

## Collin College DigitalCommons@Collin

---

Fall 2018

2018

---

8-27-2018

# American Literature I

Susan Fajardo  
*Collin College*

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabifall2018](https://digitalcommons.collin.edu/english_syllabifall2018)

---

### Recommended Citation

Fajardo, Susan, "American Literature I" (2018). *Fall 2018*. 275.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/275](https://digitalcommons.collin.edu/english_syllabifall2018/275)

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

# Collin College Course Syllabus

Fall 2018

## Course Information

**Course Number:** ENGL 2327

**Course Title:** American Literature I

**Course Description:** A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**Course Credit Hours:** 3

Lecture Hours: 3

**Prerequisite:** ENGL 1302 or ENGL 2311

### Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
  2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Social Responsibility)
  3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
  4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
  5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Critical Thinking and Communication Skills)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw.

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

**Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

**Dual Students:** Students who qualify for high school 504 accommodations and wish to request accommodations through Collin College should handle accommodations in the following way: Contact the Collin College ACCESS office and follow their process. The student must then present the course accessibility letter to the instructor and point out which of the accommodations he/she wishes to invoke in the class.

- Students must go through Collin College's ACCESS office to have their accommodations verified.
- Students must self-identify that they wish to invoke an accommodation (present the letter to instructor).
- Students may then select which of the accommodations they want to invoke in the class.
- Students may decide during the course of the semester to invoke an accommodation they didn't invoke at the start of the semester.
- Students may not invoke accommodations retroactively. In other words, they cannot approach the instructor at mid-term and say they want to invoke their accommodation of having a reader for a test, and they want to re-take a previous test with a reader. The accommodation is in operation from the date they invoked the accommodation forward only.

## Instructor Information

**Instructor's Name:** Susan Fajardo, MA

**Office Number:** WHS, Room 123

**Office Hours:** Daily in library 12:45 – 1:15, Wednesdays 4:30 – 5:30 by appointment

**Phone Number:** 972-429-3100 x6330 (*always* Canvas message me in addition to calling)

**Email:** SFajardo@collin.edu

**Web:** CougarWeb and Canvas

## Class Information

**Section Number:** 2327.WY1

**Meeting Times:** MWF 11:50 AM -12:40 PM

**Meeting Location:** Wylie High School – Room 123

## Course Resources

*Textbook:*

*Norton Anthology of American Literature*, 9<sup>th</sup> Edition, Volumes A & B (Beginnings – 1865)

ISBN: 9780393264548

*Collin College's book seller is Barnes & Noble College. You may order your book online or at your nearest campus bookstore.*

*Outside Reading:*

- *The Other Wes Moore*, by Wes Moore  
ISBN: 978-0385528207

(Any format is fine: paperback, e-text, or audible book – even checked out from library)

## Supplies:

- Composition book or spiral, tablet, or laptop to take notes, make journal entries, etc.
- Regular and reliable computer access. **All major essays must be submitted to Canvas before class begins AND handed to me in print at the beginning of class on the due date.**

## Communication Expectations:

All communication for this course will be conducted through Canvas messaging. Do not email me at my Wylie ISD address. Responses to messages should be expected within 48 hours during weekdays; I will rarely respond on weekends.

**You *must* check your Canvas daily** – I recommend that you download the Canvas for your phone and make sure your notifications are set so that you do not miss class announcements, messages, and assignments.

## Attendance Policy:

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for all material covered on any missed class days. Five absences are allowed without penalty. Any subsequent absence will bring your grade in the class down by one letter grade (e.g. a C will become a D). **Any student who misses 20% or more of course days (8 absences) will receive an F in the course regardless of other grades.** I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me ahead of time about any scheduling conflicts. **Dealing with it after the fact is not an option.** Be prepared to provide written verification from a teacher or coach if necessary.

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** Students who plan to observe religious holidays that require absences from class should consult the current Collin College Student Handbook section on Religious Holidays for the correct process to follow.

### **Method of Evaluation:**

**To pass this course, students must meet ALL course requirements.**

Your final semester grade will be determined by the following grading system:

Précis & Response Papers – 25%	A = 90-100
Tests – 25%	B = 80-89
Analysis Essays – 40%	C = 70-79
Final Presentation– 10%	D = 60-69
	F = 0-59

Essay final drafts are scored holistically; the rubric will always include the following elements:

- Content (clear, interesting thesis, well-supported discussion, meaningful/insightful connections)
- Organization (clear introduction, orderly development, smooth transitions, thematic conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Mechanics (usage, punctuation, spelling)
- Format (based on MLA style guide)

All assigned essays in this class must follow MLA formatting guidelines. Please use a reliable citation generator for source citations OR consult the MLA Handbook. Ignorance of MLA is not an excuse for incorrect formatting and citations. The internet provides MLA formatting information on multiple sites. **Please note that in this class Times New Roman is the only acceptable font.**

All response paper and essay assignments prompts will be available on Canvas and must be submitted through Canvas before class begins on the due date. You must also provide a printed copy of essays at the beginning of class on the due date (but not response papers). An absence on the due date does not absolve you of responsibility for your work. It must be submitted **online ON TIME** and handed to me when you next come to class. The online-submitted and printed copies of your work should be identical.

### **Plagiarism Policy:**

Please review the plagiarism policy laid out in the *Collin Student Handbook*. If you turn in work that I suspect reflects academic dishonesty such as cheating or collusion, or plagiarism, I will refer you and the work in question to the Dean of Students. You will not receive a grade on the work until your situation is resolved with the Dean of Students' office. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. In addition, you will receive an academic penalty determined by me, depending on the severity of the offense. **Typically the penalty for plagiarism is an F on the assignment.**

The burden is on you to avoid plagiarized content. Ignorance is not an excuse. **If you have a question about citation or you just want to make sure you are on the right track, please discuss your concerns with me BEFORE the paper is due.**

### **Late Work Policy:**

**I do not accept late work.** If you must miss class on the due date, your work is still due; please submit it through Canvas. If a hard copy is required, you may either send it with a friend or bring it yourself later ONLY IF YOU HAVE SUBMITTED IT THROUGH CANVAS NO LATER THAN THE START OF CLASS ON THE DUE DATE. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply.

**In the event of bad weather and/or school closings, refer to Canvas for assignments and announcements.**

## Fall 2018

I cannot emphasize strongly enough the importance of **reading the assigned material**. It is impossible to study and appreciate literature with which you are unfamiliar. Expect periodic reading quizzes over the material in addition to scheduled response papers. **Please bring the appropriate volume of your text each time we meet.**

Class discussion makes up a large part of the course; all students are expected to come to class prepared to discuss the assigned texts. All readings, response papers, and essays are **due on the day listed**. Each assigned reading section includes a brief introduction of 1-2 pages in the textbook. You are expected to read these introductions before you begin the assigned readings.

	Monday	Wednesday	Friday
<b>Week 1</b> 8/27 – 8/31 Colliding Worlds	<b>Course Introduction</b> Discuss Syllabus, Close Reading, Literary Studies <b>Please finish <i>The Other Wes Moore</i></b> <b>no later than 11/28</b>	From the Winnebago Trickster Cycle: 43-46 “Old Man Potchikoo” -- Louise Erdrich (PDF) <b>Response Paper 1</b>	Columbus, Letters: 59-66 de las Casas, “Destruction of the Indies”: 68-71
<b>Week 2</b> 9/3 – 7 Colliding Worlds	<b>Labor Day (No Class Meeting)</b>	Cabeza de Vaca, “The Relation”: 73-79 From <i>The Moor’s Account</i> , Lalami (PDF) <b>Response Paper 2</b>	Smith, “Virginia, New England, and the Summer Isles,” 113-122
<b>Week 3</b> 9/10 –14 Colliding Worlds	Bradford, “Of Plymouth Plantation”: Ch. IX 141-144, Ch. XI & XII 149-154 From <i>The Wordy Shipmates</i> , Vowell (PDF) <b>Response Paper 3</b>	from <i>The Bay Psalm Book</i> : 199- 202, plus corresponding Psalms	Bradstreet, selected poems: 236- 242 Taylor, “Upon Wedlock, and the Death of Children”: 306  <b>Précis, Analytical Response 1</b>
<b>Week 4</b> 9/17 –21 Colliding Worlds	Writing Center Visit Rowlandson, “A Narrative of the Captivity and Restoration”: 269- 287	Rowlandson “A Narrative of the Captivity and Restoration”: 288-301 <b>Response Paper 4</b>	<b>TEST: Colliding Worlds</b> Please bring your text.
<b>Week 5</b> 9/24 –28 Enlightenment Ideals	Franklin, Intro: 439-442 “The Way to Wealth”: 442-448 “Rules by Which a Great Empire May Be Reduced”: 451-456 “Concerning the Savages”: 462- 467	Adams, Letters: 666–680 Paine, from <i>Common Sense</i> : 682- 689  <b>Précis, Analytical Response 2</b>	Jefferson, from <i>The Declaration of Independence</i> : 704-710 Hamilton, <i>The Federalist (No. 1)</i> : 723-726
<b>Week 6</b> 10/1-5 Enlightenment Ideals	Murray, “On the Equality of the Sexes”: 772-779 Wheatley, selected poems 789- 799 <b>Response Paper 5</b>	<b>TEST: Enlightenment Ideals</b> Please bring your text.	<b>Class meets online--</b> Intro to American Fiction ( <i>Note, use the blue text for the remainder of the semester</i> ) <u><a href="#">Essay 1 Assignment posted</a></u>
<b>Week 7</b> 10/8-12 Early Fiction	<b>Class meets online --</b> Irving, “Rip Van Winkle” 29-41 Canvas discussion	Irving, “Rip Van Winkle” & “The Legend of Sleepy Hollow”: 41-61	Sedgwick, from <i>Hope Leslie</i> : 88- 102 <b>Response Paper 6</b>

<b>Week 8</b> <b>10/15 - 19</b> Transcendentalism	Emerson, "Nature": 181-210	Emerson, "Self-Reliance": 236-254  <b>Précis, Analytical Response 3</b>	Thoreau, <i>Walden</i> Ch 1-4: 970-1037  <b>Note: Last day to withdraw</b>
<b>Week 9</b> <b>10/22 -26</b> Transcendentalism	Thoreau, <i>Walden</i> Ch 5-12: 1037-1093	Thoreau, <i>Walden</i> Ch 13-18: 1093-1144  <b>Response Paper 7</b>	Jacobs, from <i>Incidents in the Life of a Slave Girl</i> : 910-931  <b>Essay 1 due</b>
<b>Week 10</b> <b>10/29-11/2</b> Romanticism	Douglass, <i>Narrative of the Life</i> : 1171-1224 Essay 2 assigned	Read provided PDF texts <b>Lecture &amp; Class Discussion</b> "This is America"	Whitman, "Song of Myself": 1312-1356 – <i>selected sections</i>
<b>Week 11</b> <b>11/5- 9</b> Romanticism	Continue Whitman  <b>Précis, Analytical Response 4</b>	Dickinson, "112, 202, 225, 236, 260, 269, 320, 340, 347, 348, 355, 359, 372, 407, 409": 1658-1673	Dickinson, "479, 519, 576, 591, 598, 620, 764, 1096, 1263, 1773": 1676-1692 <b>Response Paper 8</b>
<b>Week 12</b> <b>11/12-16</b> Romanticism	Hawthorne, "Young Goodman Brown": 345-354 "The Minister's Black Veil": 368-377	Poe, "The Masque of the Red Death," "The Tell-Tale Heart," and "The Cask of Amontillado": 663-670, 696-701	<b>Lecture &amp; Class Discussion:</b> Dark Romanticism in American Fiction <b>Response Paper 9</b>
<b>Week 13</b> <b>11/19 -23</b>	Class meets online Please work on Essay 2	<b>Thanksgiving Holiday</b>	<b>Thanksgiving Holiday</b>
<b>Week 14</b> <b>11/26-11/30</b> Romanticism	Melville, "Bartleby, the Scrivener": 1469-1495	<b>Lecture and Final Presentation Assignment:</b> American Literature – Microscope and Mirror <b>Essay 2 due</b>	Class meets online – Work on presentation
<b>Week 15</b> <b>12/3-7</b>	Final Presentations	Final Presentations	Class meets online <b>Response Paper 10</b>
<b>Finals Week</b> <b>12/10 -14</b>	Final Presentations	<b>Final Presentations</b> <b>Last class meeting</b>	