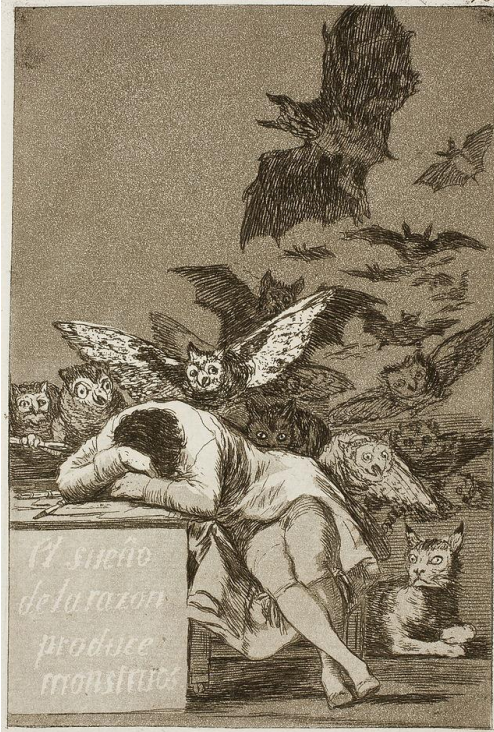


AMERICAN LITERATURE I



Francisco Goya. The Sleep of Reason Produces Monsters. 1799.

REQUIRED TEXTS and other MATERIALS

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

Poe, Edgar Allan. *Great Tales and Poems of Edgar Allan Poe.* New York; Simon & Schuster, 2007.
 ISBN: 978-1416534761

Twain, Mark. *Roughing It.* New York; Penguin Classics, New York, 1981. ISBN: 978-0140390100

When?

Monday/ Wednesday, 11-12:15 pm

Where?

MAB 207

Who is that?

Theron Francis, Ph.D.

How do I reach him?

tfrancis@sulross.edu

Where do I find him?

Morelock 112c

Does he have a landline phone in his office?

8283

What if I want to talk to him face to face?

MW, 12:30 - 2 pm

Tuesday, 1:30 - 3 pm

or by appointment



"Suspended Operations" from *Innocents Abroad*. 1871.

COURSE OBJECTIVES

The goal of this course is to read, discuss and write about a selection of early American literature (SLOs 1, 3, 5). 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 (SLOs 2-5). This course gives students the opportunity to enjoy literary art at the same time that they write creatively about literature (SLOs 1, 4). Students will write one literary analysis paper and one creative imitation of a piece of literature (SLO 4). They will also give creative presentations on the readings (SLO 4,5) .

STUDENT COURSE OUTCOMES:

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. Creative Imitation of One Work**

Due October 31 (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.*

2. Literary Analysis

Due November 30 (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)

D. Class Participation and Attendance (10%)

The class participation grade will be determined by

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

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 for one of 10 weekly presentations. Collaborative.	10	100
Papers			
Creative Imitation	October 31	20	200
Literary Analysis	November 30	25	250
Total for Written Work		45	450
Quizzes	3: one per text	30	300
Final Exam	Tuesday, December 8, 12:30 pm – 2:30	5	50
Class Participation		10	100
Total Points Available		100	1000

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 or a W.** 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

Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact

Mary Schwartze, M. Ed., L.P.C.,
Counseling and Accessibility Services,
Ferguson Hall, Room 112.
The mailing address is P.O. Box C-122,
Sul Ross State University, Alpine, Texas 79832.
Telephone: 432-837-8691.
E-mail: mschwartz@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

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

Dates	Activities	Readings to Discuss	Objectives, Resources and Due Dates
UNIT 1: <i>The Aunt Lute Anthology of U.S. Women Writers</i>			
Week One			
M 8.22 W 8.24	Discuss Readings	Anne Bradstreet 24-34	
Week Two			
M 8.29 W 8.31	Discuss Readings	Mary White Rowlandson 42-59	
Week Three			
M 9.5 W 9.7	Discuss Readings	Susanna Rowson 186-216	
Week Four			
M 9.12 W 9.14	Discuss Readings	Catharine Maria Sedgwick 270-289	Presentation 1
Week Five			
M 9.19 W 9.21	Discuss Readings	Margaret Fuller 429-433 Fanny Fern 447-459	Presentation 2
Week Six			
M 9.26 W 9.28	Discuss Readings	Emily Dickenson 841-850	Presentation 3
UNIT 2: <i>Edgar Allan Poe</i>			
Week Seven			
M 10.3 W 10.5	Discuss Readings	The Tell-Tale Heart The Cask of Amontillado	Quiz 1 on Women Writers (online) Presentation 4

Week Eight Poe			
M 10.10 W 10.12	Discuss Readings	Ligeia The Fall of the House of Usher	Presentation 5
Week Nine Poe			
M 10.17 W 10.19	Discuss Readings	Murders in the Rue Morgue The Purloined Letter	Presentation 6
Week Ten Poe			
M 10.24 W 10.26	Discuss Readings	The Raven Lenore Alone Eldorado Romance	Presentation 7
Week Eleven Poe			
M 10.31 W 11.2	Discuss Readings	Israfel Dream poems	Presentation 8 Creative Imitation Paper Due
UNIT 3: Mark Twain's <i>Roughing It</i>			
Week Twelve			
M 11.7 Last day for instructor initiated drop for excessive absences. Must reach the Provost's office by Monday, November 7 W 11.9 11.11: Last day to withdraw from the University or to drop courses with grade of "W" (16 week term). Drops must be processed and in the Registrar's Office by 4 p.m.	Discuss Readings	Twain pp 1-150	Presentation 9

Week Thirteen Twain			
M 11.14	Discuss Readings	Twain pp. 150-300	Quiz 2 Presentation 10
W 11.16			
Week Fourteen Twain			
M 11.21	Discuss Readings	Twain pp. 300 - 450	
W 11.23 Thanksgiving	No Class		
Week Fifteen Twain			
M 11.28	Last Day of Class	Twain pp. 450 - 590	Presentation 11?
W 11.30 Last day of class	Discuss Readings		Literary Analysis Due
Week Sixteen			
Final Tuesday, December 6, 10:15 pm – 12:15	Final Exam (Quiz 3 on Twain) Plus in-class Essay Exam		