

**Sul Ross State University
Policy and Syllabus
English 2327**

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Required Text

- *The Norton Anthology of American Literature*, Tenth Edition, Volumes A and B (ISBN: 978-0-393-69678-3 & 978-0-393-69679-0)

Course Expectations

This is an intensive reading and writing course that examines and discusses the growth of literature in America. We will trace the development of story-telling, political writing, and finally fiction and poetry as they reflect and inform an also ever-developing American culture (indeed, from its infancy); in doing so, we will uncover the complexities inherent in the varied, particularly American voices. To accomplish this, we will determine how authorship and its surrounding, informing cultures developed literature. We will discover by carefully and historically tracing individual writers as they created our history and wrote their world-views.

Course Objectives

The purpose of this course is to improve your knowledge of American literature through a consideration of the history of American letters. The course will help you to improve your literacy through close readings, and it will aid your abilities to analyze and discuss your ideas about what you read. The course will also help you develop your abilities to write clearly and concisely about what you read, especially in terms of higher culturally analytic reactions and applications to critical thinking.

Student Learning Outcomes:

Students in English studies will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development (SLO 1);
2. Analyze literary works by applying principles of literary criticism or theory (SLO 2);
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 (SLO 3);

4. Demonstrate creativity or originality of thought in written or multimedia projects (SLO 3);
5. Compare/contrast and analyze major works and periods within World, English, and American literature (SLO 3).

Course Requirements

Assignments require

- substantial individual readings from the texts,
- substantial writings in both journal form and long, researched analytic form,
- objective and subjective testing.

In addition to the reading and writing assignments, course work will consist of in-class oral discussions based on your understanding of what we read. You will be expected to keep up with the reading assignments for each class and then to freely discuss the reading assignments with your instructor and peers. You must complete satisfactory work and actively participate in class to succeed in English 2327; therefore, good attendance is required for you to pass this course.

Major Assignments: Students are responsible for all assignments in this course and must satisfactorily complete all major assignments in English 2327 to receive a passing grade.

Major Assignment	% of Final Grade
Course Elements Journal	25%
Midterm Examination	25%
Analytic Research Essay	25%
Final Examination	25%
Total Points	100%

Late Work: All major assignments and/or projects, etc., are due on the dates assigned, at the beginning of the class period, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 2327 to receive a passing grade.

Late assignments will receive a full letter grade deduction for being late. This means, if you turn in your assignment late and it receives a B, it will automatically be reduced to a C.

Attendance: English 2327 is conducted as a discussion that benefits from the cooperation and collaboration of all present—being on time and attending regularly is in your own best interests. Recent studies have shown that academic success is as often tied to students' time spent *engaged* in class as to the time spent studying outside of class.

Absences: Missed work may only be made up in the event of an excused or explained absence. Excused absences are SRSU-sanctioned events, and an explained absence includes the death of an immediate member of your family, or an illness for which a doctor prescribes bed-

rest. All three of these require documentation to be considered. It is your responsibility to provide me with documentation *within a week* of the absence.

Grading Scale:

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

**I do not curve grades except mathematically (for instance, an 89.6 curves to a 90); I do not offer extra credit.*

Cheating & Plagiarism: It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Any documented case of plagiarism or cheating in this course will result in a 0 for the assignment, which will likely result in an F for the course.

I consider the use of AI to write your work to be plagiarism. AI is a tool that should be used to assist in rhetorical work. Allowing it to complete the work for you neither forwards your intellectual growth nor indicates your abilities to your instructors. Beware of relying too heavily on AI to assist in research and other scholarly activities. It is unreliable. With careful and considerate use, it can be a valuable tool, but you must utilize it with thoughtful and ethical expertise.

Miscellaneous – but important!

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at [432-837-8203](tel:432-837-8203) or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the **Student Handbook** and the **Undergraduate & Graduate Catalog** and for abiding by the **University rules and regulations**. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the

library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone ([432-837-8123](tel:432-837-8123)).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

The University Writing Center offers a virtual environment for feedback on writing assignments. It is found in Blackboard. You will find reminders and instruction in your SRSU email throughout the term, and I will set reminders within announcements for the class.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

If, for some reason, you require further accommodations than has been described for the successful completion of this course, please see me immediately so that we may make arrangements.

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

I do not allow e-cigarettes in classrooms.

I do not allow earbuds or earphones to be worn during this class.

All English majors are reminded of the capstone portfolio course which requires the compilation of assignments written in major classes. Please retain copies of graded work (i.e. exams and papers with instructor comments) as well as your electronic copies for this and all your English courses. You should, anyhow!

Syllabus

<u>date</u>	<u>assignment</u>	<u>pages #s</u>
Tue. Aug. 26	Course Introduction Pre-Assessment Essay (one hour)	
		<i>Volume A</i>
Thur. Aug. 28	Period Introduction	1-29
Tue. Sept. 2	Stories of the Beginning of the World/Trickster Tales	
	“The Iroquois Creation Story”	31
	“The Winnebago Trickster Cycle”	43
	Christopher Columbus	53
	“Letter of Discovery”	54
	“Letter to Ferdinand ...”	59
	John Smith	
	“A Description of New England”	118
Thur. Sept. 4	William Bradford	125
	<i>Of Plymouth Plantation</i>	127
	[The First Thanksgiving]	148
	Anne Bradstreet	211
	Poems	231-38
	Mary Rolandson	260
	<i>A Narrative of the Captivity . . .</i>	262
Tue. Sept. 9	Cotton Mather	325
	[The Trial of Martha Carrier]	329
	Benjamin Franklin	429
	<i>The Autobiography</i> , Pt. One	432
	Samson Occom	521

	<i>A Short Narrative of My Life</i> (from “My Birth till I Received...”)	523
Thur. Sept. 11	John and Abigail Adams <i>Letters</i> --various (pgs. 586, 590, 592, 593, 594)	582
	Thomas Paine <i>Common Sense</i> (“Introduction”) “The Crisis No. 1”	599 600 607
Tue. Sept. 16	Thomas Jefferson <i>The Autobiography . . .</i> (“The Declaration of Independence”)	620 622
	The Federalist Papers No. 1 (Hamilton) No. 10 (Madison)	639 641 644
Thur. Sept. 18	Phillis Wheatley “On Being Brought from Africa...” “To S.M., a Young African Poet...” “To His Excellency General Washington” “To Reverend Samson Occom...”	713 715 721 722 724
		<i>Volume B</i>
	Introduction	3-24
Tue. Sept. 23	Washington Irving “Rip Van Winkle”	25 29
Thur. Sept. 25	Washington Irving “The Legend of Sleepy Hollow”	41
	James Fenimore Cooper <i>The Last of the Mohicans</i> Volume I, Chpt III	62 79 80

Tue. Sept. 30	James Fenimore Cooper The Last of the Mohicans (continued)	80
Thur. Oct. 2	William Cullen Bryant “Thanatopsis” “The Death of Lincoln”	115 116 123
	Ralph Waldo Emerson <i>Nature</i> “Introduction”	158 161
Tue. Oct. 7	Ralph Waldo Emerson <i>Nature</i> “Chapters 1-4”	162
	<i>midterm review</i>	
Thur. Oct. 9	midterm exam	
Tue. Oct. 14	Nathaniel Hawthorne “My Kinsman, Major Molineux”	304 308
Thur. Oct. 16	Nathaniel Hawthorne “Young Goodman Brown” “The Minister’s Black Veil”	321 338
Tue. Oct. 21	Nathaniel Hawthorne “The Birth-Mark” “Rappaccini’s Daughter”	347 359

Thur. Oct. 23	Edgar Allan Poe	556
	“The Fall of the House of Usher”	579
	“The Masque of the Red Death”	612
Tue. Oct. 28	<i>Library Research Day!!</i>	
Thur. Oct 30	Edgar Allan Poe	
	“The Raven”	562
	“Annabel Lee”	568
	“Ligeia”	569
	“The Cask of Amontillado”	639
Tue. Nov. 4	Edgar Allan Poe	
	“The Purloined Letter”	626
	“The Philosophy of Composition”	644
Thur. Nov. 6	Harriet Jacobs	860
	<i>Incidents in the Life of a Slavegirl</i>	861
	“The Loophold of Retreat”	893
	Frederick Douglass	1064
	<i>Narrative of the Life of Frederick Douglass</i>	
	“Chapter 7”	
	=	
Tue. Nov. 11	Frederick Douglass	
	“What to the Slave is the Fourth of July?”	1144
	Abraham Lincoln	655
	“A House Divided”	657
	“The Gettysburg Address”	663
Thur. Nov. 13	Henry David Thoreau	928
	<i>Walden</i>	931
	Chapter 2	990

Tue. Nov. 18	Walt Whitman	1148
	“Song of Myself”	1168
	“Beat! Beat! Drums!”	1232
	“The Wound-Dresser”	1235
	“When Lilacs Last in the Dooryard Bloom’d”	1237
	“A Noiseless, Patient Spider”	1250

Thur. Nov. 20 *Analytic Research Essay Peer Review*

Herman Melville	1263
<i>Moby Dick</i>	1279
“Chapter I. Loomings”	

Tue. Nov. 25	Herman Melville	
	“Bartleby, the Scrivener”	1322

Research Essay Due!

Thur. Nov. 27	Emily Dickinson	1508
	#269 “Wild Nights - Wild Nights!”	1518
	#340 “I felt a Funeral, in my Brain”	1521
	#355 “It was not Death, for I stood up”	1523
	#409 “The Soul selects her own Society”	1527
	#I dwell in Possibility”	1528
	#479 “Because I could not stop for Death”	1529
	#764 “My Life had stood – a Loaded Gun”	1538
	#857 “She rose to Hid Requirement – dropt”	1539
	#1263 “Tell all the truth but tell it slant”	1542

Journals Due!

Tue. Dec. 2 *Final Examination Review*

Final Examination: