



ENGL 2327-101CL
American Literature I
Fall 2021
MW 8-9:20 a.m., LRC 257

Instructor Information: Dr. Brian Anderson

Email: "David Anderson (Instructor)" in Blackboard Messages tool, or
banderson@com.edu

Telephone: 409-933-8186 (office)

Student hours and location (office hours): M-TH 9:30-11:30 a.m., LRC Suite B
Other times and virtual by appointment.

Required Textbook: *The Norton Anthology of American Literature, Beginnings to 1865*, Shorter Ninth Edition

Additional notes on textbook: You may be able to use an older or different edition of the text, but you will have to find page numbers on your own. I will also make public-domain copies of the readings available, since much of the material in the course is no longer under copyright, but the public-domain texts are often unedited and more challenging to read.

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.

Prerequisite: ENGL 1301 with a grade of "C" or better

Course Requirements/Major Assignments

Besides the assignments as described below, class activities and teaching tools may include presentations, videos, and supplemental readings. Students are expected to read and review all material assigned.

Critical Essays

For critical-essay assignments, students will complete literary papers (4-8 pages) focused on a work or author read this semester (possible topics will be distributed with the assignment) and based on a specific critical approach. Papers should be formatted according to MLA (or APA) guidelines and should include a Works Cited list of appropriate resources and research. Separate instructions for each essay assignment will be distributed separately. You will also do informal writing assignments (journals) on the readings and on your essay topics to help you prepare for the more formal papers.

Midterm Exam

The midterm exam will be a written exam (short-essay and/or essay) for which you will be able to use your notes and text.

Creative Project

Students will design and **present** a creative project based on topic related to American literature. Collaboration on the creative projects, depending on the topic, may be allowed. Details for this assignment as well as a list of topics will be distributed in class. You will be asked to submit your selected topic ahead of time. Additional assistance and ideas for this project will be available on Blackboard. Students will be graded on the quality, creativity, and preparation of their project and presentation.

Final Exam

The final exam may consist of a mix of multiple-choice, short-answer, and short-essay questions to assess your knowledge of the readings, the contextual material and discussions, lecture notes, and other ideas. The test will cover the entire semester. You will not be allowed to use your notes on this exam.

Although I will give you some review information for the exam, it does not only involve recalling memorized ideas. The exam involves some critical thinking about the questions and concepts learned in the class, so that you will have to think about what you have already read. The students who do the best on this exam have kept up with the readings in the class, engaged in the classroom discussions, and kept notes as suggested.

Quizzes and Minor Assignments

Quizzes may be given on the reading assignments during class. Quizzes may be open-ended or may consist of objective questions. Some quizzes and reading discussions may be administered through Blackboard. I may also count group-discussion sheets or oral responses as quiz grades or minor-assignment grades, although group work always impacts a student's professionalism grade as well.

Professionalism Grade

A student's professionalism grade is based on attendance and participation, including contribution to class discussions, group work, completion of minor assignments, and related activities. Participation points will be given for substantive classroom contributions and completion of in-class assignments (which may also count as separate quiz grades). Participation points may be deducted for missing class, engaging in disruptive or unethical behavior, or not completing reading or in-class assignments. A student will be awarded a final professionalism grade reflecting his or her overall attendance and participation as evaluated by the instructor (see separate rubric). Students engaged in disruptive or unprofessional behavior may also be asked to leave the class or referred to the appropriate student supervisors, as stated in college policy.

A caveat regarding professionalism: I do not penalize students for being shy or introverted. Quality of participation is valued more highly than quantity.

Student Journals

Students will write journal entries based on assigned topics designed to reflect and build on class discussions. In most cases, you will be asked to write journals at home and bring them to the next class period. (Due dates will not always be noted on syllabus, but they will be announced in class.) These will be collected in class. Journal entries should be at least one page (double-spaced) and should be printed from a computer and formatted according to MLA guidelines. If you have trouble printing, you may email me the journal before class. Journals will be graded on quality of thought and sincerity of effort. While grammar and punctuation are not stressed on journals, attention to these matters will improve readability and clarity. Points will be deducted for journals that are late or otherwise incomplete. I will not accept journals that are written in class on the day they are due.

Course Assignments and Grading/Methods of Evaluation

Journal Assignments/Online Work	100 points (average)
Quizzes/Minor Assignments	50 points (average)
Professionalism/Participation	100 points
First Essay (Essay 1)	100 points
Critical Research Essay (Essay 2)	150 points
Midterm Exam	50 points
Final Exam	100 points
Creative Project	50 points
Total:	700 points

Grading scale: Grading scale: 630-700 = A

560-629 = B

490-559 = C

420-489 = D

419 and below = F

Notes: There may be some adjustment of point distributions, values, or assignments as needed to correct for errors or changes in assignments/schedules. Any extra-credit points will be added as raw points.

Blackboard “My Grades”: Running point totals and current grades will be posted on Blackboard. Remember that the Blackboard grade display may be incomplete at any given time and is simply for your convenience (not a substitute for the instructor’s official records). Certain assignment points, like extra credit, may not be posted until the end of the semester. You are responsible for keeping track of your progress in the class. Your final grades will be made available through WebAdvisor at the end of the semester. The Blackboard total at the end of the semester is considered official.

Extra Credit

Extra credit may be offered for attending certain presentations, lectures, plays, and other performances outside of class. These will be announced as the opportunities arise. Extra credit may also be given for completing the bonus discussions and other class activities as announced. Some extra-credit opportunities (for help with a particular task, for instance) may be offered on a first-come basis. Additionally, I will usually award extra-credit points (1-3 points) to any student who brings an error in classroom instructions or documents (including typos) to my attention. Individual extra credit will *not* be offered as a way of remediating grade deficiencies at the end of the semester.

Symposium

The GCIC Academic Symposium: COM’s GCIC Academic Symposium is an opportunity for students to showcase their best academic/course/program-related and creative projects. To learn more about this spring event, visit: <https://www.com.edu/symposium/>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This year, the symposium is Friday, April 1, 2022. The abstract submission deadline is Friday, Feb. 25, 2022, at 11:59pm. Please see me if you are interested in developing and submitting an abstract based on work completed for this class (for extra credit).

Late Work, Make-Up, and Extra-Credit Policies

Late Work/Make-up Policy: Students are expected to turn work in on time. If a student cannot attend class for some reason, he or she should make other arrangements to turn in

assignments on time. Late work (such as journals) will only be accepted for a valid reason and will be penalized 20% per business day. Normally, in-class assignments cannot be made up, since they are partly designed to encourage your attendance and active learning. However, the lowest formal quiz grade may be dropped (depending on number of quizzes given). Make-up exams and quizzes will only be given with prior permission of the instructor, and documentation may be required for emergencies or school-related absence if a student requests a make-up. Please plan accordingly and contact me ahead of time if you know you have a situation. (Please do not attend class if you do not feel well; see COVID procedures below.)

Extra Credit: See above.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Communication for this class may also take place through Blackboard messaging, which is connected to COM email.)

Student Learner Outcomes and Core Objectives

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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.	Social Responsibility	Critical essay assignments; final exam
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Personal Responsibility	Critical essay assignments; journals; discussions
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.		Critical essay assignments; final exam

4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.		Critical essay assignments
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Critical Thinking	Critical essay assignments

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams -- is an extremely serious offense and will result in a **grade of zero** on that exam, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism: Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website and pasting it into your paper, or using someone else’s words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action and remediation.

The plagiarism and academic-dishonesty policy applies to all written work submitted for this class, including tests, journals, quizzes, online forums, and essays. If you use anything from another source, you must document properly using MLA standards. Making up quotes or falsifying information will also be construed as academic dishonesty. Reusing your own assignments from an earlier class or this class (except for your own discussion posts) is also not allowed; please ask me if you need guidance on this.

Please note that not all papers will necessarily be checked for plagiarism; the decision to check a particular paper for possible plagiarism is made based on my professional judgment and expertise, in part garnered from years of grading student papers.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dean of Academic Programs Rocky Barney at rbarney@com.edu or 409-933-8727.

Additional Course Policies and Procedures:

1. **Attendance policy:** Regular attendance is expected and counts toward the student's professionalism grade. If you cannot attend class because of some emergency, you should call or email me as soon as possible before class (this does not excuse the absence; it just lets me know you will be missing). You should also arrange to obtain any missed notes or assignment instructions from another student or from me during office hours, and you should seek out available online materials.

Please note that I do not normally drop students based on lack of attendance, although this is done automatically for those who do not attend class or participate before Census Day. After that time, students are responsible for withdrawing themselves and for managing their own schedule and how they might be affected by the six-drop rule. See withdrawal policy below.

2. **Caveat on Grading.** The instructor reserves the right to make subjective decisions on student grades and assessment based on his own expertise and judgment in the subject matter. The instructor also reserves the right to assign a final grade based on a student's overall mastery of the material and improvement over the course of the semester.
3. **Syllabus Changes.** The instructor reserves the right to change the syllabus and/or schedule as needed. Readings may also be added, but no major assignments will be added unless needed due to a weather emergency or other outside circumstances. You will be duly notified of any such changes.
4. **Blackboard.** Even though this is not an online course, students are expected to be familiar (or become familiar) with the technology and software they must use for this course, including the Blackboard Learning System. Some assignments and learning materials will be released on Blackboard. Let me know if you need assistance.
5. **Classroom Conduct Policy:** College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line [Student Handbook](#) (and in college policy). Any breaches of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class or from campus.

In addition to explicitly stated policies, the instructor expects that students will observe rules of common courtesy and will conduct themselves in a way that is befitting of college students and conducive to creating a serious and professional learning environment.

All policies and procedures are designed to encourage fairness, facilitate professional interaction, and improve student success. I have put these policies and procedures into place over the years because I have seen what works and what does not work.

Please also note that this document does not cover every eventuality or possible circumstance in a class. Just because something is not covered here doesn't mean it is or is not "allowed." In addition to college policies and procedures, we also follow the common rules of society and many other unwritten rules specific to our educational situation. Please talk to me if you have any questions or doubts about anything.

COURSE CALENDAR

Tentative Class Schedule and Reading Assignments

Note: As defined in the catalog, this is a "reading-intensive" course. Focus will be on reading and analyzing the texts, and your completion of the reading assignments is critical for the success of the class. **You should read the assignment for each date before coming to class on that date.** Additional readings (such as critical articles) may also be announced or distributed in class.

No readings are optional unless indicated. Page numbers (from 9th edition) are provided for your convenience; please look in the index if you cannot find something or if page numbers seem incorrect. Don't just skip it if you can't find it. Read the author introductions whenever possible.

Some outside video assignments ("flipped" assignments) are listed here, but others will be announced in class. Journal assignments and other minor assignments will also be announced in class; not all deadlines are listed here.

8/23 Course Introduction and Syllabus
 Classmate Introductions and Overview

8/25 More on Syllabus and Policies
 American Foundations Discussion
 Why Study Literature?
 Journal 1 Assigned

8/30 Review Journal 1
 Icebreaker activity

Part 1: Beginnings to 1820: The Foundation of a National Identity

9/1 Read: **Period Introduction**, pp. 3-28
 Iroquois Creation story, pp. 31-35
 Genesis Chapters 1-3 (on Blackboard)

9/6 Labor Day (holiday)

- 9/8 **Early Explorers and Native Encounters**
 Columbus, pp. 44-53
 Native American Oral Literature and trickster tales, pp. 35-44
 Flipped assignment: View Columbus documentary, via Blackboard
 Response Essay assigned
 Note: Sept. 8 is Census Day. Students who have not attended at all up to this date may be dropped from the class.
- 9/13 **Settlers**
 John Smith, pp. 53-69
- 9/15 John Smith and the Pocahontas legend, continued
 Additional readings distributed.
 Flipped assignment: View Jamestown documentary, via Blackboard
- 9/20 **Puritans and Pilgrims**
 Bradford, "Of Plymouth Plantation," pp. 69-91
- 9/22 Winthrop, "A Model of Christian Charity," pp. 92-104
- 9/27 Anne Bradstreet, biography, pp. 112-13
 "The Author to Her Book," pp. 122-23
 "Before the Birth of One of Her Children," pp. 123-24
 "To My Dear and Loving Husband," p. 124
 "A Letter to Her Husband," pp. 124-25
 "In Memory of My Dear Grandchild Elizabeth Bradstreet, Who Deceased August, 1665" p. 125
 "Here Follows Some Verses Upon the Burning of Our House," pp. 125-27
- 9/29 **Introduction to Salem Witch Trials**
 Cotton Mather, pp. 159-65
 Instructor-distributed readings on Salem.
 In class: Salem documentary
- 10/4 **Native American Captivity Narrative**
 Rowlandson, pp. 130-51
 Occom, "A Sermon at the Execution of Moses Paul, an Indian," pp. 292-93
 Freneau, "The Indian Burying Ground," pp. 418-19
- 10/6 Franklin, intro., pp. 204-207
 "The Way to Wealth," pp. 208-14
 "Remarks Concerning the Savages," pp. 216-20
 From *Autobiography*, pp. 224-39 (ending with "...than I had intended.")

- 10/11 Paine, from *Common Sense* and *The Crisis* pp. 337-50
Response Essay (Essay 1) due
 Critical Research (Essay 2) assigned
- 10/13 Jefferson, intro. and "Declaration," pp. 352-60
 From *The Federalist*, pp. 362-70
 Flipped assignment: View documentary on Jefferson (segments assigned)
 Wheatley, "On Being Brought from Africa," p. 422
- 10/18 **Midterm Exam**

Part 2: American Romanticism and Realism (1820-1865)

- 10/20 American Gothic Imagination
 Brown, intro. and from "Memoirs of Carwin," pages to be announced
- 10/25 Period Introduction, pp. 489-510
 Irving, intro., pp. 511-15; "Rip Van Winkle," pp. 515-27
 "Legend of Sleepy Hollow" (distributed)
- 10/27 Emerson, intro., pp. 550-53
 From *Nature*, pp. 554-70
 "Self-Reliance," pp. 596-613
 Flipped assignment: View video on Emerson and Transcendentalists
- 11/1 Thoreau, intro., pp. 950-52
 Thoreau, from *Walden*, pp. 920-62
- 11/3 From *Walden*, pp. 962-77
- 11/8 **Hawthorne and Salem revisited**
 Hawthorne, intro., pp. 651-55
 "Young Goodman Brown," pp. 668-77
 "May-Pole of Merry Mount," pp. 678-85
- 11/10 Poe, intro., pp. 731-35
 "The Raven," pp. 735-39
 "Philosophy of Composition," pp. 790-94
 "The Tell-Tale Heart," pp. 762-66
- 11/15 "The Fall of the House of Usher," pp. 749-62
- 11/17 "The Black Cat," pp. 766-72

- “Ligeia,” pp. 739-49
- 11/22 **Slave Narratives**
 Douglass, intro., pp. 996-1000
 from *Narrative of the Life*, pp. 1008-31
- 11/24 Jacobs, intro. and from *Incidents in the Life of a Slave Girl*, pp. 878-89
 Thanksgiving holidays, Nov. 25-28
Creative Projects presentations (early bird bonus)
- 11/29 Walt Whitman, intro., pp. 1070-73
 “When I Heard the Learn’d Astronomer,” p. 1144
 “Beat! Beat! Drums!” p. 1145
 “The Wound-Dresser,” pp. 1146-48
 “When Lilacs Last in the Dooryard Bloom’d,” pp. 1148-54
 Selections from *Song of Myself*, in class
- 12/1 **Melville**
 Melville, intro., pp. 1154-57
 “Bartleby, the Scriver,” pp. 1157-83
Critical Research Essay due
Creative Project Presentations (early for extra credit, round 2)
- 12/6 Melville, *Moby Dick*, excerpts, pages distributed
Creative Project presentations (final day)
- 12/8 **Final Exam**

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered

through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.