

## Basic Course Information

Semester:	Fall 2021	Instructor Name:	Christina Shaner
Course Title & #:	220 Survey of American Lit I	Email:	<a href="mailto:christina.shaner@imperial.edu">christina.shaner@imperial.edu</a>
CRN #:	10695	Webpage (optional):	Canvas
Classroom:	Canvas	Office #:	online (2785 before pandemic)
Class Dates:	8.16.21 to 12.10.21	Office Hours:	9:00 to 10:00 a.m. MTWR
Class Days:	n/a (online, asynchronous)	Office Phone #:	760.355.6162
Class Times:	n/a (online, asynchronous)	Emergency Contact:	English department
Units:	4	Class Format:	online, asynchronous

## Course Description

*(Content as in course description. Not written/edited 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. (C-ID ENGL 130) (CSU/UC)

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

*(Content as in course description. Not written/edited by the professor in this class.)*

ENGL 110 with a grade of "C" or better, or  
ENGL 105 with a grade of "C" or better.

## Student Learning Outcomes

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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

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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 1865*. 9th ed., vols. A-B, Norton, 2017.

To confirm that you have the correct book, consult the international standard book number for the particular publication you need. The ISBN for volumes a and b of the Norton anthology ninth edition is 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.

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 essay - 10 points
- annotations - 10 points
- research essay - 20 points
- reading quizzes - 20 points
- discussion posts - 20 points
- peer reviews - 10 points
- final exam - 10 points

## Course Grading Based on Course Objectives

To convert a percentage or 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 ( $.85 \times 15 = 12.75$  points).

In Canvas you likely will see the points earned rather than percentages. To figure out what letter grade corresponds to the points earned, divide the number by the total possible for the assignment ( $12.75/15 = .85$  or 85%).

To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

Canvas may count any ungraded assignments already due as “0” scores while I grade them or while you complete multi-part assignments. In that case, the overall total provided by Canvas will be incorrect. It is, once again, up to you to keep track of what



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assignments will be required this semester and your totals for each one

## Course Policies

### Email

Emails must be sent from the student's IVC email account - i.e., direct from your IVC account or through Canvas. Email "subject" lines should identify the specific course and the topic of the message in language that you or the recipient would likely use if either were to search for the message at a later time.

Non-IVC email account names, beyond the risk of embarrassment and ethos problems for the student, provide no reliable sender information to a professor or a colleague. They could belong to anyone, so no personal/confidential business - including grades and projects - should be discussed by them without risk of violating federal privacy law.

If you encounter a technological issue with your IVC email account, notify the professor and work with IT to resolve it.

Should you ever need to send an attached file and attempt to do so via Canvas, you may find that your attachment was removed by that software. Direct log-in to IVC email is more reliable in that unusual circumstance.

If you want the convenience of student email fed straight to your phone, consider downloading the Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life.

### Ethics

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.

### Plagiarism

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.
- Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.
- Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.
- Recycling. Submitting all or part of a text prepared by the student for some other purpose.

### Attendance

In an online format, attendance must be determined by participation and/or completion of assigned tasks each week. Missing all activities for two weeks will result in removal from the course.

## IVC Student Resources

*(Content not written/edited by the professor in this class.)*

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

### Tentative Schedule

The schedule below is subject to change and serves as a general outline. The specific dates/times by which particular tasks must be completed within a given week will be posted in Canvas.

The introductory terms used for individual items in the schedule (e.g., "vocabulary," "quizzes and tests") correspond to module names that will appear in the Canvas course.

To elaborate, the Canvas course modules will be organized by type of item rather than units within a semester or a calendar. You will receive an announcement each week with an overview of tasks for that week.

Asterisks\* indicate material to be available via the professor or a digital archive.

### Week 1: August 16 to 21

syllabus

writing support: MLA

quizzes and tests: reading quiz 1

### Week 2: August 23 to 28

Beginnings to 1820, Introduction

The Iroquois Creation Story

The Navajo Creation Story

Excerpt from the Winnebago Trickster Cycle

quizzes and tests: reading quiz 2

### Week 3: August 30 to September 4

Powhatan's Discourse of Peace and War

Christopher Columbus, Letter of Discovery, Letter to Ferdinand and Isabella Regarding the Fourth Voyage

Bartolomé de las Casas, An Account, Much Abbreviated, of the Destruction of the Indies

Hernán Cortés, Second Letter to the Spanish Crown

John Smith, excerpt from New England's Trials

Samuel Sewall, The Selling of Joseph: A Memorial

discussions: discussion 1

### Week 4: September 6 to 11

HOLIDAY (Monday, only)

Cotton Mather, The Wonders of the Invisible World

Jonathan Edwards, Sinners in the Hands of an Angry God

Anne Bradstreet, "The Prologue," "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*

Benjamin Franklin, The Way to Wealth, The Speech of Miss Polly Baker, Remarks Concerning the Savage of North America

John Adams and Abigail Adams, letters

quizzes and tests: reading quiz 3

essays: analysis essay due

### Week 5: September 13 to 18

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"

quizzes and tests: reading quiz 4

peer reviews: peer review of analysis essay due

### Week 6: September 20 to 25

Judith Sargent Murray, "On the Equality of the Sexes"

Mary Wollstonecraft, excerpt from *Vindication of the Rights of Women*\*

American Literature 1820-1865, Introduction

discussions: discussion 2

**Week 7: September 27 to October 2**

Washington Irving, “The Legend of Sleepy Hollow”  
James Fenimore Cooper, excerpt from *The Last of the Mohicans*  
quizzes and tests: reading quiz 5

**Week 8: October 4 to 9**

Catharine Maria Sedgwick, excerpt from *Hope Leslie*  
Lydia Howard Huntley Sigourney, “To the First Slave Ship,” “Indian Names,” “Slavery,” “Fallen Forests”  
William Apress, excerpts from *A Son of the Forest*  
quizzes and tests: reading quiz 6  
essays: annotation essay due

**Week 9: October 11 to 16**

Jane Johnston Schoolcraft, “To the Pine Tree,” “Moowis, the Indian Coquette”  
Lydia Maria Child, Letter XXXIV, XXXVI  
Black Hawk, excerpt from *Life of Ma-ka-tai-me-she-kia-kiak*  
Buck Watie / Elias Boudinot, excerpt from the *Cherokee Phoenix*  
The Cherokee Memorials  
discussions: discussion 3

**Week 10: October 18 to 23**

Nathaniel Hawthorne, *The Scarlet Letter*  
Heinrich Kramer and Jacob Sprenger, excerpt from *Malleus Maleficarum\**  
quizzes and tests: reading quiz 7  
essays: research essay due

**Week 11: October 25 to 30**

Ralph Waldo Emerson, “Experience”  
Edgar Allan Poe, to be announced  
peer reviews: peer review of research essay due  
quizzes and tests: reading quiz 8

**Week 12: November 1 to 6**

Margaret Fuller, “The Great Lawsuit”  
Fanny Fern, “Male Criticism of Ladies’ Books,” “Fresh Leaves, by Fanny Fern”  
Harriet Jacobs, *Incidents in the Life of a Slave Girl*  
discussions: discussion 4

**Week 13: November 8 to 13**

HOLIDAY (Thursday, only)  
“Declaration of Sentiments”<sup>\*\*</sup>  
Friedrich Engels, *The Conditions of the Working Class in England\**  
William Wells Brown, *Clotel; or, The President’s Daughter*  
quizzes and tests: reading quiz 9

**Week 14: November 15 to 20**

Frederick Douglass, Preface and chapters I-II of *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, “What to the Slave is the Fourth of July?”  
Walt Whitman, Preface to *Leaves of Grass*, “Song of Myself”  
Emily Dickinson, to be announced  
quizzes and tests: reading quiz 10

**Week 15: November 29 to December 4**

Rebecca Harding Davis, “Life in the Iron Mills”  
Louisa May Alcott, excerpt from *Little Women*  
discussions: discussion 5

**Week 16: December 6 to 10**

final exam