

English 2327: Early American Literature

CRN# 22937 T/TH 8:30-10:00 pm
Northline Campus RM 210

Instructor: Jennifer Datray

Office: 4400 W 18th St. Houston, TX 77092

Phone #: 713-556-6823

Office Hours: By Appointment Only

E-mail: jdatray@houstonisd.org jennydatray@yahoo.com

CourseDescription:

ENGL 2327 is a “critical study of major American writers from the colonial period to 1865. This course requires substantial reading, writing, and research. Students may take ENGL 2327 and ENGL 2328 in any order. Core Curriculum course.” Prerequisite: ENGL 1302

Purpose of the Course:

To encourage students’ appreciation of American Literature by enhancing the understanding of its diversity, continuity, and position within American history and culture. Students will use a variety of mediums such as web, video, and print materials to supplement their understanding of the readings.

Student Learning Outcome:

- Explain and illustrate stylistic characteristics of representative works of major American writers from the colonial period to 1865.
- Connect representative works of major American writers from the colonial period to 1865 to human and individual values in historical and social contexts.
- Demonstrate knowledge of various works of major American writers from the colonial period to 1865.
- Analyze critical texts relating to the works of major American writers from the colonial period to 1865.
- Critique and interpret representative literary works of major American writers from the colonial period to 1865.

Learning Objectives

- Explain and illustrate stylistic characteristics of representative works of major American writers from the colonial period to 1865.
- Connect representative works of major American writers from the colonial period to 1865 to human and individual values in historical and social contexts.
- Demonstrate knowledge of various works of major American writers from the colonial period to 1865.
- Analyze critical texts relating to the works of major American writers from the colonial period to 1865.
- Critique and interpret representative literary works of major American writers from the colonial period to 1865.

Core Curriculum Statement

- Explain and illustrate stylistic characteristics of representative works of major American writers from the colonial period to 1865.
- Connect representative works of major American writers from the colonial period to 1865 to human and individual values in historical and social contexts.
- Demonstrate knowledge of various works of major American writers from the colonial period to 1865.
- Analyze critical texts relating to the works of major American writers from the colonial period to 1865.
- Critique and interpret representative literary works of major American writers from the colonial period to 1865

Textbooks

Baym, Nina, Ed. *The Norton Anthology of American Literature* (Volumes A & B), 8th edition. New York: W.W. Norton & Company, 2012. ("NA")

An appropriate MLA Handbook

A collegiate dictionary

Teaching Methodology

This course is not a chronological exploration of early American literature. It is a thematic exploration with an emphasis on how classic American literature affects/reflects/deepens our understanding of contemporary American society. As such, we will not only be exploring classic literature, we will also be looking at modern literature in correlation. We will be reading fiction, poetry, literary nonfiction, and dealing with expository writing. Classes are not lecture-based and work via collaborative grouping and facilitated learning.

Students are expected to complete a number of writing assignments, both in-class and outside-of-class in the form of short answer responses, mini-essays, and culminating in a full-length research essay due as the final exam. Students will need to research on their own time.

Scholastic Dishonesty: According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes **cheating on a test, plagiarism, and collusion:**

cheating on a test-- copying from someone else's paper or using unauthorized materials during a test;

plagiarism—using another person's words, information, or ideas in your own written work without appropriate acknowledgement (and quotation marks when exact words are used);

collusion—"unauthorized collaboration" (35).

Please note the possible consequences of such dishonesty, as stated in the *Student Handbook*: "Possible punishments for academic dishonesty may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college System" (35).

"Any student with a documented disability (e.g. physical, learning, psychiatric, developmental, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the DSS Office. Dr. Roman Alvarez is the Northeast College's DSS Counselor. His telephone number is (713) 718-8420."

NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/ counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

Class Practices and Procedures

1. **Attendance:** College policy stipulates that any student who misses more than 12.5 % of instruction (6 class hours = 4 sessions) may be subject to **administrative withdrawal**. Attendance and on time arrival to class are absolutely essential to your success in this class.
2. **Assignments:** Failure to attend one class does not excuse a student from preparing for the following class. You are expected to complete all out-of-class assignments **prior** to attending class.
3. **Late Work/ Make –up work:** All out of class papers are due on the date designated. I reserve the right not to accept late work. All out-of-class essays must be submitted directly to turnitin.com. **No paper copies will be accepted.** The class ID for this course is: 5379973 and the enrollment password is: datray2327. Please enroll using your official first and last name.

There will be no make up of in-class activities. There will be no make-up of the Mid-term and/or Final Examinations unless you make prior arrangements with me with a valid excuse for your absence.

4. **HCC Tutoring:** Free tutoring is available at the Northline and Pinemont Campuses. Tutors are available during day and night and on the weekends. Check for full hours of operation.
5. **HCCS On Line Tutoring:** There is also an on-line tutoring service available at www.askonline.net. Students can now access tutoring help 24/7 for writing assigned in any class, not just in English classes.

Drafts seen by tutors are clearly marked; if submitted with papers, these prove that tutors have looked at the paper. Looking at these tutor reviewed drafts also allows teachers to see exactly what kind of help students are getting. **CHAT** and **DISCUSS** transcripts can be printed as proof of use.

HCCS On-line Tutoring has three components, all of which are available to every HCC student. **ASK** has two sub-components: **paper submission** and **live tutors**.

1. Students **e-mail any paper**, not just those assigned for English classes, and HCC tutors will pinpoint problem areas in organization, following directions, formatting, citing sources, and grammar; offer suggestions for correcting those problems; suggest links to other on-line resources; and guide students through the revision process. Papers will not be corrected or edited. They will be annotated because teachers need to evaluate student work, not tutor work. We hope to have a 24-hour turn-around on all papers submitted.

2. From **5:00 pm to 9:00 pm every day**, a real, live HCC English faculty person will be live on-line to answer questions. Papers will not be read, but questions about understanding assignments, formatting papers, and other related questions will be answered. This component allows students to make sure that they are starting their work well.

CHAT is an exciting feature. Real, live teachers will host 2-hour scheduled, focused chats on a regular basis. Some of the topics already on tap include understanding research methods, documenting sources, finding and fixing one's own grammar problems, critical reading, and the difference between an analysis and a book report. A bi-weekly schedule will be posted on the **splash page** (what you see when you open **Askonline / HCCS**) and on **HCC News**.

DISCUSS is the third component, and it has great potential for all students, especially non-native speakers of English. Students e-mail a question, a tutor answers it, and students check back to see the answers. All questions are threaded, so students can see what others have asked and increase their knowledge. We anticipate that this feature will be used for vocabulary questions, cultural context questions, questions about idiomatic expressions used in readings and class discussions, identification of people and places mentioned in classes and myriad other areas.

6. **Withdrawal:** The final date for student withdrawals is November 2, 2012. If you drop the course, you must complete the necessary forms with the Registration personnel prior to this date. If you do not complete the withdrawal form and do not complete the required work in this class, you will receive an "F" for the course. HCCS instructors are no longer allowed to give students a grade of "W" at the end of the semester. The only way your grade will appear as a "W" on your course record is if the withdrawal form is submitted prior to the deadline, November 2, 2012.
7. **Participation:** Your level of participation in class discussions and evidence of your preparation for these discussions are very important to your final grade and to enhancing your ability to analyze literary works. Juvenile, rude, or disruptive behavior is inexcusable.

COURSE GRADING SCALE

Out-of-Class Essays	20%
In-Class Essay (Mid-Term)	15%
In-Class Discussion/ SARs	15%
Final Research Paper	50%

Grading Scale:

- A= 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- F= <60

Weekly Calendar of Activities and Assignments

(Assignments are listed on the date due. I may make changes to these assignments)

Week One: (August 28, 30)

T: Introduction to the Course; Diagnostic SAR; First assignment discussion

TH: Review of Rhetorical/Literary Strategies; Read: Handouts

Week Two: (Sept. 4, 6)

T: Native American Identity; Read: NA ps. 21-34, 442-448 and 453-455

TH: Native American Identity Continued; Read: Handouts; Bring Prepared Info on Tribes

Week Three: (Sept. 11, 13)

T: The Spanish Connection; Read: NA ps. 38-42, 43-59

TH: The Spanish Connection Continued; Read: Handouts; Bring Prepared Photo/Collage

Week Four: (Sept. 18, 20)

T: Pilgrims; Read: NA ps. 81-92, 121-134

TH: Puritanical Writing; Read: NA ps. 157-165 and handouts

First Out-of-Class Essay Assigned

Week Five: (Sept. 25, 27)

T: The Bay Psalm Book; Read: NA ps. 165-177, 186-192

TH: Changing Winds; Read: NA ps. 193-206 and 434-441

Week Six: (Oct. 2, 4)

T: The Female Question; Read: NA ps. 225, 226, 724, 730, 739-747

TH: The Female Response; Read: NA ps. 795-798, 801-802; Handouts

First Out of Class Essay Due

Week Seven: (Oct. 9, 11)

T: Captive Literature; Read: NA ps. 256-269, 476-480

TH: Contemporary Connections; Read: Handouts

Week Eight: (Oct. 16, 18)

T: In-Class Essay Test

TH: The Great Awakening; Read: NA ps. 299, 300, 356-361 and 430-441

Research Essay Assigned

Week Nine: (Oct. 23, 25)

T: Nationalism; Read: NA ps. 457-463, 605-614

TH: Rise of Reason; Read: NA ps. 641-652, 653-658

Week Ten: (Oct. 30, Nov. 1)

T: Revolution; Read: NA ps. 661-667, 677-686

TH: Revolution; Read: Handouts; find current event articles

Week Eleven: (Nov. 6, 8)

T: Nature & Society; Read: NA ps. 25-29, 62-72 and 121-126

TH: Transcendentalism; Read: NA ps. 211-231 (extension 231-243)

Second Out-of-Class Essay Assigned

Week Twelve: (Nov. 13, 15)

T: Transcendentalism; Read: NA ps. 981-1004

TH: Romanticism; Read: NA ps. 430-449

Second Out-of-Class Essay Due

Week Thirteen: (Nov. 20, 22)

T: Romanticism; Read: NA ps. 691-701

TH: African-American Identity; Read: NA ps. 688-690, 807-814, 948-954,

Week Fourteen: (Nov. 27, 29)

T: African-American Identity; Read: NA ps. 113, 116 and 1240-1251,

TH: Turkey Day!!

Week Fifteen: (Dec. 4, 6)

T: A New Kind of Poet; Read: NA ps.

TH: A New Kind of Poet; Read: Handouts; Bring Prepped Work

Week Sixteen:

T: Final Exam Prep

TH: Final Exam Due