

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 220	Email:	christina.shaner@imperial.edu
CRN #:	11149	Webpage (optional):	n/a
Classroom:	2900	Office #:	2785
Class Dates:	8.15.17 to 12.5.17	Office Hours:	10:00-11:00 a.m. TR 2:00-2:30 p.m. W 9:30-11:00 a.m. F
Class Days:	T	Office Phone #:	760.355.6162
Class Times:	2:00-5:10	Emergency Contact:	email
Units:	3		

Course Description

The following text was not written by the professor in this class:

This course is a survey of American literature from its beginnings through the Civil War, including the Colonial Period (1588-1765), the New Republic (1765-1829) and the American Renaissance (1829-1865). In addition to reading representative works of authors of these periods, students will also address historical, social, political, cultural and religious issues of the time. Reading assignments will include essays, novels, poetry, and short fiction of the time period, as well as criticism of the literature. Students will critically analyze these works in essays, exams, and research papers as assigned. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

The following text was not written by the professor in this class:

ENGL 110 or ENGL 101 with a grade of "C" or better.

Student Learning Outcomes

The following text was not written by the professor in this class:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Synthesize and evaluate American literature (including genre, themes, and historical contexts) from its beginnings through the American Renaissance of the 19th Century. (ILO1, ILO2, ILO5)
2. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)
3. Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors. (ILO1, ILO2, ILO4)
4. Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s. (ILO1, ILO2, ILO3)

Course Objectives

The following text was not written by the professor in this class:

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate, both orally and in writing, the ability to read and comprehend major works of American Literature from pre-Colonial times through the Civil War.
2. Demonstrate knowledge of the basic methods and techniques of literary analysis through discussion, quizzes, group work, and writing.
3. Identify and interpret important intellectual traditions, where applicable, in American literature.
4. Demonstrate through quizzes, group work, discussion, and writing an understanding of the elements and devices of most of the American literary genres: poetry, drama, novel, short fiction, and non-fiction.
5. Name, describe and interpret, both orally and in writing, major works by leading writers of American

Literature through the Civil War.

6. Demonstrate through quizzes, group work, discussion and writing how diverse cultural, social, political, ethnic, and religious movements in America up through the Civil War have been reflected in key literary works and how related issues and ideas have been handled by various American writers.

Textbooks & Other Resources or Links

Levine, Robert S., general editor. *The Norton Anthology of American Literature: Beginnings to 1820*. 9th ed., vols. A-B, Norton, 2017. [ISBN: 9780393264548]

Course Requirements and Instructional Methods

All major projects must be written and submitted by the student according to project instructions. Each essay may be revised and resubmitted one time. (See “Ethics” section for plagiarism exception.) Partially completed essays or projects without all required sources will earn failing grades. Late essays may not be accepted.

Course Grading Based on Course Objectives

While you should consult the professor with specific questions about your work, it’s up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). Assignment distribution will be as follows:

Analysis mini-essays – 30
Annotated Works Cited – 10
Research Project – 20
Midterm Exam – 20
Final Exam – 20

To convert your letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points). To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

Attendance

For absences due to *required* attendance at an IVC event, meet in advance with the professor to make arrangements. If you simply skip a class, contact a classmate (*not* the professor) to request notes or updates. You are to be removed from the roster for consecutive absences in excess of the unit value for that course.

The following text was not written by the professor in this class:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Classroom Etiquette

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

Computers, tablets, and phones must be shut off or silenced whenever they are not required for an in-class activity. Exceptions may be made for students with medical need documented by DSPS.

Online Netiquette

N/A

Academic Honesty

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

False authorship. Obtaining by any means another's work, and using that work in an assignment presented for a grade. Common attempts to disguise it include: inserting minor word changes and translating from text in another language.

Unacknowledged collaboration. Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.

Recycling. Submitting all or part of a text that was originally prepared by the student for some other purpose.

Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.

Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.

The following text was not written by the professor in this class:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment;

(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

The following text was not written by the professor in this class:

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

The following text was not written by the professor in this class:

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

The following text was not written by the professor in this class:

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The following text was not written by the professor in this class:

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The following text was not written by the professor in this class:

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu. EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The following text was not written by the professor in this class:

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

The following text was not written by the professor in this class:

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

The following text was not written by the professor in this class:

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Tentative Schedule for ENGL 220

- Aug 15: Introduction to course
- Aug 22: Beginnings to 1820, Introduction
The Iroquois Creation Story
The Navajo Creation Story
Excerpt from the Winnebago Trickster Cycle
Powhatan's Discourse of Peace and War
- Aug 29: Christopher Columbus, Letter of Discovery
Christopher Columbus, excerpt from Letter to Ferdinand and Isabella Regarding the Fourth Voyage
John Smith, excerpt from New England's Trials
Anne Bradstreet, "The Prologue"
Anne Bradstreet, "In Honor of That High and Mighty Princess Queen Elizabeth of Happy Memory"
Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
- Sept 5: Benjamin Franklin, The Way to Wealth
Benjamin Franklin, The Speech of Miss Polly Baker
Benjamin Franklin, Remarks Concerning the Savage of North America
John Adams and Abigail Adams, letters
- Sept 12: Thomas Paine, excerpt from *The Age of Reason*
Thomas Jefferson, excerpt from *Query XIV. Laws*
Olaudah Equiano, excerpts from chapters I and VI in *Narrative of the Life of Olaudah Equiano*
Phillis Wheatley, "On Being Brought from Africa to America"
- Sept 19: Judith Sargent Murray, "On the Equality of the Sexes"
Mary Wollstonecraft, excerpt from *Vindication of the Rights of Women**
- Sept 26: Washington Irving, "The Legend of Sleepy Hollow"
James Fenimore Cooper, excerpt from *The Last of the Mohicans*
Catharine Maria Sedgwick, excerpt from *Hope Leslie*
- Oct 3: Lydia Howard Huntley Sigourney, "To the First Slave Ship"
Lydia Howard Huntley Sigourney, "Indian Names"
Lydia Howard Huntley Sigourney, "Slavery"
Lydia Howard Huntley Sigourney, "Fallen Forests"
William Apess, excerpts from *A Son of the Forest*
Ralph Waldo Emerson, "Experience"
- Oct 10: **Midterm exam**
- Oct 17: Nathaniel Hawthorne, *The Scarlet Letter*

- Oct 24: **Annotated works cited submission**
Edgar Allan Poe, “Annabel Lee”
Edgar Allan Poe, “The Fall of the House of Usher”
Edgar Allan Poe, “The Masque of the Red Death”
Edgar Allan Poe, “The Tell-Tale Heart”
- Oct 31: **Research project workshop**
Margaret Fuller, “The Great Lawsuit”
“Declaration of Sentiments”*
- Nov 7: **Research project submission**
Frederick Douglass, Preface and chapters I-II of *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*
Frederick Douglass, “What to the Slave is the Fourth of July?”
- Nov 14: Walt Whitman, Preface to *Leaves of Grass*
Walt Whitman, “Song of Myself”
Emily Dickinson, 202
Emily Dickinson, 225
Emily Dickinson, 236
Emily Dickinson, 260
Emily Dickinson, “There’s a certain slant of light”
Emily Dickinson, 340
Emily Dickinson, 448
Emily Dickinson, 479
- Nov 21: NO CLASSES
- Nov 28: Rebecca Harding Davis, “Life in the Iron Mills”
Louisa May Alcott, excerpt from *Little Women*
- Dec 5: **Final exam**