

SJSU - Department of English & Comparative Literature

English 68A-1: American Lit. To 1865--Spring 2017

Contact Information

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Office Hours:	Mondays & Wednesdays 12:00 – 13:00, and by appointment
Class Days/Time:	Mondays & Wednesdays 09:00 – 10:15
Classroom:	BBC 120

Course Description

English 68A, the first in a series of two American Literature survey courses intended for English majors in the lower division, covers materials from the inception of the American literary tradition up to around 1865. Students will be required to play an active role in this course by means of presentations, debates, discussions, and research.

Learning Objectives

This course is designed to comply with the Department's **BA Program Learning Outcomes**; to that end, 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, 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 nature of the subject;
- 4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
- 5) Articulate the relations among culture, history, and texts.

To attain the Program Learning Outcomes above in this course, we will read and study works from both the literary and oral traditions representing diverse cultural backgrounds and exemplifying significant issues and expressive forms; in doing so we will:

- 1) Familiarize ourselves with the major authors, components (e.g., movements, genres, and themes), and issues in the traditions of American literature;
- 2) Appreciate the diversity of the literary canon by exposing ourselves, additionally, to the important writings by women and ethnic-American writers;
- 3) Recognize the dynamic relationship, according to the writings studied, between American literature and American society, and in addition understand the nature of the national identity as jointly shaped by the authors studied.

Upon successful completion of this course, students will be able to:

- 1) Demonstrate—in the scheduled tests and exams—substantial and solid knowledge of American literature in terms of authors representing its canon and diversity; its major components such as movements, genres, and themes; and significant issues relevant to the study of American literature;
- 2) Articulate and express—in the scheduled essay assignments—their systematic and informed understanding of American literature, which they will analyze critically in its social, historical, political, and cultural contexts.

Required Texts/Readings

Textbook

William E. Cain, ed. American Literature, Vol. I. Pearson/Longman, 2004.

Other Readings

Paul P. Reuben, ed. PAL: Perspectives in American Literature - A Research and Reference Guide [available here: <http://www.paulreuben.website/>]

Course Requirements and Assignments

In compliance with University Policy S12-3 (<http://www.sjsu.edu/senate/docs/S12-3.pdf>), “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.”

In addition, in compliance with F69-24 (<http://www.sjsu.edu/senate/docs/F69-24.pdf>), “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Accordingly, the requirements and assignments for this course are as follows:

Participation (quizzes, discussion, class work)	100 points	CLO 1, 2
Presentation on assigned author or topic	100 points	CLO 1, 2

Midterm Exam	100 points	CLO 1
Final Exam	100 points	CLO 1
Essay 1	200 points	CLO 2
Essay 2	200 points	CLO 2
Essay 3 (in-class, written during the final exam)	200 points	CLO 2, 1
TOTAL:		1,000 points

Please refer to the course schedule / class calendar for assignment due dates, exam dates, date of final exam, and other relevant dates. Please also note that such dates are subject to change with fair notice in advance.

Grading Policy

As a student in this class you will accumulate a total of 1000 points for the course, to be converted to a letter grade as follows:

967-1000 A+ 934-966 A 900-933 A- 867-899 B+ 834-866 B 800-833 B-
767-799 C+ 734-766 C 700-733 C- 667-899 D+ 634-666 D 600-633 D-

Further explanations about how the course work is graded are provided below. To receive a normal grade (A through D), a student must complete ALL of the assignments and requirements described in Categories 1 – 4 below:

1) *Participation*, as reflected in class activities including written work, pop quizzes, discussions, and other interactions, is 10% (100 points) of your final grade, with the following caveat. You will be awarded 90-100 points for Excellent (grade A) participation, 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). **Your participation grade is directly related to your efforts you invest in the class, and you must receive 60 points or above in order to complete the participation requirement; if you fail to complete this requirement your course grade will be “I” (“Incomplete”) or one of the other non-credit earning grades, i.e., W, WU, F. There is NO MAKEUP for missed participation activities.** When absences occur and prevent you from participation, such absences must be legitimate in true faith, authorized by the instructor, and documented as required before they can be excused.

2) *Presentation*, as reflected in your 15-minute class demonstration / oral report (with power point, etc.) on the author/topic assigned, is 10% (100 points) of your final grade. You will be awarded 90-100 points for Excellent presentation (grade A), 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). **If you fail to complete this required project, your course grade will be “I” (“Incomplete”).**

3) *Midterm Exam and Final Exam*, designed to test your fundamental knowledge and understanding of the subject, will each be graded on a 100 point scale; together you earn up to 200 points (20%) from the two exams toward your final grade. **You must complete BOTH the midterm and the final exams, or your course grade will be “I.”**

4) *Essays 1, 2, and 3* are assigned to assess the students’ abilities to analyze the materials and synthesize their knowledge of the subject, and articulate their systematic and informed understanding in coherently, expressively, and professionally written prose. Each essay is

worth 200 points and together they constitute 60% of the final grade for the course. **You must complete these essay assignments as scheduled; no late assignments will be accepted without authorization.** Essay 3 must be written in class during the time scheduled for the final exam and cannot be made up if you miss it. To help you visualize the quality of your essays, letter grades of A through F will be given alongside numerical scores, with A representing Excellent work (180 to 200 points), B Good (160-179 points), C Average (140-159 points), D Poor (120-139 points), and F Fail (119 points and below).

Extra Credit Option—You may do extra work and set aside extra credit in the Participation and Presentation category; such extra credit will be used in your favor to improve your final course grade in marginal cases (e.g., you have earned 796 points, which is a C+, and need just four points to acquire a B-).

Other provisions and additional information on Grading Policy

For numerical score and grade equivalents see the following tables:

Table One: Essays (based on a 100 point scale)

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 – 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 59 or below.

Table Two: Course Grade (based on a 1000 point scale)

A- = 900 – 933; A = 934 – 966; A+ = 967 – 1000

B- = 800 – 833; B = 834 – 866; B+ = 867 – 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 699

F = 599 or below.

Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also

substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, 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.”

Departmental Policy on Grading Written Assignments

“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 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.

Class Policy on Late Assignments and Incompletes:

Assignments shall be turned in when due. If accepted at all, late assignments will receive a penalty of 10%. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor. Unless otherwise stated, essay assignments and research papers must be printed to

receive credit. To request an "I" course grade, a student will have to sign a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

Classroom Protocol

- 1) Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be judged against you in the assessment of your Participation.
- 2) The use of cell phones is prohibited without instructor's consent.
- 3) The use of laptop computers, tablets, smartphones and / or other technology gadgets for purposes inconsistent with class activities is prohibited.
- 4) The ingestion of food and / or consumption of meals and snacks inside the classroom is prohibited; bottled water, however, will be permissible.

University Policies

Dropping and Adding

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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, stipulates that “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.” In addition, University Policy S12-7 requires students to obtain instructor's permission to record the course: “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 this 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.” To obtain such permission for yourself or for your guests, contact the instructor in writing two weeks in advance.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. 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 Integrity 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) (previously known as “The Disability Resource Center”) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

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) at <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 (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

E68A American Literature To 1865, Spring 2017

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30 2/1	<i>Introduction to the course; Student Presentations & Assignments</i> Iroquois Creation Story, 41-48
2	2/6 2/8	Christopher Columbus & Bartolome de las Casas, 34-43 William Bradford, 53-66; <i>read also</i> Cotton Mather, "Life of William Bradford" 151-159; John Smith 49-52
3	2/13 2/15	Cotton Mather, 143-150; <i>read also</i> Edward Taylor 138-142 Jonathan Edwards 160-190
4	2/20 2/22	Anne Bradstreet 84-91 Essay #1 Assigned (Due MARCH 13) <i>Writing Analytical/Critical Essays (Writing Workshop)</i> Mary Rowlandson 92-137
5	2/27 3/1	Crevecoeur John Adams, Thomas Paine, Thomas Jefferson, James Madison 304-376 Cont'd.
6	3/6 3/8	Benjamin Franklin, 191-284 Cont'd
7	3/13 3/15	Essay #1 Due; Review Midterm Exam
8	3/20 3/22	William Apess, 467-474; <i>read also</i> Benjamin Franklin, "Savages of North America" 201-205; Philip Freneau, "Indian Burying Ground" 378-379; Lydia Sigourney, "Indian's Welcome to the Pilgrim Fathers" 456-458; Cherokee Memorial, 450-455 Phillis Wheatley, 381-389; <i>read also</i> John Woolman, "on the Keeping of Negroes" 295-303; Thomas Jefferson, "Effects of Slavery" 364-365; James Fenimore Cooper, "On American Slavery" 448-449; Harriet Beecher Stowe, 870-884 SPRING RECESS 3/27 - 3/31; NO CLASS
9	4/3 4/5	Ralph Waldo Emerson, 472-556 Henry David Thoreau, 953-1008 Essay #2 Assigned (Due MAY 3)

Week	Date	Topics, Readings, Assignments, Deadlines
10	4/10 4/11	Nathaniel Hawthorne, 557-778 Edgar Allan Poe, 786-830
11	4/17 4/19	Frederick Douglass, 1009-1102 Frederick Douglass, cont'd
12	4/24 4/26	Herman Melville, 1103-1220 Herman Melville, cont'd
13	5/1 5/3	Walt Whitman, 1221-1303 Walt Whitman, cont'd Essay #2 Due
14	5/8 5/10	Emily Dickinson, 1304-1322 Essay #3 (to be written during the Final) assigned Emily Dickinson, cont'd
15	5/15	<i>Conclusion to the course; Final Review</i>
	5/22	Final Exam Monday, May 22 0715-0930

The instructor reserves the right to revise and / or update this greensheet and course schedule; students will be notified accordingly when such changes are made.