

English 3314 Nineteenth Century American Novel
Tuesday 6-8:45 p.m.

Fall 2018

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Office Hours: M/W Uvalde by appointment, T 4:00-6:00 p.m. in Eagle Pass, and by appointment

Course Description

This course is designed to introduce students to the nineteenth-century American novel and its historical and cultural contexts. We will read six novels that represent different nineteenth-century American perspectives including Romanticism, Transcendentalism, American Realism, and Naturalism.

Course Texts

(As these texts are out of copyright free versions can be found online, though I prefer it when students have physical texts to reference):

Herman Melville- *Bartleby the Scrivener*

Kate Chopin- *The Awakening*

William Wells Brown- *Clotel*

Nathaniel Hawthorne- *The Blithedale Romance*

Mark Twain- *Pudd'nhead Wilson*

Louisa May Alcott (writing as A. M. Barnard)- *Behind a Mask, or A Woman's Power*

Blackboard

This course requires daily reading and writing and numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline—no exceptions. Please be prepared for electronic failures, etc.

Teleconference Courses

I am teaching this course by teleconference in Uvalde, Del Rio, and Eagle Pass. I won't always be in the classroom that you are in which makes it difficult for you to speak with me before and after class. Please email me (see email address above) to make an appointment for us to meet or to have a phone conversation. My goal is your success! I welcome all requests for office appointments, or e-mailed questions.

Course Outcomes

Upon successful completion of this course, students will be able to:

- define *novel* and describe the various kinds of nineteenth-century American novels
- Analyze the various historical, social, and textual contexts of nineteenth-century American novels
- Develop and hone critical writing skills, research methods, and the skills of electronic communication

Student Learning Outcomes

1. Student Learning Outcome #1 --Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2-- Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #3-- Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

Grade Determination

Assignment	Due Date	Points
Quizzes	In-Class	200
Weekly Question with Close Reading	Each Tuesday	200
Midterm Exam	10/23/18	200
Paper/Project	11/23/18	200
Cumulative Final Exam	12/11/18	200

Assignments

Quizzes

These will check reading comprehension with simple questions about the assigned reading. They will be given randomly, during class time.

Weekly Question due Tuesdays

Post Question to appropriate Question link in Blackboard and print out copy for class. Bring printout Tuesday and be prepared to present your question then. Each question should be a thoughtful one that elicits more than a yes or no from classmates. With each question, provide a quotation from the novel that relates to your question. You do not have to answer your question; that is for the class to do.

Paper/Project

To be developed with students.

Exams

Both the midterm and final exam will consist of short answer questions and essay questions. They will be in-class exams.

Evaluation Criteria for In-Class Responses and Essay or Paragraph Answers on Exams

A and B answers will clearly and completely answer **all parts** of the question. A answers may incorporate helpful connections; A answers may take risks that succeed, exhibiting a lively and well-prepared writer. A and B paragraphs will be unified and well-developed because the general statements will be supported with relevant references to the text that the writer can recall. A answers will very clearly (and eloquently) explain how the textual references illustrate the writer's general statements. The writer will use authors' names and texts' titles, **avoiding** "the author says" or "in the story it says" etc. The paragraphs will be sensibly organized; the

sentences will be complete and clear (without fragments or run-ons); vocabulary will be precise, and grammar and mechanics will be as correct as possible in first-draft writing; in other words, unclear passages in the text will not distract the reader so that she struggles to understand the content. A answers will open and close the paragraph with intelligent and appealing statements.

C answers will “do the job.” C answers will quite clearly (with some unclear places) and nearly completely answer all parts of the question. C answers will use more vague and general terms than A and B answers; for example, these answers will lapse into “the author said,” or “the poem/play/essay/diary entry says.” The writer will refer to the text once or twice, but the references may not be the most relevant the student could have made and the references will be few. The paragraphs will be complete, but perhaps the sentences won’t be as well-connected as in the A and B paragraphs. Some sentences may be a little general, and the vocabulary will be less precise thus less clear than in the A and B paragraphs. The writer will demonstrate the ability to construct conventional sentences, but there will be a few sentences that are unclear because of structural error or unclear thought and these will interfere with the reader’s ability to understand the writer.

D answers will not “do the job” adequately. D paragraphs will address the question and answer part of it. D answers will demonstrate that the writer does not fully understand the text or perhaps did not read it. D answers will use vague or even irrelevant terms, they will fail to use specific names of authors and titles, and they will rarely, if at all, refer to the text, or refer to the wrong text. Although most of the sentences will be clear, enough sentences will be fragments or run-ons or unclear in meaning and thus leave the reader unable to understand the writer’s message.

F answers will not answer the question, demonstrating that the writer either did not read the text or did not understand it. F answers may have sentences that do not relate to the question, they may refer to unrelated texts or concepts. F answers will contain unclear statements, the errors of which interfere with the reader’s comprehension of what the writers was attempting to communicate. F answers may not even contain a paragraph, but instead may only contain a list of ideas or fragments.

Course Policies

Scholastic Honesty

All work submitted must be your own; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism. According to the *Rio Grande College Student Handbook*, “The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials” (p. 39). In English 3314, the penalty for plagiarism is a grade of F for the course.

Attendance

Any student who accumulates nine hours of absences will be dropped from the course. The registrar will assign a grade of "F" to the student's transcript. Leaving class early will constitute an absence.

Turning in Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. All assignments must be submitted to Blackboard. If you do not submit assignments to Blackboard, they will be considered late.

ADA Statement

Americans with Disabilities Act: 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 Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. Email: kbiddick@sulross.edu .

Reading Schedule**Week One 8/28**

Introduction to course and the *novel*

Assignment: Read Kate Chopin *The Awakening*

Week Two 9/4

Kate Chopin *The Awakening*

Week Three 9/11

Nathaniel Hawthorne *The Blithedale Romance*

Week Four 9/18

Nathaniel Hawthorne *The Blithedale Romance*

Week Five 9/25

Louisa May Alcott *Behind A Mask, or, A Woman's Power*

Week Six 10/2

Reading Week (Catch up! or read ahead)

Week Seven 10/9

Louisa May Alcott *Behind A Mask, or, A Woman's Power*

Week Eight 10/23

Midterm

Week Nine 10/30

Mark Twain *Pudd'n'head Wilson*

Week Ten 11/6

Mark Twain *Pudd'n'head Wilson*

Week Eleven 11/13

William Wells Brown *Clotel*

Week Twelve 11/20

William Wells Brown *Clotel*

Week Thirteen 11/27

Paper/Project Due

Herman Melville *Bartleby the Scrivener*

Week Fourteen 12/4

Review

Week Fifteen 12/11

Final Exam Tuesday Dec. 11 6-9 p.m.