ENGLISH 2131--AMERICAN LITERATURE I

SYLLABUS

Instructor: Dr. Susan Copeland

CRN: 25451

Section: 90

On-Campus Meeting Dates/Times/Location: Midterm Exam Saturday, February 16th, 10 a.m.-11:15 a.m.; Final Saturday, April 27th, 10 a.m.-12 p.m. Both are in Clayton Hall T-112.

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Office: A&S 210G

Phone: 678-466-4744

Office Hours: MW 3:00-5 p.m., or by appt.

COURSE DESCRIPTION

Major works of American Literature from the late 16th century through the mid-19th century, including those outside the traditional canon. Pre-Requisites: ENGL 1102 (C).
COURSE TEXTS

The texts for this class are included in the *The Heath Anthology of American Literature*, Sixth Edition edited by Paul Lauter. They are volumes A and B. The Thomas Paine text is on the Web at http://www.gutenberg.org/ebooks/147.

PROGRAM LEARNING OUTCOMES

General Education outcomes:

The following links provide tabular descriptions of the communications outcome and the critical thinking outcome components (see ENGL 2122 in the tables):

- **Communications outcomes components**
- **Critical thinking outcomes components**

COURSE LEARNING OUTCOMES

- Course Outcome 1: Students will be able to analyze major early American writers/works and their representations of the human experience
- Course Outcome 2: Students will be able to interpret major writers/works of American Literature within a historical and social context
- Course Outcome 3: Students will be able to demonstrate knowledge of major literary movements, figures, and works in American Literature.

COURSE SCHEDULE

On the schedule below are readings from our text or the Web (with pages and Web sites in parentheses) listed at the beginning of the week for which you will be responsible for them through discussion activity and possible quizzes. Check this schedule regularly for alterations.

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1 – January 7</strong></td>
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<tr>
<td>Assignments: Course introduction, Self-introductions, and Podcast viewing</td>
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<tr>
<td>Self-introductions: Discussion Activity</td>
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<tr>
<td>Objectives:</td>
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</table>
1. Recall and interpret significant information on the syllabus
2. Describe the historical contexts of American literature from European history through the Renaissance.

<table>
<thead>
<tr>
<th>Week 2 -- January 14</th>
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<tbody>
<tr>
<td>Assignments: Zuni (24-37); Seneca (55-57); Yuchi (73); Native American poetry (107-115); de Montaigne (127-128); Painting image (128); Donne (129-130); Bacon (130)</td>
</tr>
</tbody>
</table>

Objectives:
1. Interpret literary passages
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

<table>
<thead>
<tr>
<th>Week 3 – January 21 (Discussion Tuesday through Friday) -- Author presentation choices due January 22nd.</th>
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</thead>
<tbody>
<tr>
<td>Assignments: Columbus (138-146); de Vaca (159-170); Hopi (222-225); de Laudonniere (234-236); Smith (276-287); Morton (321-331)</td>
</tr>
</tbody>
</table>

Objectives:
1. Interpret relevance of passages
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns.

<table>
<thead>
<tr>
<th>Week 4 – January 28</th>
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<tbody>
<tr>
<td>Assignments: Bradstreet poems (420-437); Primer (458-460)</td>
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</tbody>
</table>

Objectives:
1. Interpret literary passages
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

### Week 5 – February 4 – Quiz due

**Assignments:** Rowlandson (464-492); Sewall (522-529); Mather (533-538); Williams (559-567)

**Objectives:**
1. Recall assigned readings and relevance of passages.
2. Interpret literary passages
3. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

**Discussion activity**

### Week 6 – February 11

**Assignments:** Byrd (636-654); Edwards (690-701); Ashbridge (702-713); Franklin (840-849; 854-861)

**Objectives:**
1. Interpret literary passages.
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns
3. Identify passages from assigned readings
4. Demonstrate understanding of a given passage's significance to the theme or plot of a work overall
5. Write an essay evaluating readings with regard to themes that denote the time, class, ethnicity, etc., of writers and their concerns in light of history and literature since those writers wrote

**Discussion activity**

### Quiz

**Midterm exam**

**Discussion activity**
## Week 7 – February 18

**Assignments:** Thomas Paine  
[http://www.gutenberg.org/etext/147](http://www.gutenberg.org/etext/147)  

**Objectives:**  
1. Interpret literary passages  
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns  

<table>
<thead>
<tr>
<th>Discussion activity</th>
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</table>

## Week 8 – February 25 (March 1 is the last day to withdraw without academic penalty.)

**Assignments:** Wheatley (1299-1314); Rowson (1415-1427); Boudinot (1489-1497); Apess (1515-1519); Seattle (1504-1507)  

**Objectives:**  
1. Interpret literary passages  
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns  

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<tr>
<th>Discussion activity</th>
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</table>

## Week 9 – March 11

**Assignment:** Research  

**Objectives:**  
1. Interpret literary passages  
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns  

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<thead>
<tr>
<th>Research activity</th>
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</table>

## Week 10 – March 18 -- Paper topics due Monday, March 18

**Assignments:** Emerson (1746-1762); Thoreau (1862-1876); Thoreau (1877-1911); Fuller (1821-1843)  

**Objectives:**  

<table>
<thead>
<tr>
<th>Discussion activity</th>
<th>Discussion activity</th>
<th>Discussion activity</th>
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</thead>
<tbody>
<tr>
<td>1. Interpret literary passages</td>
<td>Discussion activity</td>
<td>Discussion activity</td>
</tr>
<tr>
<td>2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns</td>
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**Week 11 – March 25 – Quiz due**

Assignments: Child (2000-2013); Grimke (2238-2244); Truth (2250-2255); Stanton (2270-2271); Melville (2651-2677)

Objectives:

1. Recall assigned readings and interpret relevance of passages
2. Interpret literary passages
3. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

**Week 12—April 1**

Assignments: Douglass (2038-2101)

Objectives:

1. Interpret literary passages
2. Demonstrate understanding of connections between/among readings and concerns of the work's time as well as universal human concerns

**Week 13 – April 8 -- Papers due Thursday, April 11**

Assignments: Research papers

Objective:

1. Compose individual research papers that analyze one or more course readings through close readings, comparison/contrast, evaluation, and other
<table>
<thead>
<tr>
<th>Assignment: Whitman (3010-3054)</th>
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<tbody>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>1. Interpret literary passages.</td>
</tr>
<tr>
<td>2. Demonstrate understanding of connections between/among readings and concerns of the work’s time as well as universal human concerns</td>
</tr>
</tbody>
</table>

**Week 15 -- April 21**

<table>
<thead>
<tr>
<th>Assignment: Final Exam Saturday, April 27th, 10 a.m. – 12 p.m.</th>
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<tbody>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>1. Identify passages from assigned readings</td>
</tr>
<tr>
<td>2. Demonstrate understanding of a given passage's significance to the theme or plot of a work overall</td>
</tr>
<tr>
<td>3. Write an essay evaluating readings with regard to themes that denote the time, class, ethnicity, etc., of writers and their concerns in light of history and literature since those writers wrote</td>
</tr>
</tbody>
</table>

**REQUIREMENTS AND GRADING POLICY**

Your final grade will be determined by the following, all of which *must* be completed in order to complete the course:

- **Quizzes = 10 %**
- **PowerPoint presentations = 10 %**
- **Discussions = 20 %**
Mid-term exam = 20 %

Research paper = 20 %

Final exam = 20 %

QUIZZES

The three online quizzes will be graded on a 100-point scale and averaged with the percentage weights below at the end of the semester. The first quiz is the syllabus quiz, which counts 50% and is available January 7th at 12:30 a.m. and ends on the 13th at midnight. You will have one hour to complete it, but read the syllabus first carefully so that you are prepared for questions covering the variety of information on this document. The other two quizzes count 25%, and you should take them after you have read the materials for the week. The Week 5 quiz is available Sunday, February 3rd from 12:30 a.m. to Monday, February 4th at midnight, and the Week 11 quiz is available Sunday, March 10th, from 12:30 a.m. to Monday, March 11th, at midnight.

POWERPOINT PRESENTATION INSTRUCTIONS

For the class presentations, you should select one author from the syllabus with my permission; presentation subjects are "first-come, first-serve," so e-mail your first choice to me as soon as possible, but have a back-up author as well. You cannot use your presentation author in your research paper. The deadline for your selections is January 22nd.

At the beginning of the week in which we study your author, you will go to the PowerPoint discussion link on our course homepage and post a PowerPoint that must include graphics, source quotes, and the following essentials:

a) a biography of the author,

b) a list of the author's works,

c) the author's themes and/or innovations,
d) the historical contexts of how his or her work was received when published,

e) the author's legacy (how he or she is remembered today, and

f) a Works Cited slide of at least 4 sources, two from traditional texts and two from electronic sources. Make sure that these sources are quoted and punctuated properly and not plagiarized in the slides.

Presentations will be graded according to the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Excellent - 25</th>
<th>Good - 19</th>
<th>Marginal - 13</th>
<th>Unsatisfactory - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content includes all requirements and goes beyond them.</td>
<td>Content meets requirements and does not exceed them.</td>
<td>Content omits at least one requirement.</td>
<td>Content omits two or more requirements.</td>
</tr>
<tr>
<td>Coherence</td>
<td>Overall organization is superior, and transitions from slide to slide are clear.</td>
<td>Overall organization is adequate, and transitions from slide to slide are clear.</td>
<td>Overall organization is adequate, but transition from one slide to the next is confusing.</td>
<td>Content is disorganized with confusing transitions.</td>
</tr>
<tr>
<td>Quality of Slides</td>
<td>The graphics and layout are of superior quality, with no slides having too much text or elements that are superfluous.</td>
<td>The graphics and layout are adequate, but a slide or two has too many words/graphics.</td>
<td>The graphics are not adequate, and more the two slides overly wordy or of poor quality.</td>
<td>The graphics are confusing and hard to follow.</td>
</tr>
<tr>
<td>Writing, Spelling, and Grammar</td>
<td>Excellent</td>
<td>Good</td>
<td>Marginal</td>
<td>Unsatisfactory</td>
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<td>---------------------------------</td>
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<tr>
<td>No grammar and spelling errors.</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Rare grammar and spelling errors.</td>
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<tr>
<td>Multiple grammatical spelling and errors.</td>
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<tr>
<td>Writing is difficult to understand or unintelligible.</td>
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</table>

| Sources | The number of sources exceeds the minimum requirement, and they are from both electronic and traditional resources. | The number of sources meets the minimum requirement, and they are from both electronic and traditional resources. | The number of sources either does not meet the minimum, or they are not from both electronic and traditional resources. | The number of sources does not meet the minimum, and they are not from both electronic and traditional resources. |
DISCUSSIONS

Discussion questions for each week are openly displayed so that you can use them to help you interpret the readings. **Each weekly discussion will begin at 12:30 on Monday morning and close on Thursday night at midnight with the exception of the Martin Luther King Day week discussions, which will be from Tuesday through Friday.** Students should frequently participate in meaningful discussions over the discussion period by posting or reading content on a daily basis and according to the measures in the rubric below. That means at least one posting per day for a "Good" grade, though if those postings are poor in quality according to the rubric, they may be assessed as "Marginal" or "Unsatisfactory." No posting at all during a week will result in a 0 assessment.

Individuals' participation will be evaluated on the Friday following a discussion (Labor Day week is an exception, as noted above). Discussions will be rated according to the following rubric, which, with 12 discussions total, will add up to 100.8 if all scores are excellent (some days/weeks do not have discussions, e.g., Weeks 9 and 13):

<table>
<thead>
<tr>
<th></th>
<th>Excellent 8.4</th>
<th>Good 6.7</th>
<th>Marginal 5</th>
<th>Un satisfactory 3</th>
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<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Consistently responds to postings in a given 24-hour period; demonstrates good self-initiative</td>
<td>Responds to most postings within a 24-hour period</td>
<td>Occasionally responds to most postings; limited initiative</td>
<td>Does not respond to most postings; rarely participates freely</td>
</tr>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear &quot;hasty&quot;</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Consistently posts topics related to discussion topic;</td>
<td>Frequently posts topics that are related to</td>
<td>Occasionally posts off topic; most posts are short in</td>
<td>Posts topics which do not relate to the discussion content;</td>
</tr>
<tr>
<td>Expression Within the Post</td>
<td>Contributions to the Learning Community</td>
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<tr>
<td>cites additional references related to topic</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
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<tr>
<td>discussion content; prompts further discussion of topic</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
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<tr>
<td>length and offer no further insight into the topic</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
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<tr>
<td>makes short or irrelevant remarks</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
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INSTRUCTIONS FOR THE RESEARCH PAPER

Do not write an author’s biography; I know their biographies. Do not plagiarize. If you do, you will fail this class. Also, do not write on the same author on which you did your presentation.

1. Research paper topics are due by March 18th.
2. The final research paper, due April 11th, must be composed using the default margins (1") and standard type (Times New Roman or Arial 12) of MS Word. It must be 5-7 pages of text in MLA-style format plus a page or pages of Works Cited. The paper should actively use and cite at least five sources outside our text itself, including at least two Internet sites and two traditional or electronic texts/books/journals. Essays will be evaluated according to CSU Writing Guidelines.
3. Be sure that your Internet sources are authoritative sources; '.edu' and '.org' sites are usually authoritative. Wikipedia is not a reliable source.
4. Your particular choice of work(s) must be on the syllabus. Your possible subjects/treatments might be the historical context of a work, the cultural contexts of a work, how a work is structured (plot twists, images, etc.) to enhance a particular interpretation of the work, a comparative study of two
works, or a particular theme dealt with in two or three works (e.g., the relationship of men and women, the tension between the individual and society, racism or sexism in a work or works, the relevance of religion to man, similarities/differences among belief systems, the influence of war, or the placement of a work within its particular movement in American culture, to name a few.

Research papers will be graded according to the CSU Writing Guidelines:

**WRITING GUIDELINES**

**Content:** 35% of the paper grade

- Fulfillment of the assignment's content requirements.
- Clear, focused topic
- Demonstrated familiarity with the subject matter.
- Range and quality of knowledge.
- Depth of assimilation and understanding of the subject matter.
- Sufficient and suitable content to support and develop ideas.
- Awareness of audience

**Organization:** 30% of the paper grade.

- Clear introductory, body, and concluding paragraphs.
- Unity and coherence.
- Support for focused topic
- Transitions that move the reader from key point to key point.

**Mechanics, Grammar and Style:** 35% of the paper grade

- Format
- Punctuation
- Sentence Structure
- Grammar and Usage
• Competent use of standard English
• Style
• Diction

MIDTERM AND FINAL EXAMS

The exams will be composed of two parts, each worth 50% of the exam's grade:

Part I -- Passage identification: You will identify 5 passages from the works that we have read, name the title and author (if one is known), and describe the significance of the passage to the work overall. Each passage will count 10 points.

Part II -- You will be given a choice of topics on which to write and that represent themes, literary movements, or other aspects of the readings through the course of the semester. You will write a 2-page essay that will be graded according to the CSU Writing Guidelines. The essay counts 50 points.

EDUCATION STANDARDS

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

BASIC UNDERGRADUATE STUDENT RESPONSIBILITIES

The link below is to the Basic Undergraduate Student Responsibilities from Clayton State's online Academic Catalog: http://a-s.clayton.edu/BasicUndergraduateStudentResponsibilities.htm. Please familiarize yourself with these responsibilities as part of your contractual relationship with Clayton State University.
DISRUPTION OF THE LEARNING ENVIRONMENT

Please turn off all electronic devices (cell phone, beepers, etc.) while you are in the classroom! Please take all earphones/buds out while you are in class.

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a 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

UNIVERSITY ATTENDANCE POLICY

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Dr. Copeland's Late or Missed Work Policies

Late papers will not be accepted without a physician's, or equally serious, documentation. The same is true with regard to missed exams; they cannot be made up without an acceptable and documented reason for absence. Missed discussion activities cannot be made up.
ACADEMIC HONESTY

Plagiarism involves copying another person’s words or ideas without citing the source with appropriate documentation. A plagiarized paper is considered an incomplete assignment, and any student who plagiarizes fails this course. Any student who cheats on an exam also fails the exam and the course.

ACCOMMODATIONS

To obtain this document and all other course materials in an alternative format, contact Disability Services by telephone at 678-466-5445 or by e-mail at disabilityservices@clayton.edu.

MIDTERM GRADE STATEMENT

Midterm grades will be posted before the deadline for withdrawal without academic penalty; that deadline is included in the schedule below. Midterm grades will be calculated by the average of each student’s graded work at that time.

COMPUTER POLICY

All students at Clayton State are required to have access to a laptop computer and to use that computer actively in all courses for e-mail access, electronic submission of papers, and other uses.

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.