

English 68A, Section 1 **American Literature to 1865**

Professor Karen English

Office Hours: M-Th: 12N-1pm & by appt

Class Time: TR 9-10:15am

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Classroom: ENG 403

Required Texts: available through Spartan bookstore and many other sources.

Baym, Nina P. et al. *Norton Anthology of American Literature*. Vols. A & B. 8th ed.

ISBNs 9780393934762 and 9780393934779

Course Description: This course surveys American literatures from the beginnings to 1865. Through lectures and discussions, we will explore nonfiction prose, poetry, drama, and fiction of the colonial, revolutionary, national, and romantic periods of American literature. Students will learn to read, analyze, and write essays on a wide variety of texts.

Course Requirements: Students are expected to attend all classes. At her discretion, the instructor will give quizzes and assign one page essays/exercises. A midterm and final examination will also be given as scheduled in the syllabus. **Note:** Wireless electronic devices will be used in the classroom only with explicit instructor permission.

Grades: Tests will count 50%: the midterm 20% (October 21) and the final 30% (Dec 17 at 7:15am). Class work counts 50%; class work includes approx. 6 one-two page written assignments and two graded oral presentations as well as daily participation (satisfies **SLOs 2, 3 & 5**).

Class work cannot be made up; however, credit for **one** written class assignment can be earned by attending a Center for Literary Arts event on campus, writing a typed review, and providing proof of attendance (program, ticket, etc). The review **must be directly** connected to the reading to material studied or discussed in the course.

There is no extra credit in this class. Emailed and late assignments are **not** accepted.

Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU [Catalog](#) ("The Grading System"). Grades issued in 68A must represent a full range of student performance: A = excellent; B=above average; C= average; D=below average; F=failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate

diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some specific slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Estimation of Per-Unit Student Workload: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Student Learning Objectives: In the Department of English and Comparative Literature, students will demonstrate the ability to: (1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric; (2) show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature; (3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject; (4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively; and (5) articulate the relations among culture, history, and texts.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/provost/services/academic_calendars/index.html. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub: <http://www.sjsu.edu/advising/>.

Recording policies: Common courtesy and professional behavior dictate that students obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for private, study purposes only. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Academic Integrity Policy: A student's commitment to learning, as evidenced by his or her enrollment at San José State University, and the University's Academic Integrity Policy require all students to be honest in their academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/docs/S04-12.pdf>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) <http://www.sjsu.edu/aec/> to establish a record of their disability.

SJSU Writing Center:



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections :

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Class Schedule: The following schedule of readings and written assignments is subject to change. All assignments are from the Norton Anthology, volumes A & B, 8th edition. While we may not discuss every assigned reading, students are responsible for the content of all assignments on quizzes and exams. Reading assignments satisfy **SLOs 1, 2, 5**.

- 8/26 Introduction
- 8/28 "The Iroquois Creation Story" 21-25 (Cusick); Delaware/Lenape Legend of Hudson's Arrival 68-71 (Heckewelder)
- 9/1 **Labor Day** (university closed)
- 9/2 *Stories about Wakjankaga* (Winnebago) 100-111, "Ikto Conquers Iya, the Eater" (Sioux) 111-114, "Coyote, Skunk, and the Prairie Dogs" (Navajo) 115-120
- 9/4 William Bradford 121 ff. Read Bio, *Of Plymouth Plantation*: from Book I: Chapters IV (124-7), IX (131-4), X (134-8); from Book II: Chapters XI (138-143), XII (144), XXIII (147-8), XXVIII (152-154); Illustration C4 *Elizabeth Clarke Freake and Baby Mary*; Roger Williams 193-194, "A Letter to the Town of Providence" 206
- 9/9 Anne Bradstreet 207; "To My Dear Children" 235-8; "The Author to Her Book" 225; "Upon the Burning of Our House" 232-3; Edward Taylor 289-90 "Upon Wedlock, and Death of Children" 303-4
- Class Assignment #1 due
- 9/11 Mary Rowlandson *Narrative* 255-272
- 9/16 Rowlandson 273-288
- 9/18 Benjamin Franklin 455-7; "The Speech of Miss Polly Baker" 463-465; from *Autobiography* 531-542; Illustration C6 *Benjamin Franklin Drawing Electricity from the Sky* (West)
- 9/23 John Woolman 596-7; from *The Journal* 597-604; Samson Occom 445-8 from "A Short Narrative of My Life"
- Class Assignment #2 due
- 9/25 Philip Freneau 756-7; "The Indian Burying Ground" 758; "To Sir Toby" 759-760; "On the Religion of Nature" 762; Mercy Otis Warren 731-2 "A Thought on the Inestimable Blessing of Reason . . ."

- 9/30 Olaudah Equiano from the *Interesting Narrative* 687-721; Illus. C7 *The Old Plantation*
- 10/2 Phillis Wheatley 762-4; "On Being Brought" 764; "On the Death of the Rev. Mr. George Whitefield" 767-8; "To S.M., A Young African Painter" 771-2; Letter to Samson Occom 774
- 10/7 Royall Tyler 775- 90 *The Contrast*
- 10/9 Tyler (cont) 791-816
- Class Assignment #3 due on Tyler
- 10/14 Hannah Webster Foster *The Coquette* 817-867
- 10/16 Webster 868-916
- 10/21 **MIDTERM** (SLOs: 2, 3, 5) Bring anthology, vol. A, large format green examination booklet, and 2 pens
- 10/23 Emerson 211-214, "The American Scholar" 243-256; "Each and All" 341-2
- 10/28 Margaret Fuller 740-743; from "The Great Lawsuit" 771-77; Fanny Fern 905-915 "Selections"; Illustration C6: *Shake Hands?* Lily Martin Spencer
- 10/30 Harriet Jacobs, from *Incidents in the Life of a Slave Girl* 920-942
- 11/4 Henry David Thoreau 961-964; "Sounds" from *Walden* 1039-1048; Illustration C7 *The Lackawanna Valley* George Inness
- Class Assignment #4 due
- 11/6 Thoreau, "Slavery in Massachusetts" 1155-1166; Frederick Douglass 1170-1174 from *My Freedom and My Bondage* 1240-1251
- 11/11 Veteran's Day (no classes)
- 11/13 Edgar Poe 631-32; "Philosophy of Composition" 719-727; "The Raven" 637-640; "The Fall of the House of Usher" 654-667
- 11/18 Nathaniel Hawthorne 369-373; "The Custom-House" 450-476
- 11/20 Hawthorne, *The Scarlet Letter*, 476-527

- 11/25 SL continue reading 527-594
Class Assignment #5 due
- 11/27 **Thanksgiving Day** (no classes)
- 12/2 Herman Melville 1424-1427, from "Hawthorne and his Mosses" 1431-1432, "Bartleby, the Scrivener" 1483-1509
- 12/4 Walt Whitman 1310-1314; from "Preface" to *Leaves of Grass* 1316-1319; "Crossing Brooklyn Ferry" 1383-1387; "A March in the Ranks Hard-Prest, and the Road Unknown" 1397-8
- 12/9 Emily Dickinson 1659-1663; poems numbered 112, 122, 225, 339, 269, 320, 236, 620, 446, 348, 519, 935, 1263, 1489
- 12/17 **Final Examination** Wednesday, Dec 17 at 7:15-9:30am (SLOs: 2, 3, 5)