ENGL 2327: American Literature I | Lecture | 23199
Fall 2020 | 16 Weeks (8.24.2020-12.13.2020)
Online on a Schedule | https://hccs.webex.com/meet/sharon.klander | MW 9:30-10:50 a.m.
3 Credit Hours | 48 hours per semester

Instructor: Sharon Klander, Ph.D. | Office Phone: 713-718-6626
Office: SJAC 215 | Office Hours: TTH 2-3 p.m.
HCC Email: sharon.klander@hccs.edu

Please feel free to contact me at any time concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics.

Instructor’s Preferred Method of Contact
Please contact me with questions or concerns via email at sharon.klander@hccs.edu or via Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What’s Exciting About This Course

The Department of English helps students find and develop their authentic voices, establish political power, and create social capital. We teach critical thinking, close reading, and analysis. We coach students on the rhetoric of messaging with consideration of purpose and audience. We support them as they craft their own narratives. We turn thoughts into words, ideas into interpretations, ambiguity into translation, and silence into voice.

Personal Welcome

In this course, students do extensive reading of American Literature from the colonial period through the Civil War. Reading assignments include representative works of cultural diversity, such as Native American oral narratives; narratives of conquest; Puritan literature, including sermons, journals, histories, captivity narratives, and poetry; women’s literature; and slave narratives. Examples of fiction, essays, and poetry represent American Romanticism and
Transcendentalism. In their research, students read literary criticism which may reflect the view of scholars from other cultures.

**Prerequisites and/or Co-Requisites**

Completion of ENGL 1301. Please carefully read and consider the repeater policy in the HCCS Student Handbook.

**Learning Management System**

This section of ENGL 2327 will use Eagle Online Canvas and/or the Learning Web for all assignments, exams, and activities. Each week, you will complete several reading and writing assignments, all of which will be found in the Canvas course shell. When accessing the course on Canvas, it is recommended that you use Firefox or Chrome.

This semester, there are three modalities for English courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, and there are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

This section of ENGL 2327 Online on a Schedule and meets on MW at 9:30-10:50 a.m. at https://hccs.webex.com/meet/sharon.klander.

**HCC Online Information and Policies**

http://www.hccs.edu/online/

**Scoring Rubrics, Sample Assignments, Other Resources**

Look on your course website for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

https://eagleonline.hccs.edu/courses/140036

**Instructional Materials**

**Course Reader Information**


**Other Instructional Resources**

**Tutoring**

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.
Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at http://library.hccs.edu.

Supplemental Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview for ENGL 2327

ENGL 2327 is 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 a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Core curriculum course.

Core Curriculum Objectives (CCOs) for all ENGL Core Courses

ENGL 2327 satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee has specified that the course address the following core objectives:

- **Critical Thinking**: Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
- **Communication**: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
- **Personal Responsibility**: Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.
- **Social Responsibility**: Students will demonstrate intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at: https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/

Course Student Learning Outcomes (CSLOs) for ENGL 2327

Upon successful completion of ENGL 2327, the student will be able to:

- 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.
• Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
• Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
• Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
• Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Student Success in ENGL

As with any three-hour course, expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:
• Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
• Facilitate an effective learning environment through class activities, discussions, and lectures
• Provide a description of any assignments
• Inform students of policies
• Provide the course outline and class calendar that will include a description of assignments
• Arrange to meet with individual students as required

As a student, it is your responsibility to:
• Attend class and participate in class discussions and activities
• Read and comprehend the texts
• Complete the required assignments
• Ask for help when there is a question or problem
• Keep copies of all documents, including this syllabus, handouts, and all assignments
• Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Assignments

Written Assignments and Essays

Students will write a minimum of 4,000 words over the course of the semester.

OUT-OF-CLASS READER RESPONSE ESSAYS:

Each essay is to be a minimum of 500 words each, typed in MLA format. You will receive **credit** for each Reader Response Essay, but **not a grade**. Complete all the Response
Essays, and you’ll receive 100%; miss one, and you’ll receive 90%, two, 80%, etc. Be specific in your responses, beginning your essay with the title and full name of the author of the text (following this, refer to the author by last name only). Please also come up with an interesting title for your own writing; in other words, avoid naming your essays “Response #1,” “#2,” etc. As with all the essays you write in response to other writing, a website, or a film, use the present tense; you may also use the first-person voice.

IMPORTANT: What I want for every Response Essay are your own ideas about the writers you read. For example, your first reading response is over Walt Whitman's "Crossing Brooklyn Ferry," which was assigned to you by Dr. Lunday the first week of classes. This is a first-person, informal response. What do you like about the poem? What confuses you? Does Whitman's language help you to see, to picture what he sees? Can you imagine yourself on the ferry as he describes it? Provide quotes from the poem to illustrate those parts that you understand, like, and quotes from the poem of those parts you don’t understand or like. Remember to provide MLA format parenthetical documentation (page numbers) following quoted material; please go to the website OWL@Purdue.edu to review correct MLA format. Please just give me your own impressions of the poem; this is not a research paper, only a reader response. Please do not succumb to the temptation to simply “Google” the name of an American writer to find out what others have written about him or her. If any ideas in your reader response essays come from outside sources, you won’t receive credit for them. The only ideas I'm interested in are yours.

I know how daunting these readings can be if you're not used to commenting on literature, especially poetry and prose written from the 1600s to the 1800s. That’s one reason it’s so important to read the Introductions to every writer, to help you understand the historical and cultural context of the work. Just be patient with yourself and give yourself time to read and re-read the assignments. Highlight or underline the parts you like and take note also of those parts you don't like. Re-read a text as often as you need to find something specific to write about. I promise you that’s how all scholars begin their work. And don’t forget to have a good dictionary at hand to look up any words you don't know—remember, this literature was written as early as 520 years ago, so every student in this class will need to look words up, just as I had to look words up when I first read this work as an undergraduate. Trust your instincts! I want to know from you what you think. For these assignments I'm not interested in outside scholarship.

Taken altogether, the response essays count 20% of your final grade.

DUE: Every Wednesday, beginning September 2nd.

ORAL PRESENTATION: 20%

Please prepare a presentation regarding your assigned writer, including biographical material; then, please lead the class in an explication and discussion of a portion of the writer's work from the text. BOTH ASPECTS ARE REQUIRED. The entire presentation should be a minimum of 15 minutes long. DO NOT SIMPLY READ VERBATIM OF YOUR WRITER'S LIFE OR WORK FROM INTERNET-SOURCED TEXT THAT IS NOT YOUR OWN. THIS WOULD CONSTITUTE PLAGIARISM, AND YOU WOULD BE GRADED ACCORDINGLY. THEREFORE, I ADVISE YOU TO PREPARE YOUR PRESENTATION AFTER CONSULTING YOUR SOURCES.

DUE: As scheduled.

ANNOTATED BIBLIOGRAPHY: 20%
Please locate three separate critical studies (not book reviews) written by three different literary scholars regarding the work of your assigned writer and then thoroughly summarize the articles so that the thesis and main supporting points of each article are clear. In general, summaries of this type include at least one and no more than three direct quotes (for the most part, these will be quotes of phrases, etc. worked into your own writing); each summary should be two paragraphs long and will be headed by the article’s identification by citation in MLA format. You must locate your sources in a library’s scholarly database, such as JSTOR. This is secondary research; therefore, you will not formulate any critical thesis of your own about this writer. You will simply compile and summarize the scholarly ideas of other scholars. Please remember to begin each summary with the author’s full name and the title of the article; once you’ve identified the author by full name, please refer to him or her by last name only. Also, remember that any three or more consecutive words taken directly from your sources MUST be put in quotation marks in order to set them apart from your own writing and that any quotes MUST be acknowledged in parenthetical documentation according to MLA format. Neglecting to clearly document the original would constitute plagiarism and would result in the automatic failure of the assignment.

**DUE: Wednesday, October 21st**

**ISSUES ESSAY** (minimum 5 full pages typed):

Topic to be announced in class.

**DUE: Wednesday, November 11th**

**Exams**

**TAKE-HOME FINAL EXAM:**

Answer in extended essay form three of the four questions listed, typed in MLA format. Please support your points with extended evidence from the texts. Each of your three answers counts 33-34%, for a total of 100%. The exam will be available to students on **Wednesday, December 2nd.**

**DUE: Monday, December 7th, by 11:59 p.m.**

**In-Class Activities**

Students should expect to participate in class discussions, either orally or in chat comments.

**Grading Formula**

The following letter grades will be used:

A (90-100) Exceptionally fine work: superior in mechanics, style, and content
B (80-89) Above-average work: superior in one or two areas--mechanics, style, or content
C (70-79) Average work: good, unexceptional
D (60-69) Below-average work: noticeably weak in mechanics, style, and content
F (0-59) Failing work: clearly deficient in mechanics, style, and content

**HCC Grading Scale can be found on this site under Academic Information:** [http://www.hccs.edu/resources-for/current-students/student-handbook/](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic / Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8-24/26</td>
<td>Definition of Wilderness; Walt Whitman, “Crossing Brooklyn Ferry”</td>
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<tr>
<td>2</td>
<td>8-31-9/2</td>
<td>Control of space; nature vs. culture; atemporality vs. temporality; different uses of time in narrative; Walt Whitman, “A March in the Ranks Hard-Prest, and the Road Unknown”; a new American poetics in both form and content</td>
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<tr>
<td>3</td>
<td>9-7/9</td>
<td>Monday: Labor Day Holiday; nature vs. culture; atemporality vs. temporality; different uses of time in narrative</td>
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<td>4</td>
<td>9-14/16</td>
<td>Traditional European poetic forms; prosody; scansion; Anne Bradstreet, “Before the Birth of One of Her Children” Transcendentalism: Emerson’s “Self-Reliance”</td>
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<td>5</td>
<td>9-21/23</td>
<td>William Cullen Bryant, “Thanatopsis”; Walt Whitman, “Reconciliation”</td>
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<td>7</td>
<td>10/5-7</td>
<td>Transcendentalism: Emerson’s “Self-Reliance”</td>
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<td>8</td>
<td>10/12-14</td>
<td>Native Nation Creation Stories: Navajo &amp; Iroquois (Vol. A); Conquest and First Encounter Narratives: Columbus, de las Cases, de Vaca, Juet, Heckewelder</td>
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<tr>
<td>9</td>
<td>10/19-21</td>
<td>Puritan Captivity Narratives: Mary Rowlandson; ANNOTATED BIBLIOGRAPHY DUE WEDNESDAY. Puritan and Mid-18th Century Poetry: Anne Bradstreet, Edward Taylor, Phillis Wheatley</td>
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<tr>
<td>10</td>
<td>10/26-28</td>
<td>Language: Roger Williams; Benjamin Franklin: “Speech of Miss Polly Baker” and “Remarks Concerning the Savages of North America”</td>
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<tr>
<td>15</td>
<td>11/30-12/2</td>
<td>Romanticism: Herman Melville, “Bartleby the Scrivener”</td>
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<tr>
<td>16</td>
<td>12-7</td>
<td>TAKE-HOME FINAL EXAM DUE NO LATER THAN 11:59 P.M. ON DECEMBER 7th</td>
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**Syllabus Modifications**
The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

**Instructor’s Policies**

**Academic Integrity**

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance): http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Any first instance of plagiarism will result in the failure of that assignment; any additional instance of plagiarism will result in failure of the entire course.

**Attendance Procedure**

Students are expected to attend on-screen every class period in this Online on a Schedule class; I will take attendance as students join the session. HCC policy allows for students to be administratively dropped from a course if they are absent six hours’ worth of class time *(four class sessions—there is no such thing as an excused absence—either you’re present or not)*. Arriving on-screen 15 minutes or more late is very disruptive and will, beginning with the second time, count as an absence and will be calculated into the six hours of class time missed. VERY IMPORTANT: Please take note of the final day for student withdrawal from class for this semester. **If you choose to stop attending class for any reason, it is your responsibility to contact the Registrar’s Office to withdraw. If your withdrawal is not duly recorded, you will receive an FX for the course. This is non-negotiable.**

**Student Conduct**

**HCC Policies**

Here’s the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/ In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- Ability Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
The EGLS\textsuperscript{3} (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS\textsuperscript{3} surveys are only available for the Fall and Spring semesters. EGLS\textsuperscript{3} surveys are not offered during the Summer semester due to logistical constraints.

**HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to [HCC Eagle ID](http://www.hccs.edu) and activate it now. You may also use Canvas Inbox to communicate.

**Office of Institutional Equity**


**Ability Services**

[https://www.hccs.edu/support-services/ability-services/](https://www.hccs.edu/support-services/ability-services/)

**Title IX**


**Office of the Dean of Students**


**Department Chair Contact Information**

Dr. Alan Ainsworth, [alan.ainsworth@hccs.edu](mailto:alan.ainsworth@hccs.edu), 713.718.7591