**English 2327** **Early American Literature** HCCS-Southwest College Spring 2012

**CRN** # **81272** Meets **Monday** and **Wednesday** 3:30-5 p.m. Learning Hub 222 Stafford

**Instructor:** **Paul L. Rowe, PhD**

**Availability:** I look forward to consulting with you individually about your work in this course. I will usually be available in the hour after class and also by appointment. Don’t hesitate to discuss any problems or other matters with me! I will also be tutoring at the West Loop campus 5-8 p.m. on Tuesdays and Thursdays in Room 160B

**Email**: paul.rowe@hccs.edu **Phone**: 713-661-2872 (If I am unavailable please leave a message telling me the best times to return your call, and giving me your phone number.)

**Learning Web page:** http://learning.swc.hccs.edu/members/paul.rowe

**Course prerequisite: A passing grade in English 1302**

**Required texts and materials:**

\* *The Norton Anthology of American Literature,* Volumes A and B, seventh edition.

\* The *Little, Brown Handbook*, or another recent handbook to which you can refer for MLA format.

\*A 3-pronged, lightweight folder to keep journal entries in.

\*A good college dictionary.

\*An updated library card for the HCCS library system.

A portable device with your name on it for word-processed writing.

**Note:** It is required that you bring your textbooks and journal to class. Whether or not you do that will have an impact on your journal/participation grade.

**Mission Statement of the English Department:** The purposes of the English Department are to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students’ reading, writing, and analytical skills.

**Course mission:** We will study selected writings of (U. S.) American literature from colonial times through the Civil War. We will seek to increase our connected knowledge of this literature and our ability to read such work with depth and imagination. In addition, as a core curriculum course, 2327 incorporates all six of the basic intellectual competencies discussed in the HCCS Catalog: reading, writing, speaking, listening, critical thinking, and computer literacy. These competencies are basic to success in all academic and professional fields.

**Learning Outcomes:** 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.

**Policies:** **Attendance:** HCCS policy states that a student who misses more than 12.5 % (or one-eighth) of class time may be dropped by the professor. Four classes equal one-eighth of class time in our case. Attendance is very important and affects your participation grade because you cannot participate if you are not present.

**Lateness:** Avoid chronic lateness. If you must come in late on occasion, please come in quietly and unobtrusively and sign in at the end of class.

**Incompletes** will be considered only when students have satisfactorily completed the vast majority of the required assignments and are faced with an unforeseen and well-documented emergency at the very end of the course.

**Withdrawal Policy:**

The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than twice, you have to pay extra tuition. Beginning in the Fall of 2007, the Texas Legislature passed a law limiting first time entering students to no more than six total course withdrawals throughout their academic career in obtaining a certificate or baccalaureate degree. There may be future penalties imposed.

\*\*If you do not withdraw before the deadline, you will receive the grade that you are making as the final grade. This grade will probably be an “F.” The last day to withdraw from the Fall 2011 (16 week) semester is November 3, Thursday- 4:30 pm.

\*\*You should communicate with your instructor, an HCC counselor, or HCC Online Student Services to learn what HCC interventions might be offered to assist you to stay in class and improve your performance. Such interventions could include tutoring, child care, financial aid, and job placement.

**FINAL GRADE OF FX**  
Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of “FX” at the end of the semester. Students who stop attending classes will receive a grade of “FX”, compared to an earned grade of “F” which is due to poor performance. Logging into a DE course without active participation is seen as non-attending.  
Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of “FX” is treated exactly the same as a grade of “F” in terms of GPA, probation, suspension, and satisfactory academic progress.

**International Students:**

Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, it will not be changed to an “F” because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and any other transfer issues.

**College and Departmental Electronics Policies**

1. Turn off and put away all cell phones, beepers, text-messaging devices and other electronic devices when class starts. The sounds of cell phones ringing during class are disruptive. No cell phones permitted on top of desks.

2. No Bluetooth devices in ears allowed during class.

3. No MP3 players or other music devices with earphones allowed during class.

4. No laptops open during class.

5. You can answer your calls and make calls during your break between classes.

**Use of Cameras and Recording Devices**

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. These devices are also not allowed to be used in campus restrooms. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

**Scholastic Dishonesty:** Students engaged in scholastic dishonesty, that is, the willful representation of someone else’s work or words as their own, will be subject to a grade of zero on the first offense and an automatic F for the course on the second. That includes journal work as well as other assignments.

**Late Papers:** Essays and journal work are to be prepared on time. Work turned in late will be graded at a higher standard and be placed on a lower priority for grading. Also, assignments turned in more than one class meeting late will lose 5 points per class meeting unless you receive special permission from me and follow my instructions and guidance carefully.

**Disability Issues:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Services Office.  
For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu and click Future students, scroll down the page and click on Disability Information.  
   
District ADA Coordinator      Donna Price - 713.718.5165  
Central ADA Counselors        John Reno - 713.718.6164  
                                             Martha Scribner – 713-718-6164  
Northeast ADA Counselor      Kim Ingram – 713.718.8420  
Northwest ADA Counselor     Mahnaz Kolaini – 713.718.5422  
Southeast ADA Counselor      Jette Lott - 713.718.7218  
**Southwest** **ADA Counselor   Dr. Becky Hauri – 713.718.7910**Coleman ADA Counselor       Dr. Raj Gupta – 713.718.7631

**Student Organizations**

One organization of interest to students taking English classes is Southwest Writers, a group of students who write and read their works (in a public forum as well as on the Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact advisor Dr. Chris Dunn at: [christopher.dunn@hccs.edu](mailto:christopher.dunn@hccs.edu). Another organization of interest for English students is the Women’s Studies Club. The Women’s Studies Club will meet on the 2nd and 4th Tuesday of each month from 2:00-3:00pm to discuss the roles of women in society and to promote awareness of women’s issues. Contact Ms. Marie Dybala at [marie.dybala@hccs.edu](https://webmail.hccs.edu/owa/redir.aspx?C=bfec939a20124a35a09d025f96c4492e&URL=mailto%3amarie.dybala%40hccs.edu) and/or Ms. Ileana Loubser at [ileana.loubser@hccs.edu](https://webmail.hccs.edu/owa/redir.aspx?C=bfec939a20124a35a09d025f96c4492e&URL=mailto%3aileana.loubser%40hccs.edu) if you are interested in joining this HCC student organization. In addition, Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter: Omega Sigma. Contact: Ms. Eunice Kallarackal at: [eunice.kallarackal@hccs.edu](mailto:eunice.kallarackal@hccs.edu) for more information.

**Severe Weather**

During severe weather conditions, monitor major local channels for updates on school closings. You can also check for closing information at the HCC home page. (That’s what I will be doing if the weather is particularly bad.)

**MENINGITIS IMMUNIZATION REQUIRED FOR SPRING REGISTRATION**  
Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. Beginning with Spring registration, November 7, students will have to satisfy this requirement prior to enrollment. For more information and a list of exemptions please go to  
[http://www.hccs.edu/hccs/admissions-registration-center/new-student-general-admissions-steps/submit-meningitis-documentation](https://webmail.hccs.edu/owa/redir.aspx?C=d7d17d0c1ac7473fbfb8d433db968aa4&URL=http%3a%2f%2fwww.hccs.edu%2fhccs%2fadmissions-registration-center%2fnew-student-general-admissions-steps%2fsubmit-meningitis-documentation)

**HCC Student Email Accounts** All students who have registered and paid for courses at HCC automatically have an HCC email account generated for them. All students who have registered and paid for courses at HCC automatically have an HCC email account generated for them. Please go to: <http://www.hccs.edu/hccs/current-students/student-e-mail> to review how to send email using this account. For email communication in this class, I prefer that you use your HCC email account.

**Grading Percentages:**

Essay Exam I 15%

Essay Exam II 15%

Essay Exam III 15%

Class Thesis 15%

Class Journal and Class Participation 15%

(The journal assignment will include written responses to and reflections about the assigned readings, along with related activities of class discussion and participation. Journal writing will not be evaluated for grammar and the like, but for its content, its fullness, liveliness, thoughtfulness, and specificity. The journal also needs to be well-organized. The journal should be brought to class each time you attend class. You are to comment on readings before they are discussed in class)

Two Oral Presentations 10%

Final Essay Exam 15%

Total 100%

**Extra credit:** I will award up to 5 points extra credit for strong engagement in the learning process, particularly excellent and valuable contributions to the class's learning experience in the classroom, and for particularly good and full journal work.

**Letter grades** will be based on the following percentage grades:

A: 90-100 (for very good work in both form and content with few errors) B: 80-89 (for strong work with one or more problem areas in form or content) C: 70-79 (work that fulfills some aspects of assignment but has definite weakness. D: 60-69 and F: 0-59 (work in which weaknesses are definitely more noticeable than strengths).

**Workshop format:** The class will be conducted in largely workshop format. That means that you will be participating in its activities. Be prepared to share your journal work and to discuss the assigned readings. We will be discussing the texts assigned for each class period. You will be expected to be prepared to participate in these discussions.

**Turning in papers:** In class work should be written in a dark pen on college-ruled 8 1/2 x 11 inch paper, one side only. Out of class work should be neatly typed or word-processed. Please turn in two copies of typed work, except for journal work, one in electronic form and one in physical form. Avoid plastic folders and the like. Also, keep a copy of everything that you turn in.

**Courtesy issues: These are the ones that especially bug me.**

\*Please avoid having private conversations with other class members during class discussion or lecture.

\*Please don’t pack up books and belongings prior to being dismissed. Doing that is noisy and impolite.

\*Be considerate in how you enter or leave a classroom that is in session. Open and close the door quietly, for instance. If you know you must leave early, let me know at the beginning of class. Then sit near the door and exit quietly and unobtrusively.

\*One of my least favorite scenarios is as follows: It is just before class. I’m getting ready to begin class or maybe have already started class. Someone comes up to me and asks, “Are we doing anything important today? And by the way, could you give me the one-minute version of what is to transpire before I leave?” The answer is “Yes, we are always doing something important! And no, I can't condense for you the experience of being involved in the class discussion and other activities.”

**I do very much like** people preparing, getting involved, and making an effort.

**The Fifteen Minute Rule:** If for some reason you’ve waited a full fifteen minutes from starting time and I haven’t arrived, class is automatically dismissed. We will take up where we left off when next we meet. Follow the schedule in the meantime.

**Teaching Philosophy:** I think one of the best models for college education is that of the learning community. We all come together “collegially” to share things that we know and have experienced and to learn from others who know and have experienced other things. I also like the following proverb: “I hear and I forget. I see and I remember. I do and I understand.” To learn you have to be active and involved. The seeing and remembering part of this applies particularly to the need to take notes in all of your classes, including this one.

**EGLS3 -- Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Key college dates relevant to our class:**

Mon. 16 Jan. Commemoration of Dr. Martin Luther King’s birthday – No class

Wed. 18 Jan. Classes begin for us

Mon. 20 Feb. Presidents Day No class

March 12-18 Mon-Sun Campus Closed- Spring Break

**March 29 Thursday Last Day for Student Withdrawals - 4:30 pm**

May 6: Instruction Ends

May 7-13: Final Exams

May 13: Semester Ends

May 18: Grades Available to Students

**Schedule of Assignments and Activities**

I have listed beside each class date the assignments you are to have read by the beginning of class time as well as activities planned for particular days. I will be giving you more specific details as we go along. Since the composition of each class is different and has correspondingly different needs, there might be some changes in the following plan. It is your responsibility to note any such changes and find out about them if you miss part or all of any class period. All chapters and page numbers refer to *The Norton Anthology*, seventh edition, unless otherwise noted.

**Note**: Always read the editor’s headnote at the beginning of the selections by each author. I also recommend that you read the article on each author at Wikipedia.org. You might consider what connection there might be between the information the editor presents and the specifics of the author’s work, as you study that work.

**Further Note**: I will be supplementing the following reading assignments with handouts and web site information that I will expect you to also be familiar with. I will also give more specific instructions as we go along.

Week One Jan. 16-18

**Monday**—No class

**Wednesday**-- Introduction and introductory essays. For next class: purchase required textbooks and bring them to class,

Week Two Jan. 23-25

**Monday** Purchase textbooks and preview them; Begin viewing *1776*.

**Wednesday**— View *1776*

Out of class: Begin working on your upcoming reading assignments. [See below] It is important to read everything, at minimum twice. It is also important to read with a pen or pencil in hand to mark and annotate the text as you study it. Think about connections among and between specific works and authors.

Journal Assignment One: Discuss your personal reflections and responses to the characters and issues as presented in the movie. Comment after each viewing of the film. Particularly note how Franklin, Jefferson, as well as John and Abigail Adams, are portrayed in the movie.

Week Three Jan. 30- Feb. 1

**Monday**-- Conclude and discuss *1776*.

**Wednesday**-- Anne Bradstreet Editor’s headnote 187-8; “Prologue” 188-9; “To the Memory of My Dear and Ever Honored Father” and “To Her Father with Some Verses” 193-5; All Selections 205-top of 208; All Selections 210-17.

Samuel Sewall Editor’s headnote 288-9; “The Selling of Joseph” 303-6.

Journal Assignment Two: Before class time, discuss your thoughts in writing about these two Puritan writers, referring to specific quotations from the texts at hand. (Comment in detail on at least four of the works by Bradstreet.)

Week Four Feb. 6-8

**Monday**-- John Woolman Editor’s headnote 587-8; 588-95 (all selections) I will probably have an additional handout here.

Jonathan Edwards Editor’s headnote 384-6; “On Sarah Pierpoint” 396-97; “Letter” 417-25; “Sinners” 425-36

Journal Assignment Three-Respond to these two passionately religious writers, referring to specific textual moments. You might consider how these two men are alike in personality and outlook, as well as how they differ.

**Wednesday**-- John and Abigail Adams Editor’s headnote 616-7; Letters 617-29. I will provide a supplemental handout here.

Thomas Jefferson Editor’s headnote 649-51; “Declaration of Independence” 651-57.

Thomas Paine Editor’s headnote 629-30 “Common Sense” 630-7

Journal Assignment Four-Respond to these assigned authors before class, as usual, referring to specific textual moments.

Essay Exam One will be assigned around this time. Stay tuned for instructions.

Week Five Feb. 13-15

**Monday** Benjamin Franklin 449-51; *Autobiography* Part I 472-518

**Wednesday** Franklin Part II 518-34; While I will not assign Part III, I may refer to specific passages in that section during lecture that I want you to be aware of.Journal

Assignment Five-Respond to this assigned author before class, as usual, referring to specific textual moments.

Week Six Feb. 20-22

**Monday Presidents Day** No class

**Wednesday** Phillis Wheatley 751-64 (all selections) Also, access and read Henry Louis Gates, Jr. "Phillis Wheatley on Trial: In 1772, a Slave Girl Had to Prove She Was a Poet. She's Had to Do So Ever Since."

**Note address of Gates lecture on Wheatley:** [<http://www.neh.gov/whoweare/gates/lecture.html>](%3chttp:/www.neh.gov/whoweare/gates/lecture.html%3e%20)

-Also read Jefferson 1683-6 and David Walker 1686-90

Journal Assignment Six – Choose at least three poems by Wheately for response and comment. Also respond to the Gates lecture on this author.

Week Seven Feb. 27-29

**Monday** Olaudah Equiano *The Interesting Narrative* 674-709 (all selections)

Philip Freneau 742-3 “To Sir Toby” 746-8 “On Mr. Paine’s *Rights of Man* 748-9

Journal Assignment Seven - Give your thoughts about why you think Equiano’s autobiography was such a success. Compare it to Franklin’s autobiography. How is it like and unlike the latter book? Refer to specific paragraphs and sentences in the work.

**Wednesday** Continue and conclude Equiano

Approximate time that Essay Exam II will be given out; Oral Presentation I completed

Week Eight Mar. 5-7

**Monday** Nathaniel Hawthorne 1272-5 “Kinsman” 1276-88; “Young Goodman Brown” 1289-98

**Wednesday** Edgar Allan Poe 1528-32; “To Helen” 1532-3; “Alone” 1536 “The Raven 1536-9; “Tell-Tale Heart” 1589-92; “Purloined Letter” 1599-1611; “Cask of Amontillado” 1612-16; “Philosophy of Composition” 1617-25 “Poetic Principle” 1625-26

[Some, if not all, of these selections are available free in mp3 format at librivox.org]

Journal Assignment Eight-For Hawthorne, which work of these two do you think is most effective or interesting? Compare and discuss them.For Poe, what do you learn about how to entertain and interest the reader? Refer to at least one of the two essays by him, one of the poems, and one of the short stories.

**March 12-18 Mon-Sun Campus Closed- Spring Break**

Week Nine Mar. 19-21

**Monday** Ralph Waldo Emerson 1106-10 “The Poet” 1180-95; “Thoreau” 1231-44

**Wednesday** Henry David Thoreau 1853-7; “Resistance” 1857-72

As an undergraduate college student, Dr. Martin Luther King was particularly fascinated with this piece by Thoreau. You might consider what specific passages might have especially gotten his attention.

*Walden* Selections: “Where I Lived, and What I Lived For” 1914-24; “Reading” 1924-30; “Sounds” 1930-40; “Visitors” 1945-53; “The Village” 1959-62; “Higher Laws” 1981-88; “Brute Neighbors” 1988-95; “The Pond in Winter” 2018-27; “Spring” 2027-38; “Conclusion” 2038-46 “Slavery in Massachusetts” 2046-56 “A Plea for Captain John Brown” 2056-60

Most of this material is also available at <librivox.org>.

Journal Assignment Nine- Choose four or more of these selections by Thoreau and Emerson for personal comment about specific things in them. Make sure at least two of the selections you choose are over 7 pages in length.

**\***Week Ten Mar. 26-28

**Monday** Margaret Fuller 1637-40; Review of *Narrative* 1673-4; Fourth of July 1675-7 “Letter” 1677-81

**Wednesday** Louisa May Alcott- I will provide one or more handouts here.

Journal Assignment Ten- Discuss these two writers from your personal point of view, possibly comparing them.

**\*Deadline for withdrawing from course by 4:30 pm is on Thursday, Mar. 29**

**Please discuss with me any problems you may be having before today.**

Week Eleven Apr. 2-4

**Monday** Abraham Lincoln 1627-36 All selections

Begin Frederick Douglass *Narrative* 2060-2129

The *Narrative* is available in audio format at librivox.org, as is much of the Lincoln material.

**Wednesday** Continue *Narrative*. Also “Extract from an Oration” 2140-3

Journal Assignment Eleven- Discuss from your personal point of view these two writers, possibly comparing them. What do you think about them as people, based on textual specifics? What, also do you learn about the issue of slavery and the struggle against it?

Week Twelve Apr. 9-11

**Monday** Walt Whitman 2190-5; “Preface” 2195-2209; “Song of Myself” 2210-54

**Wednesday** Whitman continued “Once I Pass’d through a Populous City” 2259; “Facing West from California’s Shores” 2259 “Brooklyn Ferry” 2263-7; “Lilacs” 2282-8; “Letter” 2289-96

[Some Whitman material is available at librivox.org]

Journal Assignment Twelve- Choose 3 of the 52 sections in “Song of Myself” and one of the above poems outside of “Song of Myself.” Respond to and comment on specifics from these four items you choose.

Week Thirteen Apr. 16-18

**Monday** Dickinson 2554-97

**Wednesday** Dickinson continued

Journal Assignment Thirteen: Choose at least three of the Dickinson poems printed in our Norton Anthology, vol. B for extended response and comment.

Week Fourteen Apr. 23-25

**Monday** Dickinson continued

\*Class Thesis due no later than today if you desire that it be returned by the final exam date.

**Wednesday** Thomas Wentworth Higginson (1823-1911) to hand out here. While he does not appear in our Norton, he was an important figure to Dickinson, as well as a major abolitionist and an interesting prose author in his own right. See the article on Wikipedia about him. For class, read and respond to “The Maroons of Jamaica” and “Nat Turner’s Insurrection.” These two works can be found on my Learning Web page.

Journal Assignment Fourteen- Perhaps compare what you learn about slavery and the resistance to it from Higginson’s work with other work you have read dealing with that issue.

Week Fifteen Apr. 30-May 2

**Monday** Oral presentations and individual consultations as needed

**Wednesday** Wrap-up and discuss final

Journal Assignment Fifteen Look back over the course as a learning experience, discussing interesting moments for you. You might mention authors and works, oral performances by your colleagues, and assignments that you completed as learning experiences.

Week Sixteen May 7 Final Exam

**Monday** Final Exam Essay 3-5 p.m. in the usual classroom. Bring plenty of 8 1/2 x 11 college-ruled paper, both textbooks, and two or three dark ink pens.

Bring and turn in your journal and anything else that needs turning in.