1. **COURSE TITLE\*:** American Literature: Beginnings to 1865
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** ENGL 2230
3. **PREREQUISITE(S)\*:** ENGL 1101 with a C or better **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*:** 0  **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course explores major works in American literature through the mid-19th century. Readings are drawn from the Puritan Age, Colonial Period, Romantic Age, and the Age of Realism.

1. **LEARNING OUTCOMES\*:**

As a result of coursework, students will

1. Participate in critical readings and discussions of literary texts
2. Demonstrate knowledge of major works and authors of periods studied
3. Demonstrate knowledge of major themes, literary conventions, and forms displayed in works studied
4. Demonstrate knowledge of social, political, and cultural influences on works studied
5. Demonstrate knowledge of the literary diversity of represented periods

6. Demonstrate knowledge of basic literary terms

7. Demonstrate the ability to analyze the texts studied

1. **ADOPTED TEXT(S)\*:**

*The Norton Anthology of American Literature,*

Shorter Tenth edition - Vol. 1: Beginnings to 1865,

Copyright 2022, WW Norton

ISBN for *NAAL* 10 Pre-1865 Courseware 978-0-393-88609-2

ISBN: for students who do not want Inclusive Access: 978-0-393-88617-7 (Paperback)

ISBN: for students who do not want Inclusive Access: 978-1-324-04371-3 eBook and Learning Tools

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Supplemental texts are optional, but must be approved by area faculty.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

A variety of assignments will be used to evaluate student learning. Types of assignments should include but need not be limited to those listed below. A recommended distribution of grades is also indicated.

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Analytical Writings(10 x 30) | 300 | 30% |
| Quizzes (10x20) | 200 | 20% |
| Analytical Discussions (10 x 20) | 200 | 20% |
| American Literature Research Paper I (1 x 100) | 100 | 10% |
| American Literature Project (1 x 100) | 100 | 10% |
| American Literature Research Paper II (1 x 100) | 100 | 10% |
| Total | 1000 | 100% |

When evaluating student writing, instructors will use the English Department’s Essay Evaluation Scale: <https://www.sscc.edu/syllabi/assets/English%20Rubric.pdf>

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Lecture, discussion, videos, projects, short answer assignments, quizzes and exams, and formal writing assignments may be used at the discretion of the instructor.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

**SAMPLE COURSE OUTLINE**

**Weeks 1 and 2 – LO#s 1, 2, 3, 4, 5, 6, 7**

Course Overview

Beginnings to 1820 Period Introduction

Native American Oral Literature

“The Iroquois Creation Story”

Exploration, European Accounts of Native America

Christopher Columbus’s biography and letters

John Smith’s biography and writings

American Passages *Exploring Borderlands* video

Quizzes (4) over readings

Analytical writing(s) and discussion

**Weeks 3 and 4 - LO#s 1, 2, 3, 4, 5, 6, 7**

Puritans and Pilgrims, Salem Witch Trials

William Bradford's bio

Bradford's *Of Plymouth Plantation*

John Winthrop

"A Model of Christian Charity"

Anne Bradstreet

Bradstreet’s poems “The Prologue,” “The Author to Her Book,” “To My Dear and Loving Husband,” and “Here Follows Some Verses upon the Burning of Our House, July 10th, 1666”

Mary Rowlandson

“A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson”

Cotton Mather

From *The Wonders of the Invisible World* 160-165

American Passages *Utopian Promise* video

Films on Demand: *In Search of History: Salem Witch Trials*

Quizzes (3) over readings

Analytical writings and discussion

**Weeks 5, 6, and 7 - LO#s 1, 2, 3, 4, 5, 6, 7**

The Age of Reason, The Great Awakening

"Enlightenment Ideals" and "Pursuing Happiness" sections of American Lit text

PBS’s definition of the Age of Enlightenment (http://www.pbs.org/faithandreason/gengloss/enlight-body.html)

Jonathan Edwards’ bio

American Passages Authors: Jonathan Edwards

Edwards’ “Sinners in the Hands of an Angry God”

Benjamin Franklin’s bio

From Benjamin Franklin’s *The Autobiography*

Thomas Paine’s bio

From Paine’s *Common Sense*

Thomas Jefferson’s bio

American Passages Authors: Thomas Jefferson

From *The Declaration of Independence*

Phillis Wheatley’s bio

Wheatley’s poems

Quizzes (5) over readings

Analytical writings and Discussion

Assign American Literature Research Paper: Beginnings to 1820

**Weeks 8, 9, and 10 - LO#s 1, 2, 3, 4, 5, 6, 7**

Romanticism, American Renaissance, American Literary Nationalism

American Literature 1820-1865: Introduction

Washington Irving’s biography

Irving’s “Rip Van Winkle”

Irving’s “The Legend of Sleepy Hollow,” (from Project Gutenberg)

James Fenimore Cooper’s biography

From Cooper’s *The Last of the Mohicans,* Chapter III

From Cooper’s *Deerslayer*, Chapter VII, (from Project Gutenberg)

Films on Demand video "Romanticism: Imagining Freedom"

Quizzes (2) over readings

Analytical writings and Discussion

Literature Group Project

**Weeks 11 and 12 - LO#s 1, 2, 3, 4, 5, 6, 7**

Gothic Romanticism

Edgar Allan Poe’s bio

Poe’s “The Raven”

Poe’s “The Tell-Tale Heart”

Poe’s “The Fall of the House of Usher”

Nathaniel Hawthorne’s bio

Hawthorne’s “Young Goodman Brown”

Hawthorne’s “The Minister’s Black Veil”

Herman Melville’s bio

Melville’s “Bartleby, the Scrivener”

*American Passages* “Gothic Undercurrents” Video

Quizzes (2) over readings

Analytical writings and Discussion

**Week 13 - LO#s 1, 2, 3, 4, 5, 6, 7**

Transcendentalism

Films on Demand video *The American Transcendentalists: Concord, MS*

Ralph Waldo Emerson bio

Emerson’s “Self-Reliance”

Margaret Fuller’s bio

From Fuller’s “The Great Lawsuit: Man versus Men. Woman versus Women”

Henry David Thoreau’s bio

“Resistance to Civil Government”

From Thoreau’s *Walden*, “2. Where I Lived, and What I Lived For”

Quizzes over readings

Analytical writings and Discussion

**Weeks 14-16 - LO#s 1, 2, 3, 4, 5, 6, 7**

Abraham Lincoln's bio

Lincoln's "Address Delivered at the Dedication of the Cemetery at Gettysburg, November 19, 1863"

Slavery, Race, and the Making of American Literature

David Walker's bio and from Walker's *Appeal in Four Articles*

William Lord Garrison's bio and "To the Public"

Angelina E. Grimke's bio and from *Appeal to the Christian Women* of the South

Sojourner Truth's bio and Speech to the Women's Rights Convention in Akron, Ohio, 1851

Martin R. Delany's bio and from *Political Destiny of the Colored Race on the American Continent*

Harriet Jacobs's bio

From Jacobs's *Incidents in the Life of a Slave Girl*

Whitman’s bio

Selections from Whitman’s poems

Dickinson’s bio

Selections from Dickinson's poems

Quizzes

Analytical writings and discussion

American Literature Research Paper: 1820 to 1865

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.