates</b>
<b>UNIT 1: <i>The Aunt Lute Anthology of U.S. Women Writers</i></b>			
Week One			
T 8.26  Th 8.28	Discuss Readings	Anne Bradstreet 24-34	
Week Two			
T 9.2  Th 9.4	Discuss Readings	Judith Sargent Murray 162-170 and Phillis Wheatley 170-173	
Week Three			
T 9.9  Th 9.11	Discuss Readings	Catharine Maria Sedgwick 270-289 And Lowell Offering 289-299  Jane Johnston Schoolcraft 373-376	Presentation 1
Week Four			
T 9.16  Th 9.18	Discuss Readings	Margaret Fuller 429-433  Fanny Fern 447-459	<b>Presentation 2</b>
Week Five			
T 9.23  Th 9.25	Discuss Readings	Emily Dickenson 841-853	Presentation 3

Week Six			
T 9.30	Discuss Readings	Rebecca Harding Davis 841-853	Presentation 4
Th 10.2		Louisa May Alcott 933-952	
<b>UNIT 2: American Anti-Slavery Writings</b>			
Week Seven			
T 10.7	Discuss Readings	Hendricks-Hepburn 1-19	<b>Quiz 1 on Women Writers</b>
Th 10.9			Presentation 5
Week Eight			
T 10.14	Discuss Readings	Franklin 122-25 and Freneau 161-64	Presentation 6
Th 10.16		Hammon 89-93 Equiano 119-21	
Week Nine			
T 10.21	Discuss Readings	Longfellow 430-36	Presentation 7
Th 10.23			
Week Ten			
T 10.28	Discuss Readings	Truth 555-57 and Douglas 596-622	<b>Creative Imitation Paper Due</b>
Th 10.30		Northrup 662-65	
Week Eleven			
T 11.4	Discuss Readings	Melville 725-33	Presentation 8
Th 11.6			
Week Twelve			
T 11.11	Discuss Readings	Higginson 682-86 and Brown 792-94	Presentation 9
Th 11.13		Thoreau 694 -708 And Emerson 709-25	

<b>UNIT 3: James Fenimore Cooper's <i>The Priarie</i></b>			
Week Thirteen			
T 11.18  Th 11.20	Discuss Readings	Pages 1-200	<b>Quiz 2 on Anti-Slavery Writing</b>
Week Fourteen			
T 11.25  Th 11.27 Thanksgiving	Discuss Readings	Pages 200-400	Presentation 10
Week Fifteen			
T 12.2  Th 12.4	Discuss Readings  Dead Day	Pages 400-560	<b>Literary Analysis Due</b>
Week Sixteen			
Tuesday 12.9 Final Exam, 12:30 pm	<b>Final Exam (Quiz 3 on Cooper)</b>  <b>Plus in-class Essay Exam</b>		