CENTRAL TEXAS COLLEGE
SYLLABUS FOR ENGL 2327
American Literature I

Semester Credit Hours: 3

INSTRUCTOR: ________________
OFFICE HOURS: ________________

I. INTRODUCTION

A. English 2327 is a survey of American Literature from Native American Literature through the American Renaissance. Though careful attention is given to the historical, social, and intellectual developments that gave rise to the literature, the emphasis of the course is on the individual selections themselves as outstanding expressions of our English literary heritage.

B. English 2327 is designed to meet the requirement of a sophomore literature course for students transferring to a senior college or for students desiring the general education of the first two years of college. The course employs critical thinking and writing skills in the analysis of a wide variety of selected readings. This course satisfies the requirement for first semester sophomore literature.

C. Prerequisites: Completion of ENGL 1301 and ENGL 1302 with at least a “C.”

II. LEARNING OUTCOMES

Upon successful completion of this course, British Literature I, the student will be able to do the following:

A. Explain the development of literary techniques and genres, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in literature of different periods or regions.

B. Recognize, through discovery of the recurring themes, the basic issues which mankind has expressed concern through different literary periods.

C. Trace the development of characteristic forms of expression through the different historical periods.

D. Write researched, well-developed papers concerning works of literature using various critical approaches.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books
IV. COURSE REQUIREMENTS

A. Reading Assignments:
   You are required to read all assigned selections from the text, to do outside reading when assigned, and to be ready to report the findings of their reading.

B. Papers and Journals:
   1. A critical research paper (at least four pages of text) is required. It will cover selections which will not be covered in class. It should use the MLA style with in-text citations which may be found online at the Purdue OWL MLA site. More details will be provided by your instructor.

   2. You may be required keep a journal in which they record their responses to the assigned literature. Your instructor will call for the journals to be handed in periodically. More details will be given by your instructor.

   3. Students may be required to complete several Analytical Responses covering both material read for class and material not covered in class. The Analytical Responses will require the same kind of writing as the critical research paper and will be at least two full pages of text in length each. More details will be given by your instructor.

C. Class Performance:
   Students are required to attend all classes, bring textbooks and other supplies to class, and learn to take and keep good class notes. Students, whether present or absent, are responsible for all assignments. The student must contact the instructor concerning any missed assignments.

D. Class Participation:
   You are to participate constructively in class discussion and attend class regularly and punctually.

V. EXAMINATIONS

Two examinations will be given. The first one will cover writers up to the Romantics. It second exam will cover the Romantics, Transcendentalist, and remaining writers. Unannounced quizzes covering assigned materials may be given from time to time. Make-up work for assignments will be given only in the event of an excused absence and only with the instructor’s permission.

VI. SEMESTER GRADE COMPUTATIONS

The possible grades for this course are A, B, C, D, or F. The semester grade will be computed on the following basis:
Midterm 25%
Critical Paper 25%
Final 25%
Other Assignments 25%
Total 100%

* At least 50% of all examinations will be in essay form.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR
A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the twelfth week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 12-week session Friday of the 9th week
- 10-week session Friday of the 7th week
- 8-week session Friday of the 6th week
- 6-week session Friday of the 4th week
- 5-week session Friday of the 3rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of “W,” provided the students’ attendance and academic performance are satisfactory at the time of official withdrawal. Students may file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Incomplete Grade: The College catalogue states that “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course.” Prior approval from the instructor is required before the grade of “IP” is recorded. A student who merely fails to show for the final examination will receive a zero for the final exam and an “F” in the course.
C. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Unit One

Learning Objectives--Upon successful completion of the lesson will be able to do the following:

a. Categorize the types of Native American tales and their contribution to their respective tribes’ cultures.

b. Identify the cultural characteristics of Native American creation, trickster, and first contact stories distinct from European cultural characteristics.

c. Discuss the role of literature of exploration.

d. Analyze the foundation for an American identity

a. Learning Activities

a. Classroom lecture/discussion (C5, C6, C7; F1, F2, F5, F6, F7, F8, F9, F11, F12)

b. Reading assignments (C5, C6, C7, C8; F1, F8, FF13, F16, F17)

c. Examination (C1, C5, C6, C7; F2, F7, F8, F9, F10, F12, F13, F16, F17)

Unit Outline: The following readings are required unless noted otherwise. Optional writings may be included as choices for the Critical Paper assignment or assigned per individual instructors’ choices.

1. Exploration and the Colonies (historical information)
   a. Native American Literature (minimum of two, one creation story and one trickster tale)
   b. Christopher Columbus
   c. John Smith
   d. Alvar Nunez Cabeza de Vaca (optional)
   e. Samuel de Champlain (optional)
B. Unit Two: Seventeenth Century English Colonial Literature

Learning Objective--Upon successful completion of this lesson, you will be able to do the following:

a. Discuss the motives for and results of exploration by the various settlers of the original colonies.
b. Define Puritanism and identify it as a guiding force in early American literature
c. Indicate the importance of Colonial America to literature.
d. Interpret the American origins based on the idea of "separation of church and state."
e. Explain the influence of the Metaphysical and Neo-Classical English writers.
f. Explain the parts of a captivity narrative.
g. Discuss the foundation for an American identity
h. Discuss the difference between northern and southern colonies as reflected in the writings

Learning Activities

a. Classroom lecture/discussion (C5, C6, C7; F1, F2, F5, F6, F7, F8, F9, F11, F12)
b. Reading assignments (C5, C6, C7, C8; F1, F8, F13, F16, F17)
c. Examination (C1, C5, C6, C7; F2, F7, F8, F9, F10, F12, F13, F16, F17)

Unit Two Outline: The following readings are required unless noted otherwise. Optional writings may be included as choices for the Critical Paper assignment or assigned per individual instructors’ choices.

1. The Colonies
   a. William Bradford
   b. Anne Bradstreet
   c. John Winthrop (optional)
   d. Roger Williams (optional)
   e. Thomas Morton (optional)
   f. Cecil Calvert, Lord Baltimore (optional)

2. Puritanism (background information)
   a. Mary Rowlandson
   b. Cotton Mather
   c. Samuel Sewall (optional)
   d. Edward Taylor (optional)
   e. Michael Wigglesworth (optional)
   f. Sarah Kemble Knight (optional)
C. Unit Three: Revolutionary and Early National Period Literature

Unit Objective--Upon successful completion of this lesson, you will be able to do the following:

a. Identify historical characteristics of the Revolutionary or Early National period in America.
b. Define “Enlightenment” and trace its effects in the writings of this period.
c. Trace the movement from rational, neoclassical literature to the beginnings of Romanticism.
d. Continue identifying the creation of an American identity in civilization and its literature.

Learning Activities
a. Classroom lecture/discussion (C5, C6, C7; F1, F2, F5, F6, F7, F8, F9, F11, F12)
b. Reading assignment (C5, C6, C7, C8; F1, F8, F13, F16, F17)
c. Examination (C1, C5, C6, C7; F2, F7, F8, F9, F10, F12, F13, F16, F17)

3. Unit Three Outline: The following readings are required unless noted otherwise. Optional writings may be included as choices for the Critical Paper assignment or assigned per individual instructors’ choices.

1. Reason and Revolution
   a. Jonathan Edwards
   b. Benjamin Franklin
   c. Thomas Paine
   d. John Adams
   e. Abigail Adams
   f. Thomas Jefferson
   g. Phillis Wheatley
   h. The Federalist
   i. Philip Freneau
   j. Tecumseh
   k. Olaudah Equiano (optional)
   l. Royall Tyler (optional)
   m. Cherokee Women (optional)
   n. Charles Brockden Brown (optional)
   o. Samson Occom (optional)

2. The South and Middle Colonies
   a. St. Jean de Crevecoeur (optional)
   b. William Byrd (optional)

D. Unit Four: Nineteenth Century Romanticism and Transcendentalism

Learning Objective--Upon successful completion of this lesson, you will be able to do the following:
a. Identify the basic elements of Transcendentalism
b. Identify the characteristic features of the literary movement known as American Romanticism.
c. Describe the contributions of slave narratives and sentimental or domestic fiction to American literature.
d. Discuss the principles of democracy and social reform in this early part of the 19th Century on the writing and thinking.
e. Discuss the influence of the Civil War, abolition and woman's rights on the literature of the time.
f. Explain the Slave Narrative's place in fostering democratic ideals.
g. reflect upon the growth of an American identity throughout the semester's writings

Learning Activities

c. Classroom lecture/discussion (C5, C6, C7; F1, F2, F5, F6, F7, F8, F9, F11, F12)
d. Reading assignment (C5, C6, C7, C8; F1, F8, F13, F16, F17)
c. Examination (C1, C5, C6, C7; F2, F7, F8, F9, F10, F12, F13, F16, F17)

4. Unit Four Outline: The following readings are required unless noted otherwise. Optional writings may be included as choices for the Critical Paper assignment or assigned per individual instructors’ choices.

1. Early and Mid-Century Romantics
   a. Washington Irving
   b. William Cullen Bryant
   c. Edgar Allan Poe
   d. Nathaniel Hawthorne
   e. Herman Melville
   f. James Fenimore Cooper (optional)
   g. Catherine Maria Sedgewick (optional)
   h. David Walker (optional)
   i. William Apess (optional)
   j. Lydia Howard Huntley Sigourney (optional)
   k. Lydia Maria Child (optional)

2. Transcendentalism
   a. Ralph Waldo Emerson
   b. Henry David Thoreau
   c. Margaret Fuller

3. Conflict, Democracy, and Social Reform
   a. Harriet Beecher Stowe
   b. Abraham Lincoln
   c. Franny Fern
   d. Frederick Douglass
   e. Rebecca Harding Davis (optional)
   f. Louisa May Alcott (optional)
   g. John Greenleaf Whittier (optional)
   h. Henry Wadsworth Longfellow (optional)
   i. Oliver Wendell Holmes (optional)
j. Harriet Jacobs (optional)

4. Pioneers in Poetry
   a. Walt Whitman
   b. Emily Dickinson

E. Final Examination