ENGL 2131: American Literature I (CRN: 80296)  
Fall Semester 2015

Professor: Dr. Shannon M. Cochran  
Mailbox: Faculty Hall 116C

Office: Faculty Hall 116C (ext. 4723)  
Office Hrs: 10:10-11:10am Tuesdays and  
Thursdays in office, 2:00-3:00pm in Clayton Hall  
lobbies on Thursdays & 7:00pm-10:00pm  
Wednesday online in D2L (and also by app)

Please note: A syllabus is a contract between the university, an instructor, and you. All  
information in this syllabus is subject to changes that will meet the needs and interests of your  
particular class.

Course Description

Description: A course that introduces the field of American Literature. The course examines multicultural major works of American Literature from the late 16th century through the mid-19th century, including those outside the traditional canon. It will also examine cultural connections and interactions as it takes into consideration how ethnicity, race, class, gender, and age impact the lived experiences of Americans.

Required Texts (available at campus bookstore):

*The Norton Anthology of American Literature (Shorter Eighth Edition/Volume 1-Beginnings)-Baym and Levine (NA on course schedule)
*Spider Woman’s Granddaughters- Paula Gunn Allen  
Readings posted in Desire 2 Learn

Credit Hours: 3 Credit Hours (3-0-3)

Preq: ENG 1102 with C

Course Objectives

- To provide insight into the historical and cultural context of the peoples of America
- To teach, investigate, and analyze the knowledge and contributions of the descendants of multiples cultures in America through literature
To further the university’s mission to promote community-based learning
To enhance communication skills, oral and written, and critical thinking skills

Program Learning Outcomes:

General Education Outcomes:

The following link provides the Clayton State University Core Curriculum outcomes:
http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

At the end of the course each student will be able to:

- To further the university’s mission statement to support practices and programs that promotes cultural, ethnic and gender diversity,
- To provide insight into the historical and cultural context of the peoples of the world, through literature,
- To further the knowledge of the connections of world communities,
- To further the university's mission to promote community-based learning,
- To enhance communication skills, oral and written, and critical thinking skills.

COURSE REQUIREMENTS AND POLICIES

(PLEASE MAKE SURE THAT YOU REGULARLY CHECK THE COURSE WEBPAGE ON DESIRE 2 LEARN FOR COURSE CONTENT AND ANNOUNCEMENTS. THIS IS THE STUDENT’S RESPONSIBILITY). Claiming that you “did not see an assignment/responsibility on the webpage and/or syllabus” is NOT a viable excuse and will NOT be accepted. Students are required to learn the basics of Desire 2 Learn ON THEIR OWN and/or with the assistance of other CSU resources available to them.

Other Basic Undergraduate Responsibilities

Please read the information found on this page--
http://a-s.clayton.edu/BasicUndergraduateStudentResponsibilities.htm

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not tolerated. While a variety of behaviors can be disruptive in an online classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.
A more detailed description of examples of disruptive behavior and appeal procedures is provided at:  http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm

**Incomplete Grades:** A grade of incomplete will only be granted in cases of dire hardships. Incomplete grades will only be granted by the approval of the department chair.

**Midterm Grade Statement:** Midterm grades will be posted before the deadline for withdrawal without academic penalty. They will be calculated by the average of each student’s graded work at that time.

**Academic Dishonesty:** Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/judicial/

**Plagiarism:** Plagiarism involves copying another person’s words or ideas without citing the source with appropriate documentation. Any student who plagiarizes fails the plagiarized assignment. A plagiarized paper is considered an incomplete assignment. Any student who plagiarizes will fail the course.

**Accommodations:** Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255 phone at 678-466-5445 or via e-mail at disabilityservices@mail.clayton.edu

**Computer Policy:** Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy. Student notebook computers will not be used in the classroom in this course. Computers will be required to access course materials and to communicate with your instructor. Refrain from surfing the net in class.

### Computer Skill Prerequisites

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<tr>
<th>Skill</th>
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<tr>
<td>Able to use the Windows™ operating system</td>
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<td>Able to use Microsoft Word™ word processing</td>
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<tr>
<td>Able to send and receive e-mail using Outlook™ or Outlook Express™</td>
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<td>Able to attach and retrieve attached files via email</td>
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<tr>
<td>Able to use a Web browser.</td>
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<td>Able to use Skype/instant messaging</td>
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<tr>
<td>Able to use Desire 2 Learn to participate in, and retrieve/submit information, for the course</td>
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### Software Requirements:

To properly access the course content you will need to download the following free software:

Copies: Always keep copies of all important work—including print copies of electronic files—until after you receive your final grade in the course. Your instructor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.

Surveys or Testing: From time to time, students in any educational institution may be asked to participate in surveys or testing whose primary purpose is to gather information relevant to measuring and increasing the quality of education. If your class is selected for such surveying or testing, your participation is required.

Questions or Concerns: If you have questions or concerns about your class, you must attempt to resolve those with your instructor as soon as possible.

Other Sources of Help

- The Library staff can help you locate information to use in your writing. Library resources are also available online at http://adminservices.clayton.edu/library/.
- The Center for Academic Success located on the lower floor of the Library, is available for help with writing or reading problems either on a drop-in basis or by referral from your instructor. Information about the CAS is available on the Internet at http://caa.clayton.edu.
- The Department of English homepage (http://a-s.clayton.edu/langlit/) contains links to information on the Regents’ Test and other useful materials such as the “mini-handbook” guide to the Clayton State University Writing Guidelines.
- The Office of Enrollment Services, reached in the Student Center, room 226, can direct you to sources of academic, career, and personal counseling, as well as to information about financial aid and student organizations and activities. The Internet address for this office is http://adminservices.clayton.edu/provost/enrollmentservices.htm.
- For concerns or questions about Disability Services, contact the office at disabilityservices@clayton.edu or the Disability Services Coordinator at (678) 466-5445.

Course materials may be made available alternative formats through consultation with this office.

- Writing Assistance
  The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.
  - http://a-s.clayton.edu/english/Writers%20Studio/index.html

- Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Midterm Progress Report:

There will be a mid-term grade reported for this course. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using
the Swan by mid-term. Instructions for withdrawing are provided at this link. The last day to withdraw without academic accountability is October 9, 2015.

Class Participation (10%)
The format for the class will be a combination of online/in class lecture and discussion, with an emphasis on a sharing of perspectives. This class is based on the educational premise that knowledge is constructed through an (inter)active process rather than absorbed passively. Class attendance, therefore, is critically important, and you are expected to be an active and informed participant in class discussions. In order to do this, all reading assignments must be completed. You are responsible for any assignments and announcements that are made. Students must keep up with the class and they are held responsible for any announcement and dialogue during the semester. Missing more than two days will have an impact on your grade. Also, please be courteous by being on time to class and refrain from packing up early before the time of the class is over. NO CELL PHONE OR LAPTOP USAGE IS PERMITTED IN CLASS. EACH TIME A STUDENT IS OBSERVED USING CELL PHONES AND LAPTOPS, FIVE POINTS IS DEDUCTED FROM THE GRADE. (In all, students should take responsibility for their education).

Overall Classroom Code of Conduct:

1) Have an open mind and remember that all human beings do not share the same experience and reality. This is perfectly alright because we should learn from each other in order to grow as human beings in a diverse and constantly evolving world. We are proud to be Americans but the history of the country is not without strife. In a collegiate setting, it is most productive to analyze this history in its totality and not romanticize or only view this history from one angle. That being said, “isms” have existed in the world. Denying this fact is counterproductive to our growth as humans.

2) Refrain from using abusive language.

3) Always use an appropriate greeting and salutation when corresponding with your professors via email or in person. Do not refer to Dr. Cochran with “Hey,” “Ms.,” or any other unprofessional language that is not appropriate for collegiate decorum. An email that begins with “Hey…..”, or without any proper and professional greeting, will not be answered. Make your college experience an appropriate part of your professional development.

4) No discussion of grades will be made in discussion and “notes” forums or via email. Correspond with Dr. Cochran via an appointment.

5) Be responsible for the quality of class discussions and dialogue. Remember to critique ideas and approaches and not individuals. Remember that we are simply exploring and learning. Do not monopolize the discussion. Do not become distracted and shy away from discussion because we are all interrelated. Therefore, actively listen and participate;

6) Do not approach Dr. Cochran and plead for a higher or specific grade because otherwise you will (a) lose your scholarship/financial aid, (b) be dismissed from school, (c) be kicked off the (fill in the blank) athletic team, (d) lose your "4.0 GPA", etc.

7) “My printer/computer is not working” will NOT be accepted as an excuse for missed work. I encourage students to make arrangements so that she/he is not submitting work and taking quizzes
directly before deadlines. DO NOT tell a professor that you did not do an assignment or put effort into his/her class because you were doing work for another class. This simply implies your overall effort and engagement in the course and your academic career. Have written assignments stapled so that you do not need to ask the professor to use a stapler during class.

8) Please give Dr. Cochran at LEAST (minimum) 48 hours for a return email.

9) Simply, always remain respectful of classmates and Dr. Cochran.

Reflective Inquiries and Poetry Introduction Intellectual Clusters/Critical Responses/Quizzes (15%)
During the semester you will be given an opportunity to improve your analytical and critical thinking skills. The topic and formats of these assignments will consist of a combination of the following: 1) Reflective Inquiries (Discussion Prompts) or Poetry Introductions, 2) critical responses and 3) quizzes. For response papers, the requirements are one typed double-space page, 10 or 12-point font, one-inch margins (one written page minimum for in-class response papers). Full credit will not be given for critical responses that do not meet the minimum length requirement or do not present a focused analysis of the topic. I will be looking for a thorough and thought-provoking analysis of the presented topic. Mere summary of readings, lectures or class discussions will not gain the student credit for responses.

Reflective Inquiries (in the form of two developed paragraphs) typed discussion questions will be required of all students. Students will compose a thought-provoking inquiry along with their own analysis/reflection and prepare to engage in class discussion. Poetry Introductions will allow students to introduce any poem from any era to the class. The introduction will include their analysis and will often be in the form of a critical response (one page + actual poem). The poem is the student’s choice and the objective of the assignment is to allow student to link the past to the present and have agency in doing so. These writing assignments will help you develop the analytical skills that you use in your everyday life. Papers will be “graded” in terms of completion; if you successfully complete the work on time and according to the requirements, you receive full credit. No make-ups or late papers will be accepted.

Mid-Term Examination (30%) and Final Examination (40%)
There will be one mid-term and one final examination on the dates noted in the syllabus.

Student Presentations (5%)
Students will present on a literary text and author at the end of the semester. Specific instructions will be provided closer to the time of the assignment.

Grading Scale
90-100% A
80-89% B
70-79% C
60-69% D
59 and Below F

Course Schedule

Week One
(Aug 18-20) Introduction to Course
Brief quiz on syllabus and orientation (OVER THE WEEKEND)
Critical Response (musician analysis) (August 20)
Class introductions via musician analysis

**Week Two**
(Aug 25-27)

Critical Response (Song Analysis) due Aug 25
Begin reading: (NA pgs. 3-6/8-10/ 24-28) ---to be analyzed next week.

**Week Three**
(Set 1-3)

Exploration, Contact, and Narratives of “America”
Lyrical Analysis Due Sept 1

Sept 3- Columbus (NA pgs. 3-6/8-10/ 24-28)
Critical Response/Reflective Inquiry over letters of Columbus (Due Sept 3).
Begin reading documents and writings of Smith and Jefferson so that you do not fall
behind…

**Week Four**
(Sept 8-10)
Read Smith on own
Sept 10- Jefferson
Quiz (Due over weekend)

**Week Five**
(Sept 15-17)
Indigenous Communities and Voices: Contact and Conflict
(NA and Allen/ Spiderwoman’s Granddaughters (selections)
Quiz (over weekend)
Reflective Inquiry (Submit to dropbox)

**Week Six**
(Sept 22-24)
Allen/Spiderwoman’s Granddaughters (selections)
Critical Response/Reflective Inquiry (Feb 19)

**Week Seven**
(Sept 29-Oct 1) Continued

**Week Eight**
(October 6-8) Midterm Examination

**Week Nine**

**Week Ten**
(October 20-22) Poetry exercise and analysis (Whitman/Dickinson, etc.)

**Week Eleven**
(October 27-29) Enslaved Voices and Narratives
Douglass
Film screening
Quiz over lecture and film (over weekend)
Begin reading Jacobs

Week Twelve
(November 3-5) Jacobs/Douglass

Week Thirteen
(November 10-12) Transcendentalism
Emerson/Thoreau/Fuller
Quiz
Critical Response/Reflective Inquiry
Women’s Movements and Literary Engagement and Contributions

Week Fourteen
(November 17-19) Women’s Movements and Literary Engagement and Contributions

Week Fifteen
(November 24-26) Student Presentations

Week Sixteen
(November 30-Dec 3) Student presentations

FINAL EXAM: Dec 8 (Tues) 10:15 AM - 12:15 PM