

**San José State University**  
**Department of English & Comparative Literature ENGL 60: The Emergence of**  
**“British” and “American” Literatures**  
**(1680 to 1860), Section 02, Spring 2020**

**Course and Contact Information**

Instructor:	Dr. Colton Saylor
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Office Hours:	Tues and Thurs, 10:30-11:30AM (or by appointment if necessary)
Class Days/Time:	Tues and Thurs, 12:00PM-1:15PM
Classroom:	BBC 130
Prerequisites:	English 1A

**Course Learning Management and one.SJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through one.SJSU to learn of any updates.

**ENGL 60 Course Description**

ENGL 60 explores the genres and innovations of literature written in English from the Restoration period after the English Civil War up until the American Civil War 180 years later. The class will engage literary texts, literary history, and historical events that shaped the literature. English 60 examines literary innovation in the Neoclassical, Romantic, and early Victorian periods in both Britain and America, with a particular focus on colonialism, liberty, and the transatlantic slave trade that binds the two sides of the Atlantic together during this era.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (3 hours per unit per week) for instruction or preparation/studying or course related activities. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments.

NOTE: This course includes the following 1-unit enhancement: Increased course content and collateral readings, including additional research and writing.

Course Component	Student Work	Instructor Engagement
Regular 3 units (9 h/wk)	Readings, Reading	- Class contact hours

	Responses, Discussion Questions, Close Reading Paper, Studying for Midterm and Final	<ul style="list-style-type: none"> <li>- Prepare in-class lectures/activities</li> <li>- Evaluate student work and provide specific and actionable feedback</li> <li>- Meet with students during office hours</li> </ul>
Activity 1 Unit (3 h/wk)	Research papers (students will choose a 19 <sup>th</sup> century novel to write an original research paper using at least three library sources (includes proposal/annotated bibliography)	<ul style="list-style-type: none"> <li>- Provide guidance to students with planning and writing research papers</li> <li>- Assist students in finding quality sources</li> <li>- Hold writing workshops outside of class (towards end of semester)</li> </ul>

### **Program Learning Outcomes for the English Major:**

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.

### **How Department Goals are met via English 60 Course Learning Outcomes (CLOs):**

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

- CLO 1: Read closely in a variety of forms, including poetry, the early novel in English, and the short story and articulate the value of close reading in the study of literature.
- CLO 2: Show familiarity with major British and American literary works and genres from the period of 1680 to 1860.
- CLO 3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject and in a range of forms, including in-class writings, a proposal, annotated bibliography, and a research-backed interpretive essay.
- CLO 4: Develop and carry out an extended research project, locate, evaluate, organize, and incorporate information effectively.

CLO 5: Articulate the relation between particular texts and their cultural, historical, and geographical contexts.

All assignments due to Canvas unless otherwise instructed.

### **Assignment Word Count and Assignment GELO**

<b>Assignment</b>	<b>Word Count</b>	<b>Learning Goals</b>	<b>Final Grade %</b>
Essay # 1 (Close Reading)	500-750	CLO 1, 2, 3	15%
Essay # 2 (Research Paper)	1,500-1,750	CLO 1, 2, 3, 4,	20%
Proposal/Annotated Bibliography	500	CLO 4	5%
Reading Responses (3 for Semester)	300 (each)	CLO 1, 2, 3	15%
Discussion Questions (for one reading)	-	CLO 2	5%
Midterm	-	CLO 1, 2, 3, 4, 5	20%
Final	-	CLO 1, 2, 3, 4, 5	20%

**Paper Proposal and Annotated Bibliography:** Your proposal should describe the question you hope to answer, listing five library resources (academic books or journal articles) in an annotated bibliography.

**Research Paper:** Your research paper will seek to answer a question about the book you have read, should be five to seven pages in length, and include a “Works Cited” with at least three library sources (academic books or journal articles). It should be written in clear, correct English with logical paragraph breaks, an introduction that frames your argument, and a conclusion. Appropriate use of textual evidence from the novel and from your research are key to successful research papers.

**Reading Responses:** You will write a reading response on three different readings from the semester. These responses will be submitted to Canvas (credit/no credit). Each response should describe what your reaction to that particular reading (including any evidence from the text that supports your reading), complete with ways you think the reading contributes to course themes or other on-going class discussions. They are due the day after that reading is assigned, by 11:59PM (meaning a reading on a Thursday has a response due by that following Friday, 11:59PM).

**Discussion Questions:** Each student will have the chance to lead the class in a discussion of a text of their choice from the class syllabus (we will hold sign-ups on the second week of class. You will compose five questions that incite thoughtful discussion from your peers (avoid plot-related or other simplistic questions). Some ideas: choose specific lines of poetry or re-occurring imagery and ask the class about their significance. Be somewhat open-ended and try to connect the text to your peers and their own lives! Questions should be typed up and submitted to our Canvas portal before the class for that reading begins.

## **Required Texts**

*The Classic Slave Narratives*, Edited by Henry Louis Gates, Jr. **ISBN:** 9780451532138  
*The Life and Adventures of Joaquin Murieta*, John Rollin Ridge **ISBN:** 9780143132653

## **Available for Purchase through Canvas page**

Other required readings can be found either linked in the syllabus or as PDFs in Canvas.

## **Grading Policy**

Late papers (including drafts) will be docked half a letter grade each day they are late. Students must receive a C- or higher to pass the course

**Peer Review Workshops:** The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

## **About Grades**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: argument (this includes maturity and sophistication of thought), organization, and analysis.

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C-

(70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

**This course must be passed with a C- or better as a CSU graduation requirement.**

### **Classroom Protocol**

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

### **University Policies**

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

### **Note on Course Readings and Projects:**

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

### **ENGL 60, Section 02, The Emergence of “British” and “American” Literatures (1680 to 1860), Spring 2020**

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	<b>Introduction</b>
2	1/28	<b>Course Overview: The Enlightenment and The Trans-Atlantic Slave Trade</b> <b>Read:</b> Phillis Wheatley <a href="#">“On Being Brought From Africa to America”</a>
2	1/30	<b>Read:</b> Mary Rowlandson, <a href="#">A True History of the Captivity and Restoration of Mary Rowlandson</a> , (First Remove to Tenth Remove)
3	2/4	<b>Read:</b> Mary Rowlandson, <a href="#">A True History of the Captivity and Restoration of Mary Rowlandson</a> (Finish)
3	2/6	<b>Read:</b> Aphra Behn, <a href="#">Oroonoko</a> (pp. 147-183)
4	2/11	<b>Read:</b> Aphra Behn, <a href="#">Oroonoko</a> (pp. 184-224)
4	2/13	<b>Read:</b> Olaudah Equiano, <i>Interesting Narrative of the Life of Olaudah Equiano</i> (Ch. 1-3; 5)
5	2/18	<b>Read:</b> Olaudah Equiano, <i>Interesting Narrative of the Life of Olaudah Equiano</i> (Ch. 7-10)
5	2/20	<b>Read:</b> Mary Prince, <i>The History of Mary Prince, A West Indian Slave</i>
6	2/25	<b>Read:</b> Jonathan Swift, <a href="#">Gulliver’s Travels, Part IV</a>

6	2/27	<b>Read:</b> Alexander Pope, <a href="#">“Essay on Man” (Epistle 1)</a> <b>Close Reading Paper due 2/28, 11:59PM</b>
7	3/3	<b>Read:</b> John Locke, <a href="#">Two Treatises of Government, Second Treatise</a> , (Chapters 2, 4, 5, 9); David Hume, <a href="#">“On Liberty of the Press”</a> ; Edmund Burke, <a href="#">“Reflections on the Revolution in France”</a> (pp. 1-5; 17-22)
7	3/5	<b>Read:</b> Samuel Occom, <a href="#">“A Sermon, preached at the execution of Moses Paul”</a> ; Henrick Aupaumut, <a href="#">“To Thomas Jefferson”</a> ; Tecumseh, <a href="#">“Speech to the Osages (1811-12)”</a>
8	3/10	<b>Read:</b> Thomas Paine, <a href="#">Common Sense (Excerpts)</a> ; Thomas Jefferson, <a href="#">The Declaration of Independence</a> ; James Madison, <a href="#">The Federalists Papers (10 and 14)</a>
8	3/12	<b>Read:</b> Hannah More, <a href="#">“Slavery, a Poem”</a> ; Ann Yearsley, <a href="#">“A Poem on the Inhumanity of the Slave Trade”</a>
9	3/17	<b>Midterm Review</b>
9	3/19	<b>Midterm</b>
10	3/24	<b>Read:</b> William Wordsworth, <a href="#">“I Wandered Lonely As a Cloud.”</a> ; Samuel Coleridge, <a href="#">“Kubla Kahn”</a> ; Mary Wollstonecraft, <a href="#">A Vindication of the Rights of Women (Dedictory Letter; Introduction; Chapter 2)</a>
10	3/26	<b>Read:</b> William Blake, <a href="#">Songs of Innocence and Experience</a>
11	3/31	SPRING BREAK
11	4/2	SPRING BREAK
12	4/7	<b>Read:</b> John Keats, <a href="#">“Ode to a Nightingale.”</a> ; <a href="#">“To Autumn”</a> ; Percy Shelley, <a href="#">“Ode to the West Wind”</a> ; <a href="#">“The Masque of Anarchy” (excerpt)</a>
12	4/9	<b>Read:</b> Edgar Allan Poe, <a href="#">“The Masque of the Red Death”</a> ; <a href="#">“Berenice”</a> Nathaniel Hawthorne, <a href="#">“The Ambitious Guest”</a>
13	4/14	<b>Read:</b> Fredrick Douglass, <i>Narrative of the Life</i> (Ch. 1-5)
13	4/16	<b>Read:</b> Fredrick Douglass, <i>Narrative of the Life</i> (Ch. 6-11) <b>Proposal/Annotated Biblio. due 4/18, 11:59PM</b>
14	4/21	<b>Read:</b> William Apess <a href="#">“Eulogy on King Phillip”</a>
14	4/23	<b>Read:</b> Ralph Waldo Emerson, <a href="#">“The American Scholar”</a> ; Henry David Thoreau, <a href="#">“Civil Disobedience”</a> ; Margaret Fuller, <a href="#">“Woman in the Nineteenth Century”</a> (Part I)
15	4/28	<b>Read:</b> Herman Melville, <a href="#">“Benito Cereno”</a>
15	4/30	<b>Read:</b> John Rollin Ridge, <i>The Life and Adventures of Joaquín Murieta</i>
16	5/5	<b>Read:</b> John Rollin Ridge, <i>The Life and Adventures of Joaquín Murieta</i>
16	5/7	<b>Final Review</b>
Final Exam	5/13	<b>Final, 9:45AM-12:00PM</b> <b>Research Papers due TBD</b>