English 2327: Early American Literature

CRN: 62558
TTH 3:30-5 p.m.
Instructor: Tarra Gaines
Office hours: before class and by appointment.
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Mission Statement of The English Department
The purpose of the English Department is 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 Description
English 2327 is a critical study of major American writers from 1630 to 1865. This course requires substantial reading and research. Students who enroll in this course are strongly advised to have passed English 1302 with a grade of “C” or better. Prerequisite is English 1302. Three credit hours (Three lecture).

Student Learning Outcomes for English 2327: Early American Literature
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.

Textbooks
Required
Melville, Herman. Moby Dick
Recommended
A college composition handbook, such as The Little, Brown Handbook, 11th ed.

Attendance Policy
Regular attendance is required. HCCS policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped from the course. Students who intend to withdraw from the course must do so by the official last day to drop (April 14).

Withdrawal Policy
The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat 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 rather than a “W.” This grade (due to missing classes and missing work) will probably be an “F.” The last day to withdraw from the Spring 2011 semester is April 14.

You should visit with your instructor, an HCC counselor, or HCC Online Student Services to learn what, if any, 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.

**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.

**Special Conditions**
If you have any special conditions, extenuating circumstances, or needs that may affect your progress in this course, please notify me. I would be happy to discuss them with you in person. Also inform me of any special accommodations that you have documented through the Disability Support Services Counselors so that we may better meet your needs (Student Handbook 10). 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 are authorized to provide only the accommodations requested by the Disability Support Services Office. Contact Dr. Becky Hauri at 713-780-7909.

**Recording Devices/Cell Phone Policy**
According to the Chancellor’s restrictions on the use of recording devices in HCC facilities:
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. 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. Stafford Campus policy also dictates that cell phones cannot be used in the classroom. If you have an emergency situation that requires you to keep your cell phone on, you must see me before class.

**English Tutoring/Open Computer Lab**
Enterprising tutoring is offered by the HCC Southwest College. HCC English instructors serve as tutors and work individually with students. HCC also provides an online tutoring program. The url for this tutoring option is: [http://hccs.askonline.net](http://hccs.askonline.net). The
West Loop Campus also provides an open computer lab for you to use and access the internet. The computer lab and English tutoring are included in your course fees. You have already paid for these services, so please take advantage of them.

**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. Contact advisor Dr. Christopher Dunn at christopher.dunn@hccs.edu. Another organization of interest for English students is the Gender Studies Group. They promote awareness of gender issues on campus, encourage research and discussion of gender issues, host prominent speakers in the field, and serve the community. Contact Ms. Marie Dybala at marie.dybala@hccs.edu. 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. Contacts are available at www.omegasigma.org

**Requirements**

By the end of the semester the student who passes with a final grade of “C” or above will have demonstrated the ability to:

1. Complete and comprehend reading assignments, understanding not just what happens in a literary work but questioning why and how an author creates an imagined world and what relation (if any) that world has to us.
2. Attend class regularly, missing no more than 12.5% of instruction.
3. Participate in small group and class discussions. (To participate in this class requires a student to share in the responsibility of analyzing the literature. A student must take part in the questioning of the work and deciding what conclusions we can validly draw from the literature. The student must come to class, not only having read the work, but also ready to share his or her opinions of that work’s meaning with the class.)
4. Write a minimum of 5000 words in completing written assignments of varying lengths which are relevant to the course content.
5. Complete an essay of at least 1700 words that contains information obtained through documented research.

**Grading**

- Essay 1 - 15%
- Essay 2 - 15%
- Individual presentation on an American author and nonfiction work - 10%
- Term paper (documented research essay) - 30%
- Reading responses, quizzes and short presentations - 10%
- Final examination essay and project - 20%

**Formal Essays**

All major assignments must be typed and follow current MLA style. All essays must be turned in within a pocketed or flat folder. **Essays will not be considered complete until they are turned in a folder with a rough draft that includes handwritten changes.** Late essays will have 3 points per day they are late (including the weekend) deducted from their final grade. All essays must be kept until the end of the semester.
Daily Work
At least one class period before a reading in *The Norton Anthology of American Literature* is due, I will give topics or questions for you to write about after doing the reading. These questions are to help you to make a deeper examination of a work and to begin to analyze it. The day we discuss the specific work it is your responsibility to turn in your response to the reading. Each reading response must be a minimum of 300 words in order to fulfill the requirement of the assignment. It is your choice as to how many reading responses you wish to do during the semester; however, I will average your best 8 reading responses and quiz grades to calculate your daily work grade. That average will be worth 10% of your final grade. Please note that no late or make-up work is permitted for missed quizzes or daily reading responses. All graded reading responses and quizzes should be kept in a daily work folder that I will collect and review at the end of the semester.

Grading Standards
- **D (60-69)** = Below average work; noticeably weak in mechanics, style, and/or content.
- **C essay (70-79)** - The essay must contain a focused thesis sentence. The essay must be organized and the individual sentences must be clear and elaborate on, explain, and/or prove the main idea of the essay. The essay must respond to the assignment. Paragraphs should be well developed and logically appropriate. The essay must follow rules of grammar. Average quality work; good but unexceptional.
- **B essay (80-89)** - The essay fulfills all the requirements of a C essay, as well as including several interesting ideas and insights. Grammar errors should be minimal. The essay should be well organized, clear, and logical. Above average work; contains interesting analysis and interpretation; mechanical and grammar errors are minimal; well organized, clear, and logical.
- **A essay (90-100)** - The essay fulfills all the requirements of a B essay, as well as showing originality of thought and imaginative competence in the development of the material. It engages the readers’ attention and invites rereading. It contains very few, if any, technical or grammatical errors. The A essay is exceptionally fine work; exhibits a sophisticated level of understanding and analysis and a high quality of composition; superior in mechanics, style, and content.

Academic Honesty
As stated in the HCC Student Handbook: Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit (27-28).

According to HCC Southwest College English Department’s policy, plagiarism or collusion on a major assignment results in a grade of zero on that project. Plagiarism or collusion on a second major assignment results in a zero for the course.
HCCS Literature Courses in the Core Curriculum

All HCCS 2300-level literature courses satisfy the core curriculum requirement for 3 semester hours of literature (under Humanities and Arts in the Summary Distribution Requirements).

A second 2300-level literature course may be taken to fulfill the core curriculum requirement for 3 semester hours in Cross/Multicultural Studies.

In 2300-level literature courses, the student will gain increased capability in all six basic intellectual competencies in the HCCS Core Curriculum (reading, writing, speaking, listening, critical thinking, and computer literacy). Student progress in the core competencies will be measured in the activities outlined in the objectives and requirements section of this syllabus.

Perspectives in the HCCS Core Curriculum:

2300-level literature courses help students attain the following:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a culturally and ethnically diversified world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Develop personal values for ethical behavior;
4. Develop the ability to make aesthetic judgments; and
5. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines.

The objective of the humanities and visual and performing arts in a core curriculum is to expand students’ knowledge of the human condition and human cultures especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Exemplary Educational Objectives of the Literature Segment of the Humanities and Visual and Performing Arts requirements of the HCCS Core Curriculum:
1. To demonstrate awareness of the scope and variety of literary works;
2. To understand those works as expressions of individual and human values within an historical and social context;
3. To respond critically to literary works;
4. To articulate an informed personal reaction to literary works;
5. To develop an appreciation for the aesthetic principles that guide or govern literature; and
6. To demonstrate knowledge of the influence of literature on inter-cultural experiences.
The objective of the cross/multicultural component of the core curriculum is to introduce students to areas of study which enlarge their knowledge and appreciation of the multicultural and multiracial world in which they live.

Exemplary Educational Objectives of the Cross/Multicultural Studies Segment of the HCCS Core Curriculum:
1. To establish broad and multiple perspectives in the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a culturally and ethnically diversified world;
2. To demonstrate knowledge of those elements and processes that create and define culture;
3. To understand and analyze the origin and function of values, beliefs, and practices found in human societies;
4. To develop basic cross/multicultural understanding, empathy, and communication;
5. To identify and understand underlying commonalities of diverse cultural practices; and
6. To analyze the effects of cultural forces on the areas of study.
2327 Calendar
All assignments are due the day they are listed. A indicates the reading is from Volume A from *The Norton Anthology of American Literature*. B indicates the reading is from Volume B. The literature selection’s page number is listed after each title, but you will also need to read the introduction to the author before each selection. The calendar does not include the reading responses, quizzes, or writing exercises I might assign. The assignments might change at any time with notice of only one class. If you are absent, please keep in contact with me or with one of your classmates.

WEEK 1
January 18
*Writing sample on “Learn’d Astronomer.”*
*Introduction to course requirements.*

January 20
*Elements of fiction and poetry.*
*Discuss American literature to 1700.*
*Topics for class presentations given.*

WEEK 2
January 25
*Discuss stories of the beginning.*
**“Iroquois Creation Story” A18.
**“Coyote--His Myth” A92.
* Columbus’s “Letter to Luis de Santangel” A 32.

January 27
*Discuss the poetry of Anne Bradstreet.*
**“For Deliverance from a Fever” A211, “Here Follows Some Verses” A212.

WEEK 3
February 1
*Introduction to literature of 1700-1820/Influence of the Enlightenment.*
*Quiz over A357-365 (omit “Reason and Religion” section).*
*Discuss “From ‘The Declaration of Independence’” A651.

February 3
*Discuss selected poetry of the American Enlightenment.*
*Phillis Wheatley’s “To the Right Honorable William, Earl of Dartmouth” A752 and “On Being Brought from Africa to American” A752.
*Philip Freneau’s “The Indian Burying Ground” A745.

WEEK 4
February 8
*Library Orientation.*

February 10
*American Literature 1820-1865.*
*Quiz over B929-947.*
WEEK 5
February 15
*Franklin presentation
*Adams Presentation.
*Topics for essay 1 given.
February 17
*Focus on Washington Irving.
*Discuss “Rip Van Winkle” B953.

WEEK 6
February 22
*Continue look at “Winkle.”
*Paine Presentation.
February 24
*Begin look at Hawthorne.
*Discuss “Young Goodman Brown” B1289.

WEEK 7
March 1
*Discuss “The Minister’s Black Veil” B1311.
*Workshop for essay 1.
March 3
Complete Hawthorn discussion.
*Essay 1 due.

WEEK 8
March 8
*Emerson Presentation.
*”Native Americans Removal and Resistance” Presentation.
March 10
*Begin focus on Poe.
*Discuss “The Raven” B1536.
*Topics for essay 2 given.

WEEK 9
March 14-20 - Spring Break

WEEK 10
March 22
*Discuss “The Masque of Red Death” B1585.
March 24
*Discuss ”The Fall of the House of Usher” B1553.

WEEK 11
March 29
*Complete focus on Poe.
*Fuller Presentation.  
March 31  
*Jacobs presentations due.  
*Begin focus on the poetry of Walt Whitman.

WEEK 12  
April 5  
*Discuss Song of Myself.  
April 7  
*Discuss Song of Myself.

WEEK 13  
April 12  
*Thoreau Presentation.  
*Essay 2 Due.  
April 14  
*Douglass Presentation.  
*Begin focus on the poetry of Emily Dickinson.  
April 14- Last Day for Administrative/Student Withdrawals.

WEEK 14  
April 19  
*Discuss Dickinson poetry.  
*April 21  
* "Section, Region, Nation” Presentation.  
*Workshop for research paper.  
*Begin discussion of Moby Dick.

WEEK 15  
April 26  
*Moby Dick.  
April 28  
*Research paper due.  
*Continue discussion of Moby Dick.  
*Topics given for final exam.

WEEK 16  
May 3  
*Complete discussion of Moby Dick.  
May 5  
*Workshop final exam.

Final Exam:  Tuesday, May 10 at 3:00 p.m.