A Note to My Students:
American literature reflects, parallels and in some cases predicts American History! And always, literature, whether essays, poems, speeches, documents or stories, tell us something important about ourselves and our humanity. This semester we’ll survey almost 400 years of Colonial and American writings, including sermons, poetry, essays, founding documents, and stories. A lot to discuss in one semester! I hope you will discover something wonderful about the literature of early America and I hope you will discover something about what it means to be American as well.

I have long loved both literature and history, and I’m pleased to be your professor for this course. My lectures will cover material that you will not find in the readings. So I expect you to read before class. Regular attendance will be important to your success. Expect in-class exercises, occasional quizzes and group discussion of diverse points of view, including those in opposition to your own. Expect online discussions via eCampus. There may be occasional group projects. As you write your essays, remember that good, lasting literature supports many interpretations, but any interpretation must be supportable by the text itself.

This course is listed as a HYBRID COURSE, meaning that it has a required online component. Three Thursdays during the semester, we will not meet in class, but you will have an online assignment. Please see the attached calendar for the exact dates.

I expect an enjoyable semester and I hope when we leave in May you all will share, even a little, my love of these works we’ll study.
Nancy Barlow

General Information
Prerequisites: Passing grades in English 1301 and 1302

Credit hours and transferability: With successful completion of this course you will receive 3 transferable credit hours in American Literature 2327.

Catalog description of English 2327: This course includes significant works of American writers from the 17th century to the 19th century.
Course objectives: In all the colleges in the DCCCD, English 2327 is designed around these objectives. The lessons and daily assignments are aimed at helping you meet the following expectations:

After students successfully complete a sophomore English course, they will be able to…
1. To analyze works in the arts and humanities as expressions of human values within their historical context,
2. To show relationships between these works and universal human values,
3. To respond critically to these works,
4. To articulate an informed personal reaction and evaluation of these works.

Required Texts: All required readings are readily available online. While a recent grammar handbook with MLA citation format will be useful, it is not a required purchase. Perhaps you have one from a previous class, and that will work fine. If not, on reserve at the circulation desk in the library are multiple copies for use in the library.

Supplementary Materials: Since this is a course requiring use of the eCampus Blackboard system, you will be expected to have ready access to a computer, a working email account and general course navigation skills. If you have any concerns about these requirements, contact your professor immediately for help.

Grading Scale: 900 – 1000 = A; 800 to 899 = B; 700 to 799 = C; 600 to 699 = D; 599 and below = F. If a paper is returned with the notation “NG,” that means it is not gradable. Some reasons a paper may not be gradable include
- writing that does not meet minimal standards for third-level college writing classes
- excessive grammar and mechanical errors
- a paper that does not meet the specifications of the assignment
- plagiarism or failure to cite sources

After consultation, and depending on circumstances, a revision opportunity may be offered.

Elements of Course Grades
Four (4) processed papers @125 points each =500 points or 50% of course grade
- The semester is divided into four units. A paper will be due, uploaded to SafeAssign, by Saturday night at midnight of weeks 4, 8, 12 and 15 (see calendar). Each unit will cover several authors, so you will have a choice of topics on which to write.
- Papers will use MLA formatting unless otherwise noted and be 3-4 pages long. Each paper will use appropriate sources and include in-text citations for both quotes and paraphrases and a works cited page.
• Following a rubric based on the objectives of the course, papers will be graded on the basis of
   originality of thought;
   understanding of the texts;
   competency with analysis and/or argument;
   competency with the technical aspects of writing such as sentence structure, grammar, punctuation, citation, and presentation
   The general expectations rubric is attached at the bottom of this syllabus and will also be posted under the COURSE MATERIALS button on eCampus.
   Papers must be uploaded to SafeAssign on eCampus. Late assignments are assessed a 10% penalty. After four days, the assignment is no longer accepted. Any exceptions for true emergencies must be negotiated with me in person.

12 discussions on the eCampus discussion board @30 points each =360 points or 36% of course grade
Often, you will discuss the assigned readings on the Discussion Board prior to class. Discussions are posted for weeks 2 – 14, thirteen in all, so you may skip or replace one forum as needed. Here’s how it works:
• I will post questions based on interpretation and analysis of the assigned readings.
• Carefully consider your response to the prompt in at least two or three thoughtful, edited paragraphs.
• In addition to your own discussion posting, respond to at least two classmates by commenting on and adding to his/her ideas.
• In all cases, keep it polite. Use good netiquette.
• Discussion board writing will be graded according to the attached rubric. Keep in mind that this is an English class, so the discussion forum will require correct, standard grammar, punctuation and spelling. The quality of ideas presented and the critical thinking exhibited factor heavily in grading.
• Discussion Forums for each week are due on Sunday night by midnight.

In-class exercises or quizzes to equal 120 points or 12% of the total grade
Quizzes, exercises or group activities in-class will not be announced. They cannot be made up if you are absent.

First day syllabus quiz and email check = 20 points or 2% of course grade
After the first day of class, you will be asked to respond to an email from me to check that communication is working. The syllabus quiz will be available on eCampus for three days after the first class meeting.
Extra Credit:  
You may earn **up to 40 points** extra credit over the course of the semester. Several movies are listed on the course calendar. Watch and complete the film review sheet posted on eCampus. Each film is worth 10 points. Other possibilities may be announced in class.

Academic Dishonesty:  
Plagiarism is serious business. We will talk about it in class, to clear up any misconceptions about what plagiarism is. Please read the Brookhaven College Student Code of Conduct. Plagiarism is using another person’s work or ideas as your own without crediting the other person. Buying or accepting as a gift the work of another person is plagiarism. Giving another person your work to turn in as his/her own is also academic dishonesty. Be aware that penalties may be harsh. Failure for the assignment is automatic, with additional penalties dependent on circumstances. The DCCCD makes *SafeAssign, a plagiarism checker*, available to all faculty. We will use it in this course.

COMMUNICATIONS DIVISION SYLLABUS ADDENDUM: ADDITIONAL INFORMATION REGARDING POLICIES

Drop/Withdrawal Policy: Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw. **The last day to withdraw with a grade of “W” is is Apr 12th.**

STOP BEFORE YOU DROP: For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/6drop

Financial Aid Statement: Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.
**Religious Holidays:** A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

**ADA Statement:** If you feel you may need special assistance or accommodation (such as help with taking notes, extra time on tests, etc.) because of any type of physical disability or learning difference, please contact the Special Services office in Room S124 or at 972-860-4847.

**Academic Integrity:** The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at https://www1.dcccd.edu/cat0708/ss/code.cfm.

**Repeating this Course:** The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

**GRADE REPORTS:** Final grade reports are not mailed to students. You may obtain your final grades online at econnect.dcccd.edu or by calling (972) 613-1818

**IMPORTANT DATES—FALL 2011**
CLASSES BEGIN Tuesday, January 17
Deadline to apply for graduation Friday, January 27
Last day to drop course without a "W" (Certification Date) Wednesday, January 30
Employee Development Day (NO CLASSES) Thursday, March 1
Day of Service (NO DAY CLASSES—EVENING CLASSES WILL MEET) Friday, March 2
Spring Break (NO CLASSES) March 12 – 16
Easter Holiday Friday, April 6
Last Day to drop course with a "W" Thursday, April 12
SUMMER 2012 REGISTRATION begins for continuing students Tuesday, April 17
FINAL EXAMS May 7 – 10

Course Calendar

- Your professor reserves the right to add, delete, or revise segments of this course or syllabus.
- If changes become necessary, I will announce them as early as possible both in class and on eCampus.
- Below are the course reading assignments and due dates for papers. All links to readings will be posted on eCampus
- Movie Extra Credit is due no later than 1 week after the date it is listed.

Week 1  Jan 17 – 22  Native American Writers
Posted readings include Native American legends, speeches of Tecumseh, Red Cloud, Chief Joseph, poems of contemporary poets Louise Erdrich, Leslie Marmon Silko, Sherman Alexi and a short reading from N. Scott Momaday

Week 2  Jan 23 – 29  The Puritans
Selections from William Bradford’s Journal and The Mayflower Compact; Sermon: a City upon a Hill by John Winthrop; poems by Anne Bradstreet; Selections from The Captivity Narrative by Mary Rowlandson

- EXTRA CREDIT MOVIE: the Crucible or any version of the Scarlet Letter. For credit, review sheet must be submitted by Feb 5

Week 3  Jan 30 – Feb 5  Colonial America
Selections from Benjamin Franklin’s Autobiography; Selection from Jonathon Edward’s sermon, Sinners in the Hands of an Angry God

Week 4  Feb 6 – 12  Colonial Lives
Selections from the narrative of Samson Occom; selections from the journal of Oloudah Equiano; selections from Letters from An American Farmer by J. Hector St. John de Crevecoeur

- This week we will not meet on Thursday. You will have an online assignment.
- EXTRA CREDIT MOVIE: Amistad – for credit, review sheet must be submitted by Feb 19.
- First paper due by Sunday Sep 25 at midnight – Upload to SafeAssign on eCampus
Week 5  Feb 13 - 19  The Revolutionaries
Selections from *Common Sense* by Thomas Paine; *The Declaration of Independence* by Thomas Jefferson

Week 6  Feb 20 – 26  The first American Stories
*Rip Van Winkle* and *Legend of Sleepy Hollow* by Washington Irving
- **EXTRA CREDIT MOVIE: Legend of Sleepy Hollow (Johnny Depp version)**  For credit, review sheet must be submitted by Mar 4.

Week 7  Feb 27 – Mar 4  American Romanticism
Selections from *Last of the Mohicans* by James Fenimore Cooper
This week we will not meet on Thursday.  *March 1 is Employee Development Day*
- **EXTRA CREDIT MOVIE: Last of the Mohicans  (Daniel Day Lewis)** For credit, review sheet must be submitted by Mar 11.

Week 8  Mar 5 – Mar 11  Ralph Waldo Emerson
Selections from *Nature and Self-Reliance*
- Second paper due **Sunday Mar 11** by midnight – Upload to SafeAssign on eCampus

**********Spring Break  March 12 – Mar 16**********

Week 9  Mar 19 – 25  Henry David Thoreau
Selections from *Walden* and *Civil Disobedience*

Week 10  Mar 26 – Apr 1  Herman Melville
The short story *Benito Cereno* and selections from *Moby Dick*
- **EXTRA CREDIT MOVIE: Moby Dick  (Patrick Stewart or Gregory Peck version)**  For credit, review sheet must be submitted by Apr 8.

Week 11  Apr 2 - 8  Edgar Allen Poe
*The Cask of Amontillado*; selected poems and videos
Week 12  Apr 9 - 15  Frederick Douglas; Abraham Lincoln
Selections from the *Narrative of the Life of Frederick Douglas; Gettysburg Address*
- This week we will not meet on Thursday. You will have an online assignment.
- Third paper due **Sunday April 15** by midnight – Upload to SafeAssign on eCampus
- Last day to withdraw with a grade of “W” is **Apr 12th**. If you plan to withdraw, please talk with me. Maybe I can help!

Week 13  Apr 16 - 22  Turn of the Century Women Writers  (Thanksgiving Week)
*The Yellow Wallpaper* by Charlotte Perkins Gillman and *The Storm* by Kate Chopin

Week 14  Apr 23 - 29  Emily Dickinson
Selected poems

Week 15  Apr 30 - May 6  Walt Whitman
Selected poems; selection from *Leaves of Grass*
This week we will not meet on Thursday. You will have an online assignment.
Fourth paper due **Sunday May 6th** by midnight – Upload to SafeAssign on eCampus

Week 16  May 7 - 11  Exit interviews...No final exams in this class. Come to class for final grades.
Name___________________________________   Discussion Forum #__________________

Grading Rubric for Forum Discussions
(1 = poor, unacceptable; 2 = fair; 3 = good; 4 = excellent)   Aim for a minimum of 200 words or a good, fat paragraph in your primary post. The responses may be a little shorter.

1  2  3  4

Writer clearly demonstrates that he/she has read and clearly understands assigned material and discussion question.

Writer makes points that go beyond the obvious, demonstrating critical thinking about the material.

Writer elaborates and explains his/her point with carefully chosen examples and details from the readings.

Writer shows the relevance of the material to modern Americans.

Writer takes care with spelling, grammar, punctuation, and it is generally correct.

Points deducted for:
Inappropriate netiquette__________
Incomplete posting (less than one original and 2 response posts) ____________

Grade:__________________

General expectations rubric for analysis and argument papers

Fall 2011
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent/masterful</th>
<th>Good/proficient</th>
<th>Average/Fair</th>
<th>Poor/Novice</th>
<th>Unacceptable/Way off</th>
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</thead>
<tbody>
<tr>
<td>Introduction/Thesis</td>
<td>Unique intro; clearly stated, original thesis (subject + opinion or interpretation) on theme or on literary technique. Purpose of paper is clear.</td>
<td>Good intro; workable thesis which is not as original (subject + opinion or interp.) on an issue of theme or literary technique. Purpose of the paper is clear.</td>
<td>Ordinary intro OR thesis not entirely clear or is too obvious to merit writing a paper. Does still state subject &amp; opinion on literary issue. Reader isn’t sure about writer’s purpose.</td>
<td>Ordinary intro OR &quot;thesis&quot; states a fact (does not require support) or proposes a topic irrelevant to literary analysis or the assignment. Purpose does not match assignment or is absent.</td>
<td>Introduction contains no discernible thesis at all or thesis does not meet the assignment.</td>
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<tr>
<td>Support/Development</td>
<td>Each paragraph clearly supports thesis with strong evidence and commentary that go beyond the obvious. No irrelevant material</td>
<td>Each paragraph supports thesis with evidence and commentary but does not always rise above the obvious.</td>
<td>Focus strays from supporting the thesis in places OR inadequate evidence OR inadequate commentary.</td>
<td>Paper does not support thesis with analysis; consists mostly of summary that contains some inherent analysis.</td>
<td>Writer failed to understand or prepare for the writing task.</td>
</tr>
<tr>
<td>Format/Presentation</td>
<td>Well-developed paper meets min. length, is typed in correct font, w/ correct size and spacing. Includes both header and heading correctly done.</td>
<td>Paper is well-developed and meets min. but falters in one or two other respects.</td>
<td>Paper is well-developed but falls short in length and falters in one or more other aspects.</td>
<td>Does not meet length requirement or omits header/heading.</td>
<td>No attention to format and length instructions at all.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Paper contains no more than a few minor mechanics, usage, grammar, spelling, or paragraphing errors.</td>
<td>Paper has a couple of errors per page that do not prevent the reader from reading easily.</td>
<td>Paper contains three or more errors per page or contains errors that cause the reader to stumble in places.</td>
<td>Errors are frequent and distracting and/or paragraphing is not present at all.</td>
<td>Essay is barely readable because there are so many errors.</td>
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<tr>
<td>Conclusion</td>
<td>The conclusion skilfully provides closure. Avoids gimmicks and summary.</td>
<td>Avoids preachy advice, rhetorical questions addressed to the reader, or other gimmicks but is still less skilful.</td>
<td>Conclusion merely summarizes or relies on gimmicks.</td>
<td>Paper conclusion strays from the original topic with no logic.</td>
<td>Paper merely ends; little or no attempt at a conclusion was made.</td>
</tr>
<tr>
<td>Audience Awareness, Tone, Point of View</td>
<td>Paper is written with confidence and sincerity. The writer’s opinions come through clearly. It is a pleasure to read.</td>
<td>The writing is pleasant to read but some hesitation or lack of commitment to ideas is present.</td>
<td>There is a lack of engagement with the topic and/or the writing itself is formulaic. The writing &quot;tells&quot; more than it &quot;shows.&quot;</td>
<td>Paper makes little attempt to engage the reader’s interest or emotions.</td>
<td>Paper does not attempt to engage the reader at all.</td>
</tr>
<tr>
<td>MLA/Technical</td>
<td>Paper includes text citations for paraphrase &amp; quotes; quotes are embedded grammatically with correct punctuation.</td>
<td>Citations for paraphrase &amp; quotes included; minor embedding or punctuation errors are present, but few.</td>
<td>Paper includes both direct quote and paraphrase, but there are frequent embedding &amp; punctuation errors.</td>
<td>Quotes are present but are not embedded. Paraphrases may not be cited.</td>
<td>No direct quotation is present at all; no citations are present.</td>
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