

San José State University
Department of English and Comparative Literature
English 68A, American Lit to 1865, Section 1, Fall 2016

Course and Contact Information

Instructor:	Karen English
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Office Hours:	M-W: 12-1pm; TR: 10:30-11:30am and by appointment
Class Days/Time:	TTh: 9-10:15am
Classroom:	SH 238

CANVAS and Electronic Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU, Canvas, and university email to learn of any updates.

Course Description

This course surveys American literatures from the beginnings to 1865. Through lectures and discussions, we will explore nonfiction prose, poetry, drama, and fiction of the colonial, revolutionary, national, and romantic periods of American literature. Students will learn to read, analyze, and write essays on a wide variety of texts.

English Department Course Program Learning Objectives (PLOs)

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.

68A Required Texts

Texts are available through Spartan bookstore and many other sources. Baym, Nina P. et al. *Norton Anthology of American Literature*. Vols. A & B. 8th ed. ISBNs 9780393934762 and 9780393934779

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students are expected to read all assignments on the syllabus, turn in all written work on time, and attend classes. At her discretion, the instructor will give quizzes and, as indicated on syllabus, assign 5-6 short essays or worksheets. A midterm and final examination will also be given as scheduled in the syllabus.

Grading Policy

Tests (satisfy **PLOs 2, 3, 5**) will count 50%: the midterm 20% (Oct 25) and the final 30% (Dec 16 from 7:15-9:30am). Class work counts 50%; class work includes approx. 6 written assignments and two oral presentations as well as daily participation (satisfies **PLOs 2, 3 & 5**). Daily participation is evaluated by a student's showing evidence of having completed the assigned reading and contributing voluntarily to class discussion.

Class work cannot be made up! There is **no** extra credit in this class. Emailed and/or **late** assignments are **not** accepted for grading.

Grade Scale

A+ = 98 to 100%; A = 94-97%; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D+ = 67-69%; D = 64-66%; D- = 60-63%; F = 59% or lower

English Grading Department Policies

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: *A+/A/A-* = excellent; *B+/B/B-* = above average; *C+/C/C-* = average; *D+/D/D-* = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

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 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

Classroom Protocol

Students are expected to attend and participate in all classes; students are expected to arrive on time. Drinks are ok, but food is not to be consumed during class hour. Electronic devices will be used in the classroom only with explicit instructor permission. Participation is defined as completing the reading assignments and voluntarily engaging in group work and class discussions.

University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

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.

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. 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>.

English 68A American Literature to 1865

The following schedule of readings and written assignments is subject to change. Changes will be posted and announced through CANVAS. All assignments are from the Norton Anthology, volumes A & B, 8th 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 **CLOs 1, 2, 5**.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25	Introduction to Orality READING: When the World as We Knew It Ended” Harjo http://www.poetryfoundation.org/poem/179779
1	Aug 30	“The Iroquois Creation Story” 21-25 (Cusick); Delaware/Lenape Legend of Hudson’s Arrival 68-71 (Heckewelder)
2	Sept 1	<i>Stories about Wakjankaga</i> (Winnebago) 100-111, “Ikto Conquers Iya, the Eater” (Sioux) 111-114, “Coyote, Skunk, and the Prairie Dogs” (Navajo) 115-120
2	Sept 6	William Bradford 121 ff. Read Bio, <i>Of Plymouth Plantation</i> : 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 <i>Elizabeth Clarke Freake and Baby Mary</i> Class Assignment #1 due PLOs 2,3 & 4
3	Sept 8	Anne Bradstreet 207; "To My Dear Children" 235-8; "The Author to Her Book" 225; "Before the Birth of One of Her Children" 225-6; Edward Taylor 289-90 "Upon Wedlock, and Death of Children" 303-4
3	Sept 13	Mary Rowlandson <i>Narrative</i> 255-272
4	Sept 15	Rowlandson 273-288
4	Sept 20	Benjamin Franklin 455-7; from <i>Autobiography</i> 481-509; Illustration C6 <i>Benjamin Franklin Drawing Electricity from the Sky</i> (West)
5	Sept 22	Franklin 510-542 <i>Autobiography</i> (cont)
5	Sept 27	Philip Freneau 756-7; “The Indian Burying Ground” 758; To Sir Toby” 759-760; "On the Religion of Nature" 762; Mercy Otis Warren 731-2 “A Thought on the Inestimable Blessing of Reason . . .” Class Assignment #2 due PLOS 2, 3 & 4
6	Sept 29	Olaudah Equiano from the <i>Interesting Narrative</i> 687-721; Illus. C7 <i>The Old Plantation</i>
6	Oct 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
7	Oct 6	Royall Tyler 775- 90 <i>The Contrast</i>
7	Oct 11	Tyler (cont) 791-816
8	Oct 13	Reading Day

Week	Date	Topics, Readings, Assignments, Deadlines
8	Oct 18	Hannah Webster Foster <i>The Coquette</i> 817-867 Oral Presentations
9	Oct 20	Webster 868-916 Oral Presentations and Classwork #3 due PLOs 2, 3, & 4
9	Oct 25	MIDTERM (PLOs: 2, 3, 5) Bring anthology, vol. A, large format examination booklet, and 2 pens
10	Oct 27	Emerson 211-214, "Circles" 286-294; "Each and All" 341-2; "The Snow-Storm" 342; "Brahma" 347
10	Oct 27	Margaret Fuller 740-743; from "The Great Lawsuit" 771-77; Illustration C6: <i>Shake Hands?</i> Lily Martin Spencer
11	Nov 1	Harriet Jacobs, from <i>Incidents in the Life of a Slave Girl</i> 920-942 Classwork # 4 due PLOs 2, 3, & 4
11	Nov 3	Henry David Thoreau 961-964; "Sounds" from <i>Walden</i> 1039-1048; Illustration C7: <i>The Lackawanna Valley</i> George Inness
12	Nov 8	Thoreau "Resistance to Civil Government" 964-979; Frederick Douglass 1170-1174 from <i>My Freedom and My Bondage</i> 1240-1251
12	Nov 10	Edgar Poe 631-32; "Philosophy of Composition" 719-727; "The Raven" 637-640; "The Fall of the House of Usher" 654-667
13	Nov 15	Nathaniel Hawthorne 369-373; "The Custom-House" 450-476
13	Nov 17	Nathaniel Hawthorne 477-527; <i>The Scarlet Letter</i> Classwork #5 due PLOs 2, 3, & 4
14	Nov 22	Nathaniel Hawthorne 527-594; <i>The Scarlet Letter</i> Classwork #5 due PLOs 2, 3, & 4
	Nov 24	HAPPY THANKSGIVING
14	Nov 29	Herman Melville 1424-1427, <i>Benito Cereno</i> 1526-1551
15	Dec 1	Melville, <i>Benito Cereno</i> 1552-1582
15	Dec 6	Walt Whitman 1310-1314; from "Preface" to <i>Leaves of Grass</i> 1316-1319; "Crossing Brooklyn Ferry" 1383-1387; "A March in the Ranks Hard-Prest, and the Road Unknown" 1397-8
16	Dec 8	Emily Dickinson 1659-1663; poems numbered 112, 122, 225, 339, 269, 320, 236, 620, 446, 348, 519, 935, 1263, 1489
Final	Dec 16	7:15am in classroom PLOs 2, 3, 5