



# COURSE OUTLINE

Instructor: Fred Jordan

Semester/Session: Fall 2011

**Course Number:** ENG-205-NC01

**Course Title:** American Literature to the Civil War

**Course Credits:**3

**Lecture hours:** 3      **Lab hours:** none      **Other hours:** none

**Pre-requisite(s):** Passing score on the English Placement Test or successful completion of ENG089.

**Co-requisite(s):** None

**Course Description:** This is a survey course of American literature from the Colonial Period to the Civil War. Included are such major writers as Poe, Hawthorne, Emerson, Thoreau, Whitman, and Melville. Also studied are historical, political and philosophical trends important to an understanding of the literature.

- Learning Outcomes:** Upon successful completion of the course, students will:
- Identify and define various genres of early American Literature
  - Identify the major historical time periods and literary trends from the Pre-Columbian era to the end of the Civil War and list characteristics of each time period/trend
  - Develop and exercise effective critical reading, thinking, and writing skills
  - Evaluate the development of the American literary canon in order to judge the validity of literary theories and critical perspectives
  - Investigate through research methods the major concepts of American literary history, including oral traditions, Spanish and English colonization, Puritanism, the Enlightenment, and Romanticism
  - Synthesize information from class readings, discussions, learning activities, lectures, and research and illustrate this synthesis in evaluated writing assignments

	<b>Section</b>	<b>Dates</b>	<b>Days</b>	<b>Time</b>	<b>Room</b>
<b>Class Section(s) Time &amp; Location:</b>	04	9/7-12/12	MW	11:30-1:00	NC1133

<b>Instructor:</b>	Fred Jordan	<b>Office Hours:</b>	Mondays, Wednesdays, 7:00-8:20AM
<b>Telephone:</b>		<b>Office Location:</b>	NC 2012
<b>E-Mail Address:</b>	fjordan@ccac.edu		

<b>Required Text(s):</b>	The Norton Anthology of American Literature, Volumes A and B. 7th Edition, 2007
<b>Required Materials:</b>	None
<b>Recommended Text(s):</b>	
<b>Audio-Visual Materials:</b>	
<b>Directed Study:</b>	
<b>Open Lab, Tutoring, etc.</b>	

## Materials and Resources:

**Overview:** This course involves an examination of American Literature from the writings of Indigenous People through the 1860s. Through class discussion and several essays, we will examine the role plot, setting, characters, historical elements and a variety of other factors play in influencing the meaning, structure and composition of the short stories we will read this semester. While I will provide background material through short lectures and handouts, the bulk of the class will revolve around class discussion. Needless to say, you should come to class ready to discuss different aspects of each work.

## Teaching Methods:

Lecture will be used primarily for background information. I encourage individual and group discussion. In addition to lectures, essays and discussions, the course will include in-class exercises, quizzes and tests.

## Evaluation Plan:

There will be 3 major essays for the class. Essays are based on the text and readings. Grades are based on depth, coherence, grammar, unity and support.

***Late assignments will be penalized one full letter grade per calendar day.***

Each essay is worth 25 percent of the final grade. Quizzes and class participation will constitute the remaining 25%.

These 5 to 7 page essays (final 6-8 pages) require you to examine the themes and ideas expressed in works of your choice. For example, you might write about the theme of individualism in Ralph Waldo Emerson's "Nature." Such an essay would discuss Emerson's juxtaposition of the individual against the backdrop of a radically changing society.

Each essay must have a clear, unifying thesis, and ample support for your main argument (before you ask, yes, this is a rather subjective essay, but it is vital that you support your assertions with textual evidence. Properly cited, of course).

As you write, you should consider the historical context and possible autobiographical influences on the author. How does her imagery shape the text's discourse? What does it say about the conditions of the characters, the location, or the society as a whole?

You should break the text down into components: language, imagery, character development, etc. But you should also look at the broader scope of things, to look at your subject as a part of a larger dialogue on a given topic (as opposed to the explication, which is an even more focused discussion of a text as an object unto itself).

Avoid using "I," unless it is contained in a direct quote. Remember to use the present tense throughout the essay, and always follow the MLA conventions for citation and bibliography.

Grading Scale:

90-100	A
80-89	B
70-79	C
65-69	D

## Essay Rubric:

Performance Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
<b>Organization Criteria</b>	Written work has <i>clear and appropriate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>clear and appropriate</i> .	Written work has <i>adequate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>adequate</i> .	Organizational structure and paragraphing have <i>serious and persistent errors</i> .
<b>Development of ideas</b>	The length of the written work provides <i>in-depth coverage</i> of the topic, and assertions are <i>clearly supported</i> by evidence.	The length of the written work is <i>sufficient to cover</i> the topic, and assertions are <i>supported</i> by evidence.	Written work <i>does not cover</i> the assigned topic, and assertions are <i>weakly supported or not supported</i> by evidence.
<b>Mechanics</b>	Written work has <i>no more than one major error and few</i>	Written work is <i>relatively free of errors</i> in word selection and use,	Written work <i>has major and persistent errors</i> in word selection

	<i>minor errors</i> in word selection and use, sentence_structure, spelling, punctuation, and capitalization.	sentence structure, spelling, punctuation, and capitalization.	and use, sentence structure, spelling, punctuation, and capitalization.
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**Other Policies and Procedures:**

**Attendance:**

As attendance and participation is essential, you should plan on attending every class. You are limited to 3 absences, after which you will lose a full letter grade for every additional class missed. If you have a medical, family or other emergency let me know, particularly if there is an assignment due that day. I discourage electronic submission of the three primary essays but you may turn them in via email, [fjordan@ccac.edu](mailto:fjordan@ccac.edu), in case of emergency.

**Academic Integrity**

CCAC’s policies regarding Academic Integrity are described in your student handbook on page 24.

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the assignment. A second offense will result in a failing grade in the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another's ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

- Buying a paper from on online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.
- Failing to place quotation marks around quoted material and/or attributing quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).
- Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases—in other words, don’t take credit for other people’s ideas.

As the assignments in this course are based on your responses to the works in the main text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

**Scholarly Integrity**

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal to take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

**Classroom Behavior**

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate in a college environment. **Do not use cell phones, send text messages, use electronic devices or disrupt the class in any inappropriate fashion.** As adult learners, you should show up to class on time and prepared for class discussions. You should show a degree of enthusiasm, arrive on time and take notes during lectures. Conversely, you should not disrupt appropriate conversations, sleep in class, arrive late or leave early (unless you have a valid reason to do so), pass notes, do work for other classes or behave in a generally inappropriate fashion. I will ask a student to cease any behavior that disrupts the class. If the student persists, I reserve the right to ask them to leave. Removal counts as an absence. If the disruptive behavior persists, I may ask you to leave the class until the situation is resolved with me, the department head and the Dean of Student Development. Behavioral conduct is discussed in the *Student Handbook* on page 26.

My policies on Academic Integrity and Behavioral Conduct are based on CCAC’s official policies.

**Essay Format**

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font. I have included a sample from Diana Hacker’s website at the end of the syllabus. I discourage electronic submissions, however if you cannot submit a hard format of your essay to me, you may send the file as a rich text format (.rtf) or Microsoft Word format (.doc, docx).

**Late Policy**

There will be no way to make up pop quizzes. All assignments are due at the beginning of classes on dates specified on the course plan. Late assignments will lose a full letter grade for every class missed. If there is a legitimate reason you cannot submit an assignment on time it is essential for you to contact me before the start of class. Computer problems or work for other classes do not constitute legitimate excuses for late submissions.

**Useful Links**

- <http://owl.english.purdue.edu/>
- <http://www.unc.edu/depts/wcweb/handouts/>
- <http://bcs.bedfordstmartins.com/resdoc5e/>

**Students with Disabilities:**

The Community College of Allegheny County makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities should be directed to the Office of Supportive Services at your campus.

**Course Outline Corrections:**

During the semester/session, reasonable changes to the course outline may be academically appropriate. Students will be notified of these adjustments by the instructor in a timely manner.

## Additional Dates:

11/21-11/27    Thanksgiving Break  
12/12            Classes end  
12/13-12/19    Final Exams

## Course Plan:

Class Week/Date	Lesson or Topic	Learning Activities	Assignments	Evaluation
1	Introductions	Lecture, discussion		Discussion
2	Native American	Lecture, discussion	Day 1: Native American Creation Stories, 17; De Vaca, 41 Day 2: Native American Trickster Tales, 74	Discussion
3	Puritan	Lecture, discussion	Day 1: Bradford, 114, 126, 133; Morton, 139, 139 Day 2: Native American Trickster Tales, 74	Discussion
4	Puritan	Lecture, discussion	Day 1: Winthrope, 147; Bradstreet, 188, 204, 206 Day 2: Rowlandson, 236	Discussion,
5	Enlightenment	Lecture, discussion	Day 1: <b>Mather, 308, 310; Edwards, 425; Essay 1 due</b> Day 2: Franklin, 451; Paine, 630	<b>Essay 1 due</b> , Discussion
6	Enlightenment	Lecture, discussion	Day 1: Jefferson, 660; Tenny, 905	Discussion
7	Romanticism, Birth of the short story	Lecture, discussion	Day 1: Foster, 806 Day 2: Irving, 953, 965	Discussion
8	Romanticism	Lecture, discussion	Day 1: Emerson, 1151, 1211 Day 2: Hawthorne, 1311, 1332	Discussion
9	Gothic, Anti-slavery	Lecture, discussion	Day 1: Poe, 1585, 1589 Day 2: Lincoln, 1627, 1635; Fuller, 1640, 1675	Discussion
10	Resistance and reform	Lecture, discussion	Day 1: <b>Slavery, Race, and the Making of American Literature, 1682; Essay 2 due</b> Day 2: Stowe, 1701	<b>Essay 2 due</b> , Discussion
11	Resistance and reform,	Lecture, discussion	Day 1: Thoreau, 1857, 2046 Day 2: Douglass, 2129, 2133, 2136, 2140	Discussion
12	Poetry	Lecture, discussion	Day 1: Whitman, 2195, 2210,	Discussion
13	Poetry, Melville	Lecture, discussion	Day 1: Dickinson, 2558, 2561, 2567, 2574, 2582, 2589 Day 2: Melville, 2363, 2461	Discussion
14	Research, Class Choice	Lecture, discussion	<b>Essay 3 due</b>	<b>Essay 3 due, Final Exam</b>
15	Final Exam			