



Welcome to Early American Literature

Engl 2327 – Mini Session, CRN 36304
Monday through Friday, 9:00 am – 12 pm, Katy Campus Room 115-A
3 Credit Hours / 48 hours per semester
Mini Session: 12/17/2012 – 1/09/2013
Lecture / Core Curriculum

Instructor: Samuel D. Huntington

Contact Information:

- No phone contact
- E-mail: samuel.huntington@hccs.edu
- E-learning site: <http://learning.hccs.edu/faculty/samuel.huntington>
- Office Space: N/A, but can be arranged
- Office Hours: Immediately before and after class, and by appointment

Please contact me concerning any problems that you are experiencing in this course, and remember that you do not need to wait until you have received a poor grade before asking for my assistance. I am available. Feel free to contact me via e-mail or arrange a visit with me any time before or after class or at a time convenient for both of us; and I'll be glad to discuss things with you. Also, be sure to take advantage of the tutors (see additional support immediately below) who are available during much of the day, five days a week at Spring Branch and two days a week at Katy. You may also take advantage of on-line tutors.

Additional Support:

- Tutoring and Writing Centers
 - On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
 - Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
- On-Line Tutors: <http://askonline.net>

Prerequisites: ENGL 1302 or its equivalent

Instructional Materials:

- Required Text: The Norton Anthology of American Literature, 8th edition, vols. A & B. New York: W. W. Norton, 2012.
- Suggested Text: The McGraw-Hill Handbook, Third Edition. 2012. (Or an equivalent, updated writing guide with latest MLA format information)
- Suggested Text: College Level Dictionary
- Turnitin.com account for out-of-class essay (Class ID: 5851003; Password: 12345)
- Two Blue books for in-class essay exams (a midterm and a final)
- Notebook for Reading Response Journal Entries (see below for more details)

Course Description:

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.

Student Learning Outcomes:

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

Learning Objectives:

1. Demonstrate the ability to analyze representative works of early American literature, and evaluate the contribution of these works by class participation, essays and exams.
2. Apply critical thinking skills by evaluating, analyzing and synthesizing themes of early American literary works, and their place in literary, social and historical periods.
3. Identify and illustrate the significance of passages from literary works, and how they reflect the development and themes of the work as a whole.

CORE Curriculum Competencies:

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Minimum Writing Requirement:

Minimum of 5000 words during the semester.

Student Assignments and Assessments:

Each major essay and exam this semester will use skills and requirements specific to its purpose and will be assessed individually and separately. However, one of the common traits all assignments will have is more practice to improve grammar, organization, and style. In that sense, each essay will be required to improve in grammar, organization, and style from the previous one. The goal is to achieve a relatively error-free essay properly citing sources and applying MLA style using a combination of skills learned throughout the semester's individual assignments.

Assignments include:

Daily Reading Response Journal and Oral Participation (20%): Each day you will be asked to respond to assigned readings at the beginning of class. I will take up these responses as they are completed, compile them at the end of the semester, and give them a holistic grade. You are assessed on your ability to respond thoughtfully and at length to a writing prompt. These journal responses are *not* expected to have attributes of a polished essay. They *are* expected to demonstrate that you have read assigned literature critically and thoughtfully. (HINT: Keep a list of the daily prompts because they just might be exam type topics). Throughout the term, you are expected to participate in discussions, ask questions, share interpretations and reading experiences with the class and in small groups. You will have a required presentation to the class over your research and analytical paper (highlighting your topic, your findings, and your argument about the literary texts and its significance then and now).

In-class Midterm Essay Exam (20%): This essay exam will cover readings from the Beginnings to 1820 with an emphasis on the themes of "Discovery", Native-Settler Encounters, Religious Atmosphere, Establishing America and Its Dream, and the Concern over Slavery.

In-class Final Essay Exam (20%): This essay exam will cover American Literature 1820-1865 with specific focus on the creation of "American Literary Masterpieces and Classics".

Out-of-class Thematic and Historical Context Essay (20%): This essay will discuss a work or works of literature about a chosen theme, and it will discuss the literature in its historical context. More details on separate handout.

Out-of-class Analytical Essay (20%): This essay will analyze the uses and effectiveness of various literary elements and devices from a work or works of literature from volume B. More details on a separate handout.

Where to Find Copies of Specific Assignments and Written Support for this Class:

On the e-learning site noted above, this syllabus and calendar, assignments, handouts, and other materials concerning English are available to read, download and/or print.

Instructor Grading Criteria:

- Reading Responses and Oral Participation will be graded holistically (instructor discretion on student engagement, seriousness, appropriateness, etc.).
- Out-of-Class Essays (Historical and Analytical):
 - **If you receive an A:** Your work shows solid understanding of the assigned task, of engaging style, of order and clarity, and consideration of audience. Critical insights go beyond surface understanding. Few if any distracting errors intrude on the reading experience.
 - **If you receive a B:** Your work shows good understanding of the assigned task, of the basics of order, clarity and consideration of audience. Some order, grammar or usage errors may intrude, but not enough to frustrate the reading experience.
 - **If you receive a C:** Your work shows at least a minimum understanding of the assigned task and basic organizational principles. However, underdevelopment, grammar and usage errors may impede the reading experience.
 - **If you receive a D or F:** Your work shows serious misunderstanding of the assigned task. The work may contain problems with organization, grammar and usage, or development of ideas.
- Midterm and Final (In-class Essay Exams):
 - These papers will be graded by English Discipline standards, which include grammar, sentence structure, punctuation, word usage, tone, and mechanics. The grading profile is weighted by the following percentages:
 - Content 27%
 - Organization 23%
 - Sentences 20%
 - Word Use and Tone 17%
 - Punctuation and Mechanics 13%
 - In addition to the average of grades on out-of-class writing, a student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the course. (The average of in-class essays is formed by counting the first in-class essay once and by counting the last one twice.)

HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

HCC Policy Statements:

- **Discipline:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)
- **Academic Honesty:** A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), Collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. For more on plagiarism, see "Plagiarism" in *The McGraw-Hill Handbook, third edition*. (See Student Handbook)

- **Special Needs:** 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 is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words Disability Information.

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

- **Missing Class: A daily quiz or writing prompt will be given at the beginning of each class!** If absent or late to a class, the student is responsible for any information missed. The quiz/prompt will not be made up. Two quizzes/prompts may be missed without impact on the grade. Each student should exchange emails or phone numbers with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be considered absent.
- **Attendance/Withdrawals:** If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, they will receive an Fx, failure due to absences, on their transcript.
 - Faculty can only withdraw you from a class for excess absences. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.
 - International Students: Receiving an Fx in a course may affect the status of your student Visa. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.
- **Last day for Administrative /Student Withdrawals:**
Monday, December 31

Library Resources:

Katy:

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713-718-5747. The library is in room 325.

Spring Branch:

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarians, Melba Martin and Peggy Edwards, at melba.martin@hccs.edu or at peggy.edwards@hccs.edu, respectively, or call the library at 713-718-5655. The library is in room RC1.

Alief:

The HCC Libraries offer assistance in finding and documenting resources. If you would

like help with research, you may contact the librarian, Jo Blair, at jo.blair@hccs.edu, or call the library at 713-718-5447. The library is in the ERC.

HCC Student Services

Information:

Student Services provides master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

- * 8 a.m. – 7 p.m. M – Th
- * 8 a.m. – 1 p.m. F – Sat
- * Katy Campus, 713-718-5751
- * Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Early Alert: HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.

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.



Instructor Requirements:

- **Submission of materials.** The following are certain requirements so that participants know what to do and what to expect.
 - **In-class essay exams** must be written in blue books. Unless told otherwise, students will write on one side of a page and skip every other line to allow room for instructor comments.
 - **Out of class** papers are to be turned in at the beginning of the class period on which they are due (an uploaded file to turnitin.com). Papers and other work will be penalized one letter grade after the beginning of class when due and every calendar day they are late up to three days. After that a paper is no longer accepted. Make-up of in-class exams follows the same criteria.
 - Out-of-class essays must follow basic MLA rules (Modern Language Association) and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font (Times New Roman or Cambria). For my class, unless told otherwise, please do not submit title sheets, cover booklets, or bindings. Secure the required materials with a staple or paper clip. Points will be deducted from papers, which do not meet requirements.
- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. The first offense of unapproved electronics use will result in a point deduction of that day's quiz and a verbal reminder of the policy. Further offences will result in a "0" for that day's quiz.

Calendar for Early American Literature: Mini Session 2012-13 (May be Revised at Instructor's Discretion)

Readings and assignments must be read or completed by the date listed, and they may be augmented or deleted by instructor.

Week 1: (All Readings Are POTENTIAL, Not Set in Stone)

12/17 M *Topics for the Day:* Course, Instructor, and Peer Introductions; Historical and Literary Overview of Early American Literature Lecture; Thematic and Historical Context Essay Assigned

12/18 T Topics for the Day: Part One: Native Pre-history, “Discovery”, and First Encounters with Settlers: Readings and Lecture Material from Christopher Columbus, Bartolome de las Casas, *Cluster: First Encounters: Early European Accounts of Native America, John Smith, and William Bradford; **Part Two: The Condition of the Soul: On Peace and Fear:** Readings and Lecture Material from John Winthrop, Michael Wigglesworth, Cotton Mather, the New-England Primer, Jonathan Edwards, Thomas Paine or Thomas Jefferson, and Ralph Waldo Emerson (from B)

12/19 W Topics for the Day: Establishing America and Its Dream: Political Writings and Musings: Readings and Lecture Material from Benjamin Franklin, J. Hector St. John de Crevecoeur, selected letters of John and Abigail Adams, Thomas Paine, Thomas Jefferson, Phillis Wheatley, Abraham Lincoln (from B), Margaret Fuller (from B), Frederick Douglass (from B), and Walt Whitman (from B)

12/20 H Topics for the Day: Part One: An Indian Captivity Narrative: Mary Rowlandson and William Apess (from B); **Part Two: The Slave Narrative:** Readings and Lecture Material from Thomas Jefferson, Olaudah Equiano, Phillis Wheatley, *Cluster: Slavery, Race, and the Making of American Literature (from B), Harriet Beecher Stowe (from B), Harriet Jacobs (from B), Frederick Douglass (from B), Margaret Fuller (from B), and Frances Ellen Watkins Harper (from B)

12/21 F Topics for the Day: Part One: Midterm Exam over Volume A with some selections from Volume B (native speeches and slave narratives); **Part Two: Writing Workshop for Thematic and Historical Context Essay**

Week 2:

12/24 M Topics for the Day: Part One: The Beginnings of a Literary America: Readings and Lecture Material from the Winnebago Trickster Cycle, Anne Bradstreet, Edward Taylor, Philip Freneau, Royall Tyler, and Charles Brockden Brown; **Part Two: Writing Workshop for Thematic and Historical Context Essay;** Analytical Essay Assigned

12/25 T NO CLASS FOR HOLIDAY

12/26 W Topics for the Day: Part One: Establishing American Literature: Tales and Novels: Readings and Lecture Material from Washington Irving and James Fenimore Cooper; **Part Two: Establishing American Literature: Poetry:** Readings and Lecture Materials from William Cullen Bryant, Henry Wadsworth Longfellow, and John Greenleaf Whittier

12/27 H Topics for the Day: Various Women Writers of the Day: Readings and Lecture Materials from Lydia Howard Huntley Sigourney, Lydia Marie Child, Fanny Fern, Rebecca Harding Davis, and Louisa May Alcott

12/28 F (Thematic and Historical Context Essay DUE) Topics for the Day: American Transcendentalism: Readings and Lecture Materials from Ralph Waldo Emerson and Henry David Thoreau

Week 3:

12/31 M (LAST DAY FOR "W") *Topics for the Day: Anti-Transcendentalism and the American Gothic:* Readings and Lecture Materials from Henry Wadsworth Longfellow, Nathaniel Hawthorne and Herman Melville

1/1 T NO CLASS FOR HOLIDAY

1/2 W *Topics for the Day: The Fiction and Poetry of Edgar Allan Poe:* Readings and Lecture Material from Edgar Allan Poe

1/3 H *Topics for the Day: The Poetry of Walt Whitman:* Readings and Lecture Material from Ralph Waldo Emerson, Fanny Fern, and Walt Whitman

1/4 F *Topics for the Day: The Poetry of Emily Dickinson:* Readings and Lecture Material from Emily Dickinson

Week 4:

1/7 M (Analytical Essay DUE) *Topics for the Day: Oral Presentations over Analytical Essay and Semester Review for Final Exam*

1/8 T *Topics for the Day: Course Wrap-up Presentation (with a Surprise Twist)*

1/9 W FINAL EXAM

FINAL GRADES AVAILABLE TO STUDENTS: **MONDAY, JANUARY 14**