

English 4306: American Literature to 1865

Summer II 2022

Dr. Sarah Roche

Office: Faculty Building 213

Office phone: 703 4837

email: smoreman@sulross.edu

Office Hours: MTWR 12:30 - 2:30 and by appointment

Course Description

This course is a survey of American literature from Colonial times through the Civil War. We will read a variety of genres from different perspectives including Native American Oral literature, and texts by seventeenth-century Europeans, Spanish, and English authors, and later eighteenth and nineteenth century texts representing a variety of cultures, concerns, and philosophical perspectives.

Course Texts

Lauter, Paul, ed. *The Heath Anthology of American Literature*.

Or

A Norton Anthology of American Literature

Course Outcomes

In this course, students should acquire and demonstrate the following:

- knowledge of the historical, social, and textual contexts of nineteenth-century American literature
- sophisticated analysis of literary elements for their contributions to meaning in the literature. The student is expected to:
 - recognize theme;
 - analyze the relevance of setting and time frame to the literature's meaning;
 - analyze characters and identify time and point of view;
 - identify basic conflicts;
 - analyze the development of plot;
 - recognize and interpret important symbols;
 - recognize and interpret poetic element such as metaphor, simile, personification, and the effect of sound on meaning;
 - understand such literary forms and terms as author, narrator, myth, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, comic relief;
 - understand such terms as oral narrative, Puritanism, romanticism, transcendentalism, realism, and naturalism
- critical reading skills; the student is expected to
 - analyze characteristics of text, including its structure, word choices, and intended audience;
 - evaluate the reliability of the narrator and determine the writer's purpose;

- college-level writing skills: rhetorical knowledge (purpose, audience, differences in communicative situations, genre); critical thinking, reading, and writing; understanding of and use of writing processes, (multiple drafts, revising, editing, proof-reading texts, peer critiquing and collaborative thinking and writing); and knowledge of conventions (grammar, punctuation, spelling, paragraphing, and appropriate documentation)
- listening and speaking skills. The student is expected to
 - use oral language effectively;
 - use informal and standard language effectively to meet the needs of purpose and audience;
 - prepare, organize, and present information effectively;
 - use effective verbal and nonverbal strategies in presenting oral messages;
 - ask clear questions and respond appropriately to the questions of others;
 - make relevant contributions to class discussions.
- reading comprehension as demonstrated in class discussions, student-lead discussions, written responses to the literature, and exam answers

To help you achieve the outcomes of the course, I have designed a variety of assignments described below.

Grade Determination

Assignment	Due Date	Grade Percent.
Reader Response Paper #1	10/18	10%
Reader Response Paper #2	11/29	10%
Midterm Exam	10/11	20%
Final Exam	12/13	20%

Assignments

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 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 and must be written exclusively for this class; 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 4306, the penalty for plagiarism is a grade of F for the course.

The point about plagiarism is that when you conduct research, you are collaborating with your sources. As one scholar explains, "to be fair and ethical, you must acknowledge your debt to the writers of those sources. If you don't, you are guilty of plagiarism, a serious academic offense. Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words" (Hacker, D. (2003). *A Writer's Reference*. Boston: Bedford/St. Martin's Press p. 383).

The following web-based tutorial developed by Vaughan Memorial Library at Acadia University should help you recognize and avoid the pitfalls of plagiarism. To locate the tutorial:

Find it at the Bryan Wildenthal Memorial Library's home page: libit.sulross.edu
choose "Research Databases"
then "Reference"
then "Plagiarism Tutorials from Acadia University-You Quote It, You Note It!"

To document that you have read this policy and that you understand the consequences for plagiarism (a grade of F for the course), you will sign and date a letter about plagiarism on the first day of class.

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. If you have some reason for not being able to attend class such as a new job, you need to withdraw from the class; I will not make special arrangements. Leaving class early will constitute an absence.

Late Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in any assignments, even one, you may earn an F for the course. Please turn in assignments on time so that I can do my job efficiently. If you turn in a paper after the deadline, I will deduct 10% from that particular grade. Please keep up with the assignments and the readings because I do not give the grade of "I" for those who fail to complete course requirements.

Grade Changes

You have an entire semester to earn your grade. If you want to talk to me about your grade during those fifteen weeks, I welcome it. Once the semester is over and I have entered grades into the system, however, I will not consider grade changes unless I, myself, miscalculated. Please do not ask for extra credit or chances to revise after the fifteenth week of class because I will refuse such appeals. You should know that you have the right to appeal your grade. According to the *Sul Ross Rio Grande College*

Student Handbook, "if you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department [in this case, Dr. Robert Overfelt]" (17).

Readings

Introduction to the course; read poetry by Ann Bradstreet "The Author to Her Book" "In Memory of ... Grandchild . . ." "Upon the Burning of Our House"

Discussion of Christopher Columbus's journal entries; Cabeza de Vaca's narrative (120-31); Fray Marcos' text (140-43); Pedro de Casteneda's account of Coronado's journey (143-46); the *History of the Miraculous Apparition . . . Guadalupe* (166-73); Sor Juana Ines's poems (175-82); Otermin's letter (183-90); and "The Coming of the Spanish and the Pueblo Revolt" (191-94).

Mary White Rowlandson's narrative (428-56). Edward Taylor's poetry (461-69); John Winthrop's sermon "A Modell of Christian Charity" (296-304); William Bradford's Puritan history from *Of Plymouth Plantation* (314-34); and selections from Cotton Mather's *The Wonders of the Invisible World* (497), *Magnalia christi Americana; or, The Ecclesiastical History of New-England* (502) and *Bonifacius. . . With Humble Proposals . . . to Do Good in the World* (520)

Eighteenth Century: Sarah Kemble Knight's *The Journal of Madam Knight* (573), Jonathan Edwards' personal narrative (631) and sermon "Sinners in the Hands of an Angry God" (641), John Woolman's *The Journal* selections (667), and selections from Francisco Palou's biography, *Life of Junipero Serra* (685)

Benjamin Franklin *The Autobiography* (805)

Ralph Waldo Emerson *Nature* (1516)

Henry David Thoreau *Walden* (1687)

Frederick Douglass *Narrative of the Life of Frederick Douglass, an American Slave* (1817)

Edgar Allan Poe "The Raven," (2467) and "Annabel Lee," (24730, and "The Fall of the House of Usher," (2400);

Herman Melville, "Bartleby, the Scrivener," (2554), Nathaniel Hawthorne "Young Goodman Brown" (2186)

Walt Whitman's poems

