



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.

**Dropping and Adding Classes:** Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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/) at <http://www.sjsu.edu/advising/>.

**Academic Integrity:** Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

**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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**Learning Assistance Resource Center (LARC):** The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

**Peer Connections:** Peer Connections provides 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, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on topics including preparing for the Writing Skills Test (WST), improving your learning and memory, and alleviating procrastination. 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: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> 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.

**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.

**Recording policies:** Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Class Schedule:** The following schedule of readings and written assignments is subject to change. All assignments are from the Norton Anthology, volumes A & B, 8<sup>th</sup> 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**.

- 1/23 Introduction
- 1/28 Hajíníé: The Emergence (Navajo) (Morris) 21, 25-34; Delaware/Lenape Legend of Hudson's Arrival 68-71 (Heckewelder)
- 1/30 *Stories about Wakjankaga* (Winnebago) 100-111, "Ikto Conquers Iya, the Eater" (Sioux) 111-114, "Coyote, Skunk, and the Prairie Dogs" (Navajo) 115-120
- 2/4 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
- 2/6 Anne Bradstreet 207; "To My Dear Children" 235-8; "The Prologue" 208-9; "Upon the Burning of Our House" 232-3; Edward Taylor 289-90 "Upon Wedlock, and Death of Children" 303-4
- 2/11 Mary Rowlandson *Narrative* 255-272
- 2/13 Rowlandson 273-288
- 2/18 Benjamin Franklin 455-7; from *Autobiography* 480-513; Illustration C6
- 2/20 Benjamin Franklin 514-542
- 2/25 Philip Freneau 756-7; "The Wild Honey Suckle" 757-8; "To Sir Toby" 759-760; "On the Religion of Nature"; Mercy Otis Warren 731-2 "A Thought on the Inestimable Blessing of Reason . . ."
- 2/27 Olaudah Equiano from the *Interesting Narrative* 687-721; Illus. C7 *The Old Plantation*
- 3/4 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 Samson Occum (Mohegan), from "A Short Narrative" 445-8
- 3/6 Royall Tyler 775- 90 *The Contrast*
- 3/11 Tyler (cont) 791-816
- 3/13 Hannah Webster Foster *The Coquette* 817-867
- 3/18 Webster 868-916
- 3/20 **MIDTERM (SLOs: 2, 3, 5)**
- Spring Break March 22-April 1, 2014 (includes Cesar Chavez Day)**
- 4/1 Emerson 211-214, "The American Scholar" 243-256; "Each and All" 341-2; "The Snow-Storm" 342

- 4/3 Margaret Fuller 740-743; from "The Great Lawsuit" 771-77; Fanny Fern 905-915 "Selections"; Illustration C6 *Shake Hands?* Lily Martin Spencer
- 4/8 Harriet Jacobs, from *Incidents in the Life of a Slave Girl* 920-942
- 4/10 Henry David Thoreau 961-964; "The Ponds" from *Walden* 1071-1085; Illustration C7 *The Lackawanna Valley* George Inness
- 4/15 Thoreau, "Slavery in Massachusetts" 1155-1166; Frederick Douglass 1170-1174 from *My Freedom and My Bondage* 1240-1251
- 4/17 Edgar Poe 631-32; "Philosophy of Composition" 719-727; "The Raven" 637-640; "The Black Cat" 695-701
- 4/22 Nathaniel Hawthorne 369-373; "The Custom-House" 450-476
- 4/24 **Reading Day**
- 4/29 Hawthorne, *The Scarlet Letter*, 476-527
- 5/1 *SL* continue reading 527-594
- 5/6 Herman Melville 1424-1427, from "Hawthorne and his Mosses" 1431-1432, "Bartleby, the Scrivener" 1483-1509
- 5/8 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
- 5/13 Emily Dickinson 1659-1663; poems numbered 112, 122, 225, 339, 269, 320, 236, 620, 446, 348, 519, 935, 1263, 1489
- 5/19 **Final Examination** Monday, May 19 at 7:15-9:30am (SLOs: 2, 3, 5)