

Master Syllabus

American Literature I

Professor: M. Harsh, J. Johnson

Prerequisites: English 102 or consent of instructor

Office: Office hrs:

Phone Number:

E-mail:

FAX:

Course Description: This course presents significant American literary works and writers within their historical, cultural, and aesthetic frameworks from colonial times through the Romantic era. It increases students' knowledge, understanding, and appreciation of American literature and it increases their skills in literary analysis, writing and discussion.

Textbook: *American Literature Vol. 1* William E. Cain /Pearson Ed. Inc. 2004

Students will be able to complete 200-level work in the following areas:

Processes

- Employ prewriting, drafting, revising, and editing to contribute to the clear communication of ideas, taking into consideration the feedback of instructors and peers.

Conventions

- Formulate and support a focused thesis statement on a literary topic with adequate evidence while adhering to the conventions of standard written English in a well-structured essay.

Rhetorical Knowledge

- Demonstrate critical thinking and an understanding of literary analysis and terminology in order to employ collegiate voice, tone, level of formality, and support for claims.
- Analyze and interpret the social, cultural, ethnic, literary, and historical contexts of British literature from the eighteenth to twentieth centuries.

Research

- Engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism in a well-reasoned essay.

Content course objectives: At the end of this course, students will be able to:

1. Understand and explain the development and progression of American literature
2. Discuss and understand the historical and cultural contexts of major American authors and works
3. Identify major literary movements and trends in American literature

4. Know one author or aspect of American literature in depth through researching and writing

General Education Outcomes

English and Speech

Outcome 1: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites sources appropriately

Outcome 2: Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

Total Hours of Coursework:

To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

Traditional

In-class instruction, including any exams or in-class essays	37.5 hours
Assigned readings and short reflection assignments	40 hours
Several shorter essays/projects amounting to roughly 8-10 pages of writing	20 hours for prewriting, writing, and revision
One documented essay amounting to roughly 4 or 5 pages of writing and research in the final draft, not to include worked cited pages	15 hours for prewriting, writing, research, documentation, and revision
TOTAL MINIMUM TIME AN AVERAGE STUDENT SHOULD EXPECT TO SPEND ON THIS CLASS	112.5 HOURS

Online

In-class instruction is replaced by extensive discussion board forums and online lecture material	37.5 hours
Assigned readings and short reflection assignments	40 hours
Several shorter essays/projects amounting to roughly 8-10 pages of writing	20 hours for prewriting, writing, and revision
One documented essay amounting to roughly 4 or 5 pages of writing and research in the final draft, not to include worked cited pages	15 hours for prewriting, writing, research, documentation, and revision
TOTAL MINIMUM TIME AN AVERAGE STUDENT SHOULD EXPECT TO SPEND ON THIS CLASS	112.5 HOURS

With prior notice, this syllabus may be altered or revised at the discretion of the professor to meet class needs.

Assessment Procedures: Essay assignments: 1/3
Research assignment (5-7 pages): 1/3
Attendance and Discussion participation: 1/3

Written Assignments

A papers are virtually flawless in terms of content, organization, style, and grammar-mechanics. They show originality, creative and critical thinking and are documented properly. The writing is superb, with near perfect grammar and punctuation.

B papers show slightly less originality and creativity or critical thinking, yet they are still interesting and thought-provoking. They may have slight lapses in documentation and have a few errors that do not impede readability.

C papers present an adequate attempt at content, organization, style, and grammar, mechanics. They may be more prosaic and ordinary than A or B papers, and they may have more serious lapses in documentation. C papers often have grammatical errors that interfere with readability.

D papers are unfocused, have poor support, poor paragraph development, and serious problems in grammar, punctuation, and mechanics.

F papers are seriously deficient in the four main areas, are substantially plagiarized, undocumented, or otherwise fail to meet minimal expectations for college level work.

Course Schedule: Read the selections listed next to the date. Also be sure to **read the introductions to each major section (“Letter to the Reader”)** in the textbook **and the biographies** that precede each author’s work - Plan on at least two hours work outside class for each class hour.

Week 1: Intro – syllabus – questions – overview

Bartolomeo de las Casas pp. 41-43; **Iroquois Creation Story** pp. 44-48; **Bradford**, pp. 53-66

Week 2: Bradstreet “The Prologue” “The Author to Her Book” “Before the Birth of One of Her children,” and “To My Dear and Loving Husband” ; **Rowlandson** pp. 92-137;

Taylor “Huswifery”

Week 3: Mather pp. 143-150; **Edwards** “Sinners in the Hands of an Angry God”

Week 4: Franklin pp. 206-284

Week 5: Wheatley “On Being Brought From Africa to America” (385); **Freneau** “The Indian Burying-Ground” (377)

Week 6: Crèvecoeur “Letter III” (305); **Paine**, from *The American Crisis* Number 1 (322)

Week 7: Jefferson, Query XI (359) and Query XVIII (364); **Madison** Federalist #10 (370) **Irving** “Rip Van Winkle” (426)

Week 8: Emerson “Self-Reliance” (532); **Thoreau** (977-990)

Weeks 9, 10: Hawthorne “The Scarlet Letter”

Week 11: Poe “The Raven” “Annabel Lee” “The Fall of the House of Usher”

Weeks 12, 13: Melville “Benito Cereno” (Thanksgiving break 11/21-23)

Week 14: Whitman “Song of Myself” sections 1-13 (1225-1234)

Week 15: Dickinson poems #214, #249, #258, #280, #465, #712, #1129

Research Project due TBA

Exam week:

With prior notice, this syllabus may be altered or revised at the discretion of the professor to meet class needs. No “Late” work will be accepted.

Services for Students with Special Needs: Students who have special needs are encouraged to identify themselves to the coordinator of special student services as early as possible. Reasonable accommodations based on current documentation are provided to qualified students.

Honor Code Statement: To accompany every written assignment, quiz, and test and to be followed by the student’s signature: “On my honor, I have neither given nor received assistance, other than approved by my professor, on this assignment.”

Plagiarism will result in a grade of F and an Honor Code violation. Plagiarism on the Research Paper will result in an F for the entire course.