



## Welcome to English 220 – Survey of American Lit I!

I am so looking forward to sharing the semester with you.

### Basic Course Information

Semester:	<b>Fall 2023</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 220 - Survey of American Lit I</b>	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>11024</b>	Units:	<b>3</b>
Classroom:	<b>Face-to-Face Room 2722</b>	Office #:	<b>#2799</b>
Class Dates:	<b>August 14 - December 9, 2023</b>	Office Hours:	Monday 11:00-12:30 via email Tuesday 5:00-5:30 in person Wednesday 11:00-12:30 via email Thursday 5:00-5:30 in person
Class Days and Times:	<b>Tuesdays 1:00-4:10</b>	Office Phone #:	<b>#760-355-5702</b>

### Course Description

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)

### Student Learning Outcomes

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

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

**This is a ZTC/OER Course - Zero Textbook Cost/Online Educational Resources  
All reading materials are provided free on Canvas**

**Course Textbook: Kurtz, Jennifer, editor. American Literature I: An Anthology of Texts from Early America Through the Civil War. VIVA Pressbooks, 2020. <https://viva.pressbooks.pub/amlit1/>**

## Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. English 220 is a 3 unit college level English class. This means students should expect to spend **three hours a week in class** and **six hours a week** reading, studying, researching, and writing.

## Course Grading Based on Course Objectives

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

<b>Discussion Threads</b>	<b>30 X 15 points</b>	<b>450</b>
<b>Reading Reflections</b>	<b>12 X 25 points</b>	<b>300</b>
<b>Analysis Essay</b>		<b>100</b>
<b>Research Essay</b>		<b>100</b>
<b>Final Reflection Essay</b>		<b>50</b>
<b>Total Points Possible</b>		<b>1000</b>

## Course Policies

### Attendance:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity will be dropped by the instructor as of the first official meeting of that class.
- Should re-admission 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.
- 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.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### **Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**Academic Honesty** There are many different forms of academic dishonesty. The following examples 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.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

**Anyone who allows another student to copy discussion threads, summaries, or essays will also receive a "0" on the assignment – enabling another student to cheat is also cheating.** Repeated acts of cheating may result in an F in the course and/or disciplinary action. 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

### **IVC Student Resources**

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.

- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you



need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- [Library Services](#). Visit the Spencer Library’s page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) are in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
- **CANVAS Support**. 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.
- **Student Health Center**. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.
- **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.

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\*

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p style="text-align: center;"><b>Week One August 15</b></p> <p>Course Introduction Literary Analysis Review</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> </ul>

<p style="text-align: center;"><b>Week Two August 22</b></p> <p><b>1. Introduction-Native American Accounts</b>  2. Origin of Folk Stories (Seneca)  3. Creation Story (Iroquois/Haudenosaunee)  4. Pima Story of Creation  5. How the World Was Made (Cherokee)</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 1 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Three August 29</b></p> <p><b>6. Introduction-European Exploration Accounts</b>  7. Author Introduction Christopher Columbus  8. Letter of Discovery (1493) by Christopher Columbus  9. Author Introduction-Alva Nunez Cabeza De Vaca (ca. 1490-1558)  10. From the Relation of Alvar Nunez Cabeza de Vaca (1542) by Alvar Nunez Cabeza de Vaca  11. Author Introduction-Samuel de Champlain (ca. 1570-1635)  12. From the Voyages of Samuel de Champlain, Volume 2  13. From the Voyages of Samuel de Champlain, Volume 3 (1604-1610)</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 2 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Four September 5</b></p> <p><b>21. Introduction to Literature of Colonial America</b>  26. Author Introduction-Roger Williams (ca. 1603-1683)  27. Preface to A Key into the Language of America (1643) by Roger Williams  28. Author Introduction-Anne Bradstreet (ca. 1612-1672)  31. To My Dear and Loving Husband (1650) by Anne Bradstreet  34. To My Dear Children (ca. 1661) by Anne Bradstreet  35. Verses upon the Burning of our House, July 10th, 1666 (ca. 1666) by Anne Bradstreet  36. Before the Birth of One of Her Children (1678) by Anne Bradstreet</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 3 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Five September 12</b></p> <p>38. Author Introduction-Mary Rowlandson (ca. 1637-1711)  39. Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1682) by Mary Rowlandson  42. Overview of the Salem Witch Trials 43. Author Introduction-Cotton Mather (1663-1728)  44. From the Wonders of the Invisible World (1693) By Cotton Mather (Part V only – The Trial of Martha Carrier</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 4 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Six September 19</b></p> <p><b>56. Introduction to Literature of The Revolution</b>  57. Author Introduction-Phyllis Wheatley (ca. 1753-1784)  59. On Being Brought from Africa to America (1773) By Phillis Wheatley  61. Letter to Rev. Samson Occom (1774) By Phillis Wheatley  63. To His Excellency General Washington (1776) By Phillis Wheatley  65. Author Introduction-Thomas Paine (1737–1826)  66. From Common Sense (1776) By Thomas Paine</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 5 (25 points)</li> </ul>

<p style="text-align: center;"><b>Week Seven September 26</b></p> <p>67. Author Introduction-John Adams (1735–1826) &amp; Abigail Adams (1744–1818)</p> <p>68. Familiar Letters of John Adams and his Wife Abigail Adams, During the Revolution (1776) By John Adams and Abigail Adams</p> <p>69. Author Introduction-Thomas Jefferson (1743-1826)</p> <p>70. From Declaration of Independence Draft by Thomas Jefferson in progress-- needs footnotes added</p> <p>72. Author Introduction-- Benjamin Franklin (1706–1790)</p> <p>74. From The Autobiography of Benjamin Franklin Part 1(1789) by Benjamin Franklin</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 6 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Eight October 3</b></p> <p>80. <b>Introduction to Literature of the New Nation</b></p> <p>81. Author Introduction-Olaudah Equiano (ca. 1745-1797)</p> <p>82. From The Interesting Narrative of the Life of Olaudah Equiano,: Or, Gustavus Vassa, the African, Written by Himself (1789) By Olaudah Equiano</p> <p>83. Author Introduction-Judith Sargent Murray (1751-1820)</p> <p>84. On the Equality of the Sexes (1790) By Judith Sargent Murray</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 7 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Nine October 10</b></p> <p>92. Author Introduction-Tecumseh (1768–1813)</p> <p>93. Speech of Tecumseh to Governor Harrison (1810) By Tecumseh</p> <p>94. Author Introduction-Washington Irving (1783–1859)</p> <p>95. Rip Van Winkle (1819) By Washington Irving</p> <p>102. Author Introduction-Jane Schoolcraft (1800–1842)</p> <p>103. Mishosha, or The Magician of the Lakes (1827) By Jane Schoolcraft</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 8 (25 points)</li> <li>• Research Essay Due (100 points)</li> </ul>
<p style="text-align: center;"><b>Week Ten October 17</b></p> <p>109. <b>Introduction to The Romantic Era</b></p> <p>110. Author Introduction-Ralph Waldo Emerson (1803–1882)</p> <p>112. Self - Reliance (1841) by Ralph Waldo Emerson</p> <p>117. Author Introduction-Henry David Thoreau (1817-1862)</p> <p>118. Resistance to Civil Government (1849) by Henry David Thoreau</p> <p>120. Introduction – Women and the Cult of Domesticity</p> <p>121. Trials of a Housekeeper by Harriet Beecher Stowe</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 9 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Eleven October 24</b></p> <p>123. Author Introduction-Nathaniel Hawthorne (1804–1846)</p> <p>126. Young Goodman Brown (1835) by Nathaniel Hawthorne</p> <p>128. Rappaccini's Daughter (1844) by Nathaniel Hawthorne</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 10 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Twelve October 31</b></p> <p>131. Author Introduction-Edgar Allen Poe (1809–1849)</p> <p>135. The Tell-Tale Heart (1843) by Edgar Allan Poe</p> <p>137. The Premature Burial (1844) by Edgar Allan Poe</p> <p>139. The Raven (1845) by Edgar Allan Poe</p>	<ul style="list-style-type: none"> <li>• No Class</li> <li>• Discussion threads X 2 (30 points)</li> </ul>



<p>141. Author Introduction-Sojourner Truth (1797 - 1883) 142. Ain't I A Woman (1851) by Sojourner Truth</p>	
<p style="text-align: center;"><b>Week Thirteen November 7</b></p> <p>160. Author Introduction-Elizabeth Cady Stanton (1815-1902) 161. Declaration of Sentiments from Seneca Falls Woman's Convention (1848) by Elizabeth Cady Stanton 164. Author Introduction-Fanny Fern (Sara Willis Parton) (1811–1872) 165. Hints to Young Wives (1852) by Fanny Fern 167. Sober Husbands (1853) by Fanny Fern 173. Author Introduction-Louisa May Alcott (1832-1888) 174. The Brothers (1863) by Louisa May Alcott</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 11 (25 points)</li> </ul>
<p style="text-align: center;"><b>Week Fourteen November 14</b></p> <p>175. Author Introduction-Walt Whitman (1819 – 1892) 181. When I Heard the Learn'd Astronomer (1867) By Walt Whitman 183. Song of Myself (1892) By Walt Whitman 1-10 186. Once I Pass'd Through a Populous City (ca.1891-1892) By Walt Whitman</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Reading Reflection 12 (25 points)</li> </ul>
<p style="text-align: center;"><b>Thanksgiving Break November 20-26</b></p>	<ul style="list-style-type: none"> <li>• No Assignments - Enjoy</li> </ul>
<p style="text-align: center;"><b>Week Fifteen November 28</b></p> <p>190. Author Introduction-Emily Dickinson (1830-1886) 191. I'm Nobody, Who Are You? (ca. 1858-1865) by Emily Dickinson 192. Tell All the Truth (ca. 1858-1865) by Emily Dickinson 193. Come Slowly, Eden! (ca. 1858-1865) by Emily Dickinson 194. There's A Certain Slant of Light (ca 1858-1865) by Emily Dickinson 195. I Know That He Exists (ca. 1858-1865) by Emily Dickinson 196. The Brain is Wider Than the Sky (ca.1858-1865) by Emily Dickinson 197. After Great Pain, a Formal Feeling Comes (ca.1858-1865) by Emily Dickinson 198. Success is Counted Sweetest (ca.1858-1865) by Emily Dickinson 199. Some Keep the Sabbath Going to Church (ca.1858-1865) by Emily Dickinson 200. God is a Distant (ca.1858-1865) by Emily Dickinson 201. This is My Letter (ca.1858-1865) by Emily Dickinson 202. I Died for Beauty (ca.1858-1865) by Emily Dickinson 203. Death and Life (ca.1858-1865) by Emily Dickinson 204. Wild Nights (ca.1858-1865) by Emily Dickinson 205. Much Madness Is Divinest Sense (ca. 1858-1865) By Emily Dickinson</p>	<ul style="list-style-type: none"> <li>• Discussion threads X 2 (30 points)</li> <li>• Analysis Essay Due (100 points)</li> </ul>
<p style="text-align: center;"><b>Week Sixteen December 5 - Final Week</b></p>	<ul style="list-style-type: none"> <li>• Final Reflection Essay (50 points)</li> </ul>