

Angelina College
Liberal Arts Division

ENGLISH 2327-AMERICAN LITERATURE I

Tentative Instructional Syllabus

I. BASIC COURSE INFORMATION:

A. **Course Description:** 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 among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1301 (Composition I)

B. **Intended Audience:** Students who have completed English 1301 or the equivalent.

C. **Instructor Information:**

Name: Renee Williams
Office Location: L109B
Office Hours: MW 8:00-9:20
 T 11:30-1:00
 R by appointment
 F 9:00-11:00
Office Phone: (936) 633-3280
E-mail Address: rwilliams@angelina.edu

Please Note: The best way to contact me is via email.

II. INTENDED STUDENT OUTCOMES:

A. **Core Objectives:**

- **Critical Thinking Skills (CT)**-to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)**-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Teamwork (TW)**-to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)**-to include the ability to connect choices, actions, and consequences to ethical decision-making

B. **Course Learning Outcomes:**

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

III. ASSESSMENT MEASURES (Tentative):

A. Assessments for the Core Objectives:

1. **Critical Thinking:** Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.
2. **Communication:** Students will write researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. A rubric will be used to assess the effective development, interpretation, and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.
3. **Teamwork:** Students will engage in teamwork exercises to demonstrate each member's ability to consider different viewpoints and work towards a common goal. These exercises may include a mixture of peer editing in groups, group research projects, and group oral presentations of findings. A rubric will be used to assess teamwork as demonstrated through embedded questions on standardized exams.
4. **Personal Responsibility:** Students will be required to make choices in the composition of written assignments that demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded question on standardized exams.

B. Assessments for Learning Outcomes (Tentative):

1. Students will demonstrate knowledge of individual and collaborative writing processes by engaging in a guided research project.
2. Students will demonstrate the ability to develop ideas and synthesize primary and secondary sources within focused academic arguments by preparing a major research paper over a literary topic.
3. Students will demonstrate the ability to analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence by preparing a researched essay that requires this ability.
4. Students will demonstrate the ability to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action by preparing a research paper over a work of literature.
5. Students will apply the conventions of MLA style correctly in regards to page format, in-text citations, and works cited entries in a research paper.

IV. INSTRUCTIONAL PROCEDURES:

A. Methodologies Common to All Sections:

Methodologies that may be utilized in presenting course content include (but are not limited to) in-class or online lecture notes, paper and pencil or online grammar exercises or research exercises which give immediate feedback, in-person or email workshops for student writings in progress, audio-visual presentations for view in class or outside of class, in-class or online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, guest participants.

V. COURSE REQUIREMENTS AND POLICIES:

A. **Required Textbooks, Material, and Equipment:**

- Perkins, George and Barbara Perkins, eds. *The American Tradition in Literature*. 12th ed (concise).
- Hawthorne, Nathaniel. *The Scarlet Letter*.
- Spiral notebook or loose leaf paper & binder for notes and in-class writing
- USB drive
- Blue or black ink pen
- Highlighter

Encouraged Optional Materials:

- Dictionary
- Thesaurus
- Dictionary/Thesaurus app (i.e., Dictionary.com app)

NOTE: Internet use is a requirement for this course. Lack of technology at home is no excuse for not completing assignments on time. If you do not have the resources at home, please take this opportunity to make use of the technology available in the library and Liberal Arts computer lab that you pay for with your tuition.

B. **Assignments:**

See “Tentative Calendar” document.

C. **Course Policies:** *This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.*

Academic Assistance: If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt, Associate Dean of Student Services, Student Center, Room 200. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Hunt will assist you with the necessary information to do so.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. To report any complaints of discrimination related to disability, contact Mr. Steve Hudman, in Student Center Building, Room 101, by phone at (936) 633-5293, or by email at shudman@angelina.edu.

Attendance: From the *Angelina College Policy Manual*: Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. It is the responsibility of the student to attend all classes and a record of attendance will be kept for all classes by the instructor.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar’s office from a class the student no longer desires to attend.

College District instructional standards allow the instructor to set the educational objectives and requirements for each course. The student who does not meet these requirements because of excessive absences may be dropped by the instructor on a notice to the College District admissions office using either a first or second drop slip. The position of the instructor on submitting a non-attendance drop should be stated in the course syllabus.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

The form for notification is in the office of admissions and will include the following:

1. Student name and identification number
2. Name of religious institution and tax code number
3. Name and date of holy day(s)
4. Classes to be missed
5. Schedule for delivery of form by student to instructor(s)
6. Conditions and deadlines for completing missed assignments
7. Instructor's signature and date
8. Student's signature and date

A student dropped because of excessive absences will be notified by mail by the College District admissions office and will be directed to obtain a readmit form and seek the approval of the instructor for admission. All students in developmental education must obtain approval of the instructor and the vice president and the dean of instruction.

A student who fails to contact the College District admissions office within one week of the date the notice was mailed will be dropped permanently from class.

All make-up work is at the discretion of the instructor.

D. Additional Policies Established by the Individual Instructor:

I will take attendance at the beginning of the class session. If you suspect that you have been marked absent incorrectly, it is your responsibility to notify me. Please do this after class. **If a student incurs four absences, he or she may be dropped from this class. Students with five**

absences or more will be immediately dropped from class unless the student can work out a plan with the instructor before returning to class.

Ultimately, the choice of whether or not to attend class is yours. However, bear in mind that you are responsible for any work you miss during your absence and that regular attendance increases your odds of success in this and any other course. Unless you make prior arrangements (in a timely manner) with me concerning an absence, it is up to the instructor's discretion whether you will be allowed to make up any work. Networking with your classmates through an exchange of contact information will likely benefit you greatly.

Remember also to conduct yourself with dignity and to extend the same courtesy and respect to your peers and instructors that you would expect from them. Our classroom is a professional environment; behave accordingly.

Additional notes regarding attendance:

- Keep track of your own absences; please do not ask me how many absences you have accumulated.
- If you are more than twenty (20) minutes late, or if you leave more than twenty (20) minutes early, you will be counted absent.
- Leaving class early will count as an absence or a tardy, depending on whether you have made previous arrangements with me.
- Daily work, including homework due in class, missed because of an absence or tardy may not be made up.
- I will not re-teach material missed because of an absence or tardy; ask classmates for notes instead.

Class Participation: Each student's participation in class constitutes 10% of the total grade for the course. Participation involves more than simply showing up to class—it requires being actively engaged in the learning process. The list below outlines some (but not necessarily all) of the elements that will affect the Participation grade.

1. **Be on time for class.** Entering class late is inappropriate and often disruptive. If you enter after I have taken attendance, you will be counted tardy; three (3) tardies are equivalent to one (1) absence.
2. **Put cell phones out of sight and on silent.** Using cell phones in class (unless given explicit permission to do so) is inappropriate and distracting. If you use your cell phone in class, you will be counted absent.
3. **Complete assignments as instructed.** Always read all instructions that I provide and ask for clarification whenever necessary. Not following instructions will result in lost points on assignments, and telling me after you have received your grade that you found something confusing or unclear will not result in a change of that grade. **It is your responsibility to let me know if you are having trouble understanding or completing an assignment BEFORE it is due.** I am more than happy to give you additional help, but I cannot do that unless you tell me that you need it.
4. **Engage fully in class discussions.** At the college level, students must actively participate in discussions of the reading, which means they must actually complete the readings. Don't be the person who never has anything meaningful to say about the material. All students will participate in class-wide conversations regarding the assigned texts. Do your best to contribute meaningful regularly; if I don't hear your voice fairly frequently, you are unlikely to be happy with your participation grade.

5. **Respect fellow class members and the instructor at all times.** Remember, our classroom is a professional atmosphere, and must be treated as such. Literature classes often touch upon complex subjects about which many people have strong feelings and opinions; sometimes these topics can lead to emotionally-charged discussions, and in such cases, I expect every student to remain as objective and open-minded as possible and to always respect each other's right to express ideas.
6. **Do not sleep during class.** Students will receive one warning about sleeping in class; if the student sleeps in class again, he or she will be asked to leave the classroom and will be marked absent for the class session.
7. **Refrain from eating noisy and/or pungent foods in class.** Food and drink will not be permitted in the computer lab.
8. **Do not bring children or other guests to class.** Please understand that the presence of a child in the college classroom is not conducive to learning, and the college classroom is usually an inappropriate place for children.

Failure to participate in class discussions and activities will lower the Participation grade. The Participation grade is 10% of the final course grade.

Late Work:

In general, I do not accept late work. However, I **MAY** make exceptions under certain circumstances. If you find that you will be unable to meet a given deadline, please notify me as soon as possible (either in person or via email) **AT LEAST 24 hours PRIOR to the due date** to request a **reasonable** extension. Requesting an extension does not guarantee you will receive an extension. Expect a grade reduction on any late work that is accepted. Students who are habitually late will no longer receive this consideration.

If you know in advance that you will be absent, you may submit assignments early but not late.

Technical problems, such as computer malfunction or lost data, will not be considered an acceptable excuse for late or missed work. You should plan ahead sufficiently so that any legitimate technical problems you encounter do not result in a late or missed assignment. Should you fail to plan ahead appropriately, it is your responsibility to deal with the associated consequences.

Extra Credit:

During the semester, I may announce extra credit assignments in class. Any extra credit will be available to the entire class; I will not give individual extra credit assignments. I frequently provide bonus points opportunities in class; these points may not be made up due to tardiness or absence.

Email Correspondence:

For all email correspondence, use your name and our course number as the subject line. Take care to compose your messages thoughtfully and clearly. I will not respond to emails that use text speak or lack basic punctuation. Remember that I am your English instructor, and although I do not expect your emails to be always grammatically perfect, I do expect to see your best efforts at writing professionally.

While I encourage students to keep contact with me through email and during office hours, I will not respond to the following types of emails:

- Those asking me to relay what you missed in class or what's due in the next class. Please refer to the provided schedule for this sort of information.
- Those asking whether we did/will do anything important on a given class day. Part of my teacherly quirkiness is that I think *everything* we do in class is important.
- Those asking for information about your grades. I cannot and will not discuss your grades with you through email or on the phone; keep up with your own grades, refer to the grades posted on Blackboard, or see me in person during office hours if you need a more detailed breakdown of your grades.
- Those arguing/bargaining about a particular essay or exam grade. I am happy to explain grades in detail, in person, but I will do so no sooner than 24 hours after you have received the grade in question.
- Those explaining an absence. While I appreciate the notification, these emails simply do not require a response.
- Those with an assignment attached. DO NOT attempt to turn in assignments via email; I will not grade them, and I will not respond to that email.
- Those asking questions that are directly addressed in the syllabus. Read your syllabus; print a copy and keep it handy. If you should be able to locate the answer to your question on your own, I expect you to do so.
- Those asking questions that are directly answered on the assignment sheet. Read all written instructions thoroughly before emailing questions about them.
- Those being disrespectful or hostile. Keep in mind that email communication is permanent and easily visible for others; reflect on what you have written before hitting "Send."

Academic Honesty:

It is the student's responsibility to do his or her own work and to do it honestly. **CHEATING** and **PLAGIARISM** are serious offenses which will be dealt with promptly. Essentially, plagiarism is presenting someone else's work, words, or thoughts as your own. Failing to give credit to the person or people whose work you use to supplement your own is plagiarism, even if you do not explicitly claim to have come up with it yourself. Cheating includes but is not limited to allowing someone else to do your work for you, doing another person's work for him or her, allowing another person to copy your work and present it as his or her own, and using or attempting to use unauthorized materials for a test or assignment. If I find you cheating on a test or assignment, or if I suspect plagiarism on an essay, YOU WILL RECEIVE AN AUTOMATIC F FOR THAT ASSIGNMENT AND POSSIBLY IN THE COURSE. If you have any questions about whether or not something constitutes cheating or plagiarism, do not hesitate to ask me; the consequences for academic dishonesty are too high to risk lightly.

Complaints/Questions:

I encourage all students to ask questions. If you leave a question unasked, it will remain unanswered. If you have any complaints or questions, please see me first; I can usually help resolve the problem. In the event that I cannot, I will direct you to the appropriate person who will be able to help you out.

VI. EVALUATION AND GRADING:

Final grades are determined by the following criteria:

10%	Participation in Class Discussions
10%	Homework & Quizzes
15%	Exam One
15%	Exam Two
10%	Proposal
20%	Research Paper
20%	Final Exam

Grading depends on multiple factors. The final grade is scaled from 1000 total possible points earned throughout the semester. These points are broken down as follows:

1 formal research essay	200 possible points	20% of course total
2 formal exams (150 points each)	300 possible points	30% of course total
Proposal	100 possible points	10% of course total
Quizzes & homework (varying points)	100 possible points	10% of course total
Participation	100 possible points	10% of course total
Final Exam	200 possible points	20% of course total

Total Possible Points: 1000

900-1000 points = A

800-899 points = B

700-799 points = C

600-699 points = D

< 600 points = F

VII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

ENG 2327 Tentative Schedule

Week 1:

8/24—

- Course Introduction: Syllabus Review
 - Assign Reader Paragraphs
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Week 2:

8/29—

- MLA Review
- Close Reading Review
- Close Reading Practice
- **Reader Paragraphs Due**

8/31—**pgs. 11-4**

- Natives and Explorers
 - “The Chief’s Daughters”
 - “Coyote & Bear”
 - “Twelfth Song of the Thunder”
 - “The Corn Grows Up”
 - “At the Time of the White Dawn”
-

Week 3:

9/5— **No Class**

9/7—**pgs. 16-7; 23-6; 40-2; 52-4**

- “Report of the First Voyage”
 - From *The Narrative of Cabeza de Vaca*
 - “John Smith’s Relation to Queen Anne of Pocahontas”
 - “Compact with the Indians”
 - “First Thanksgiving”
-

Week 4:

9/12—**pgs. 59-66; 67-9; 113-7**

- From *A Model of Christian Charity*
- Puritanism
- Crosscurrents: Puritanism, Indians, and Witchcraft (113-7)

9/14—**pgs. 76-7; 108-9**

- “The Author to Her Book”
 - “Before the Birth of One of Her Children”
 - “To My Dear and Loving Husband”
 - “Upon Wedlock, and Death of Children”
 - “Huswifery”
-

Week 5:

9/19—**pgs. 157-60; 224-31**

- Reason & Revolution
- From *Poor Richard’s Almanack*

9/21—**pgs. 235-44**

- From *Common Sense*
-

Week 6:

- 9/26—**pgs. 252-5; 141-2; 258-60; 265-73; 276**
- The Declaration of Independence
 - From *The Journal of John Woolman*, “Slavery”
 - From *Notes on the State of Virginia*
 - From *The Interesting Narrative of the Life of Olaudah Equiano*
 - “On Being Brought from Africa to America”
 - **Homework 1 Due**

- 9/28—
- **Exam 1**

Week 7:

- 10/3—**pgs. 299-304; 309-20; 354-6**
- The Romantic Temper
 - “Rip Van Winkle”
 - “Thanatopsis”

- 10/5—**pgs. 379-80; 386-9; 392-3**
- “Sonnet—To Science”
 - “Lenore”
 - “The Raven”
 - “Anabelle Lee”
 - “The Bells” (Blackboard)

Week 8:

- 10/10—**pgs. 393-403**
- “Ligeia”
 - “Berenice” (Blackboard)

- 10/12—**pgs. 428-33**
- “The Cask of Amontillado”
 - “The Tell-Tale Heart” (Blackboard)

Week 9:

- 10/17—**pgs. 448-65**
- “Young Goodman Brown”
 - “The Minister’s Black Veil”

- 10/19—**pgs. 465-94**
- “The Birthmark”
 - “Rappaccini’s Daughter”

Week 10:

- 10/24—**pgs. 507-30**
- “Bartleby the Scrivener”

- 10/26—**pgs. 675-87; 693-6**
- From *Woman in the Nineteenth Century*
 - “Declaration of Sentiments”
 - “Ar’n’t I a Woman?”
 - **Homework 2 Due**

Week 11:

10/31—

- **Exam 2**

- Introduction to *The Scarlet Letter*
- “The Custom House”

11/2—

Week 12:

11/7— **Last day to drop with a “W”**

- *The Scarlet Letter* (ch. 1-6)

11/9—

- **Proposal Due**
- *The Scarlet Letter* (ch. 7-12)

Week 13:

11/14—

- *The Scarlet Letter* (ch. 13-18)

11/16—

- *The Scarlet Letter* (ch. 19-24)

Week 14:

11/21—**Work Day**

11/23—**No Class**

Week 15:

11/28—

- **Movie**

11/30—

- **Movie**

Week 16:

12/5—

- **Homework 3 Due**
- Discussion & Exam Prep

12/7—

- **Research Essay Due**
- Discussion & Exam Prep

Week 17:

Final Exam
