

You Are Invited on a Voyage of Discovery To Explore These Questions:

How have competing promises and ideals for a "New World" shaped the culture and history of the United States?

And how do American writers use language to communicate their relationship to these promises and ideals?

Jim Sullivan • OC 3615 • x 6303 (M/W 12-1; T/Th 11-12) • american.lit@mac.com



Anne Bradstreet



Ben Franklin

Course Outcomes

At the end of our voyage, you will have developed the following skills:

1. the ability to apply literary terms and concepts to major literary works of the United States.
2. the ability to interpret major works in the context of broader literary and cultural contexts.
3. the ability to analyze what literary critics have said about American literature in this period.
4. the ability to discuss and analyze the formation of the American "canon" and the periods and genres represented within that canon.

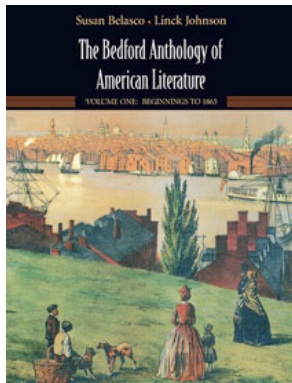


Emily Dickinson



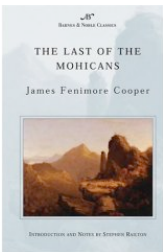
Walt Whitman

Required Materials

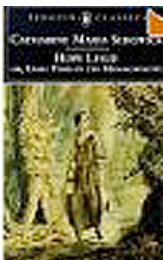


Texts

- Belasco, Susan and Linck Johnson. **The Bedford Anthology of American Literature**. Boston: Bedford / St. Martin's, 2007.



- Cooper, James Fenimore. **The Last of the Mohicans**. New York: Barnes and Noble Classics, 2003.



- Segewick, Catherine Maria. **Hope Leslie**. London: Penguin, 1998.

How Will We Measure Your Progress Toward Our Course Learning Objectives and Outcomes?

How Am I Doing?

This page presents the learning activities you will complete in order to develop the thinking, reading, and writing skills described by our course objectives.

Of course, grades matter, but they should matter because they tell you whether you are learning what you set out to learn.

For this reason, I allow you to rewrite paper the paper you complete in this class and include verbal components to the midterm and final exams.

We will use rubrics, comments from your peers, written and verbal feedback from me and your classmates, and conferencing as the primary methods for helping develop and improve your writing and thinking in this class.

Point Distribution

The table below lists the major assignments and the percentage of your final course grade they will determine (total = 100%).

8%	Quizzes
12%	Discussion Cards & Journals
20%	Midterm Exam
25%	19 th Century Novel Essay (1500–2000 words)
10%	Performance Project
25%	Final Exam

Grade Scale

I will apply the following scale to each assignment and your course grade:

A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	59 and below%

Assignment Submission Policies

- Prepare to Share:** Bring two copies of all journals and paper writing assignments to class each day so that your classmates and I can give you feedback on your work.
- Late Work: I will not penalize late work submitted by prior agreement with me.** You must arrange late submissions at least 24 hours before the due date and time. Otherwise late assignments receive a penalty of 10% for each day or part of a day that they are late. An assignment submitted after the beginning of class on the due date, therefore, would receive a 10% penalty.
- Final Draft of Paper:** The highest grade that any incomplete (less than minimum length or missing a required element of the assignment) final draft can receive is a 'D'. Most incomplete assignments earn a failing grade. **I will not accept a final draft unless all writing process activities for that paper have been completed.**
- Rewrite:** You may rewrite the paper in this class, but you will only receive written comments from me the first time I grade the paper. Rewrites must have a cover page (see the course web page for this form) and be submitted along with the original paper and any comments or rubrics I completed for the original paper.

How to Succeed in Literature 250

Investing the Time

As a rule, you should expect to spend a **minimum** of two hours of study for each hour that you are in the classroom. That is **at least** six hours a week of studying just for this class! **Two-thirds of your learning and studying will take place outside of the classroom.**

You can best manage that required time investment by breaking it into at least five, 75 minute a day chunks (with week-ends off for work and fun). If you cannot study for these smaller blocks five days a week, then you will face the difficult challenge of trying to squeeze much longer blocks into fewer days.

Students who invest regular, smaller blocks of time into this course have more success than those who cram work into large blocks of late night hours.

Your college education is a huge commitment. Does your daily lifestyle reflect that commitment? If not, make adjustments now—at the beginning of the semester—before problems emerge.

Attendance:

Attendance in class is key to your personal success and to the class as a whole. If you miss class, I want to make sure you have learned as much as possible by following up with your classmates and carefully completing all course assignments. **Therefore, students who miss class must send me an email summary of what we covered in class and what we were to have read for that day in class.** (The course web site and your learning group members should provide you with the information you need about what we covered in class.) **Students who miss more than three class sessions (or the equivalent) must complete a**

600-word reading analysis essay for each absence beyond the third. Students who do not satisfactorily complete these missed class assignments may receive a grade of "F" in the course.

Academic Honesty

The vitality of this college depends upon the intellectual honesty of each student. I reserve the right assign a course grade of "F" for plagiarism or other forms of academic dishonesty, and I remind you that the responsibility for knowing what constitutes plagiarism or other inappropriate conduct is yours. I am available and eager to clarify any confusion that you have at any point in the writing process, but ignorance of proper documentation and integrity rules is not an excuse for violating those rules.

Disability Statement

A student with a verified disability may be entitled to appropriate academic accommodations. Please contact one of the following: your instructor; the Disabled Students Program & Services Office (Connie Wilbur at 760-433-1401, ext. 6658); or the Office of the ADA Coordinator (Carol Rodriguez at 760-433-1401, ext.6866).

Using TASC

The Tutoring and Academic Support Center is an invaluable support resources for this class. TASC offers free peer tutoring at the HUB. For more information, call (760) 944-4449 ext 7748 or just drop by the HUB. I urge you to take advantage of this valuable resource.

Top Ten Ways to Succeed in This Class

Want to know what it takes to succeed in this class? Here are some good starting points:

1. Schedule enough time in your life to complete all of the study required for this class.
2. Treat this class as a learning community in which we all share responsibility for each other's education.
3. Carefully annotate your texts as you read: underline significant passages, circle key terms, and write "indexing" notes in the margins.
4. Review your notes from the previous class and your reading annotations before each class. Expect a quiz.
5. Attend every class; arrive a few minutes early for class each day; and bring all required materials to class.
6. Participate actively and constructively in class and small group discussions.
7. Listen respectfully to others when they are speaking in class.
8. Never hesitate to ask questions about the readings and any class discussions.
9. Use email, office hours, and the phone to communicate with me and receive additional support for your work.
10. Regularly visit the Tutoring and Academic Support Center.

Our Community Guidelines

Focus

- When you are in class, focus on being in class: resist the urge to check phones and other electronic instruments of communication and pleasure.
- Avoid side conversations—even those directed toward clarifications—and stay engaged with your group or the class work.

Courage

- Contribute actively to group and class activities.
- Experiment with ideas—do not hesitate to test out your ideas with classmates.

Respect

- Listen actively while others are speaking.
- Treat dissenting or different views with respect, but do not hesitate to disagree with classmates in a constructive and friendly manner.

Preparation

- Arrive on time (Better still, arrive early!)
- Complete readings and assignments before class?
- Follow up with classmates if you miss class

My Learning Group: In this space, please record names, phone numbers, and email addresses for the members of your assigned learning group. If you miss class or need help figuring out an assignment, call your group members. If a group member misses class, call him or her to make sure that student has what he or she needs in order to catch up and come to class ready for success the next time we meet.

First Name	First Name
Last Name	Last Name
Phone(s)	Phone(s)
■ Home:	■ Home:
■ Cell:	■ Cell:
Email:	Email:
First Name	First Name
Last Name	Last Name
Phone(s)	Phone(s)
■ Home:	■ Home:
■ Cell:	■ Cell:
Email:	Email:

Revised Course Calendar

I reserve the right to change this calendar as the course evolves over the semester. I will provide written notice of any calendar changes.

Wednesday 8/22	<p>Course Promises <i>Read:</i> Syllabus, “Culture” and Columbus Handouts <i>Write:</i> First Discussion Card</p>
Monday 8/27	<p>Lost Promises <i>Read:</i> “America before Columbus” 3-10; “Native American Origin and Creation Stories” 29-60; Cabeza de Vaca 74-85 <i>Write:</i> Discussion Card</p>
Wednesday 8/29	<p>Virginia’s Promise <i>Read:</i> “Conquest and Colonization in the New World” 13-18; “Introduction” 93-95; John Smith 106-119; “The Protestant Reformation and the Puritan “Errand Into the Wilderness” 18-23; “Introduction” 95-101; William Bradford 124-151; John Winthrop 153-166</p>
Monday 9/3	<p>Labor Day: No Class</p>
Wednesday 9/5	<p>New England’s Promise <i>Read:</i> James Nelson Barker, “The Indian Princess” (handout); Anne Bradstreet 167-189 <i>Watch:</i> Disney’s <i>Pocohontas</i>; <i>Write:</i> Discussion Card Quiz: #1 by 10 PM</p>
Monday 9/10	<p>Captivity! <i>Read:</i> Mary Rowlandson 190-228 <i>Write:</i> Journal #1 Culture and Captivity</p>
Wednesday 9/12	<p>The Promise of God’s Will <i>Read:</i> Edward Taylor 229-243, Jonathan Edwards 276-309, Sarah Kemble Knight 265-270 <i>Write:</i> Discussion Card</p>
Monday 9/17	<p>The Promise of the Enlightenment <i>Read:</i> Introduction 313-333; Benjamin Franklin 341-375 <i>Write:</i> Journal #2: Franklin vs. Edwards Quiz #2 by 10 PM</p>
Wednesday 9/19	<p>The Promise of the American Self <i>Read:</i> “Writing Colonial Lives” 335-340; Elizabeth Ashbridge, John Woolman, Samson Occom, Olaudah Equiano 376-426 <i>Write:</i> Discussion Card</p>
Monday 9/24	<p>Defining the Revolutionary Promises <i>Read:</i> “The Emerging Idea of America” 427-465; Philip Freneau and Phyllis Wheatley 495-519 <i>Write:</i> Discussion Card</p>
Wednesday 9/26	<p>Patriotic Promise <i>Read:</i> “Literature for a New Nation” 467-494, Randall Tyler, “The Contrast” <i>Write:</i> Discussion card</p>
Monday 10/1	<p>The Promised Midterm Exam <i>Midterm Exam:</i> Complete Take Home Essay and Prepare for In-Class Passage ID’s Quiz #3 by 10 PM</p>
Wednesday 10/3	<p>The Promising Frontier <i>Read:</i> Cooper or Sedgwick (1/4); Catherine Maria Sedgwick 543-556 <i>Write:</i> Discussion Card</p>
Monday 10/8	<p>Native Promises <i>Read:</i> Cooper or Sedgwick (1/2 way); Washington Irving 520-542 <i>Write:</i> Paper Invention Activities</p>
Wednesday 10/10	<p>Gendered Promises <i>Read:</i> Cooper or Sedgwick (3/4); <i>Write:</i> Paper Drafting Activities</p>

Monday 10/15	<i>Read</i> Cooper or Sedgwick (complete); <i>Write:</i> Paper Drafting Activities Quiz 4 by 10 PM
Wednesday 10/17	Crumbling Promises <i>Read:</i> Edgar Allen Poe 1018-1048 <i>Write:</i> Paper Revision Activities
Monday 10/22	Promises Unhinged <i>Read:</i> Hawthorne Stories 966-1018 <i>Write:</i> Final, Edited Version of Paper Due
Wednesday 10/24	Broken Promises: Women in the Nineteenth Century <i>Read:</i> Margaret Fuller 725-746; Harriet Jacobs 763-792 <i>Play Project</i>
Monday 10/29	Broken Promises: Slave Narratives <i>Read:</i> Frederick Douglass 855-925 Quiz 5 by 10 PM <i>Play Project</i>
Wednesday 10/31	The Transcendental Promise <i>Read:</i> Ralph Waldo Emerson 670-700 <i>Write:</i> Journal #3 The American Ego <i>Play Project</i>
Monday 11/5	Promising Doubts <i>Read:</i> Emerson 701-725 <i>Write:</i> Discussion Card <i>Play Project</i>
Wednesday 11/7	Promising Protest <i>Read:</i> Thoreau 792-808; Rebecca Harding Davis 1149-1177 <i>Write:</i> Journal #4 Social Protest in American Literature <i>Play Project</i>
Monday 11/12 (no class meeting)	Questioning the Promise <i>Read</i> Thoreau / Walden Online Lecture Quiz 6 by 10 PM on Tuesday, 11/13
Wednesday 11/14	A Life Without Promise <i>Read</i> Melville / Bartleby <i>Write:</i> Journal #5 The Value of Criticism
Monday 11/19	The Price of Promises Betrayed <i>Read</i> Melville / Benito Cereno <i>Write:</i> Discussion Card
Wednesday 11/21	A Promised Performance Play Performance (Written analysis due by 11/26)
Monday 11/26	Poetry and the Promises of the Past <i>Read:</i> 19 th Century Poetry: The American Muse: Poetry at Midcentury 1193-1233 Quiz #7 by 10 PM
Wednesday 11/28	Poetic Promise <i>Read:</i> Whitman / Dickinson <i>Write:</i> Discussion Card
Monday 12/3	<i>Read:</i> Whitman / Dickinson <i>Write:</i> Journal #6 Aesthetics and Identity
Wednesday 12/5	A Promising Future <i>Read:</i> Whitman / Dickinson <i>Write:</i> Discussion Card Quiz #8 by 10 PM

Final Exam: December 12, 10:30 AM (Same Room)
Class Does Not Meet on Monday, December 10 (first day of finals)