Course Description and Objectives

According to the course description, ENG 330 is:

A close study of American Literature from pre-colonization to the early 1800s. The course will cover literary schools of the period and major authors, such as Smith, Bradford, Bradstreet, Rowlandson, Crevecoeur, Wheatley, Paine, Franklin, Jefferson, Knight, and Equiano. Prerequisite: 9 semester hours of English.

In this course, students will read and become familiar with many canonical and non-canonical voices writing in a wide variety of genres.

Course Outcomes

By the end of the semester, you should be able to:

- Recognize and understand the different genres of expression at the time (including letters, chronicles, sermons, poems, essays, plays, and the novel) work and were received
- Demonstrate your knowledge of the main authors of the period / movement and their chief contribution to American letters, thought, and popular culture
- Demonstrate your understanding of some of the social movements that informed and were informed by the literature of the period
- Research and present on historical topics important to the literature, ideas, and figures covered
- Use appropriate research skills to produce a high-quality scholarly or literary-critical paper

Program Outcomes

This course should help serve the following official outcomes for the English major and minor:

- The student will demonstrate the ability to read complex texts, closely and accurately.
- The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.

The student will demonstrate ability to effectively conduct literary research.

The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Credit Hour Justification

“Colonial American Literature” (3 credits) typically meets three times each week in 50-minute segments for 15 weeks, and also meets for a 2.5-hour final examination or equivalent take-home exam. Students are expected to complete a significant amount of weekly reading of primary and/or secondary source material. The weekly reading will be accompanied by such assignments as reading quizzes, in-class and out-of-class writings, and class presentations. The amount of writing will average between 16-24 pages over the semester and will, at times, require substantial research. The required outside of class workload will average 6 hours per week.

Required Textbooks


There will also be many other works provided in handout and online. Make sure you get a copy of these additional works and read them if you missed the class when they were handed out.

You may find it useful to print these out or access them via a portable device for class purposes. Background information will frequently be provided in the form of web links or handouts: you’re responsible for reading and keeping up with these.

Course Policies

Phones
If you have a cell phone, please turn it off during our course unless you’re looking something up at the request of the instructor or to answer an instructor question. If you must receive calls due to some developing emergency, please set the phone to a silent setting. If you must talk on your phone due to some earth-shattering emergency, please leave our classroom to do so.

Eating, Drinking, Sleeping and So On
Feel free to drink coffee or eat anything that's not loud, messy, and/or smelly. Please clean up after yourself, however. If you sleep in class, you will be woken up. At least feigning attention and interest is very important: please don't read the newspaper, listen to an ipod, or send instant messages during class.
Reading, Participation, and Note Taking
This course is reading intensive, and some of the works we will be studying will be quite difficult. Budget your time and read ahead when necessary. Take notes as you read and write out questions about your reading for use in class. Mark up your books. Reread when necessary. Talk about your reading outside of class. Ask questions in class. If you find anything particularly impenetrable and need help, feel free to drop by my office hours to chat about it. My job is to help you understand this stuff.

This course is taught largely as a dialogue—I ask and answer questions. The students who get the most out of the class are those who participate well in class discussion. If you can answer, do.

Contact by Email
Correspondence relating to this course must use your sfasu email account. The subject line must be ENG330. I am not certain to respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email without previous permission.

Plagiarism
I take plagiarism very seriously. According to SFASU Policies and Procedures:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

If a student’s paper contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involve penalties from an un-revisable zero on the paper to an F for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

Attendance and Absences
Regular attendance is required for success in this course. Lectures and discussions will highlight what sorts of things will be on the tests, there will be frequent short writing assignments and frequent reading quizzes will be given at the beginning or the end of classes. Please arrive on time. No homework or in-class assignments may be made up unless your absence is excused or
has been pre-arranged with me at least a full day in advance. If you miss a class for a university-excused reason, you must (by the second day you return to class) present me with a typed memo explaining the reason for your absence, and you should attach any documentation (such as a note from your doctor) to this memo.

Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed homework or in-class assignments during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.

After four unexcused absences, every additional unexcused absence will result in a deduction of 5 percentage points from your total grade. Usually, that total will already be quite low due to missed quizzes and poor test preparation.

In accordance with university policy, after nine absences (the equivalent of three weeks of missed class) for any reason whatsoever, you may be unable to receive a passing grade in the class. Please keep an eye on your absences.

**Make-up Exams**

Our exams are take-home essays on specific complex topics. Late exam essays will be treated as late major papers.

**Late Papers and Free Homework Late**

Each student has one (1) free late homework assignment: to use it, write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late homework will be accepted without a university-approved absence or a compelling excuse (my judgment) in writing, detailing your reasons and providing evidence as necessary.

Major papers turned in after the beginning of the class period on which they are due will be considered late, and will have one full letter grade (10 percentage points) deducted from their final grade. Another full letter grade will be deducted for each weekday that passes. The easiest way to receive a very poor grade in this course is to turn things in late. Do not turn in papers under my office door or with office staff without arranging it with me in advance via email. I am not responsible for the loss of papers turned in that way, or your subsequently lower grade.

Some papers may require an online submission via WebCT and some drafting may occur via the WebCT discussion boards.

**Extra Credit**

Several times during the semester, I will announce extra credit assignments. Extra credit will only be assigned in class (it will not be posted on the website). Please do not ask me for individual extra credit. Any extra credit assignments I given will be applied to the homework / quiz score, and will be offered to everyone. With extra credit, the daily work score will top at 100%.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Assignments and Grade Determination

We will have two exams, one during the scheduled final exam period, a podcast / screencast lesson (which may be a group project), and one paper project, divided into a proposal, an annotated bibliography, and a research paper. The remainder of the course grade will be determined by very short reading quizzes (one or two objective questions), short response papers or in-class assignments. All major assignments must be at least attempted in order to receive a passing final grade for the course.

Grade Breakdown
Quizzes, written responses, discussion prep, d2l quizzes or posting: 15%
Midterm exam essay: 20%
Podcast / screencast project: 15%
Term paper proposal: 5%
Term paper annotated bib: 5%
Term paper: 25%
Final exam essay: 15%

Percentage Grade
90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Tests
Tests in the course will be in the form of a “take home” midterm and a final. In both, you will answer specific essay questions on themes that are important to the course, and will link multiple works together. These will be open book and note exams, but you shouldn’t use outside sources / research or collaborate. More details will be forthcoming.

Short Responses
Often, I'll have you write some relatively informal response to the readings for a day. These should be about a page in length, should be typed, should approach MLA format unless otherwise assigned, and will have other requirements as posted. The intention is to get you thinking and recording what you think about the works, to prepare you for class, and to give me time to coach you with writing problems before major papers and exams.
5 = Excellent, flawless: Very insightful, and otherwise dazzlingly good. I think "wow! I wonder if I can get a copy to teach with next semester!" This is a rare score.
4.5 = Very good: Accomplishes everything needed with style and economy, reflects a strong understanding of the subject matter, and has no very significant errors. I think "good!"
4 = Good: Does the work expected, and contains only errors that might be expected of the average careful student at this point in the semester. I think "okay!"
Any daily work assigned as completion-graded (generally simple observations for reading-check purposes) will receive a 4/4 if completed to requirements.
3.5 = Needs some work: Ideas may be incomplete or unfocused, organization may be sloppy. May be “off” in tone or style. I think "well, okay, I guess."
3 = Needs a lot of work: May be unclear in spots, or have numerous, embarrassing, or unprofessional errors. I think "well, maybe next time."
2 = Unacceptable: Fails to accomplish some aspect of the assignment, or has a variety of unprofessional errors. I think "maybe he or she had a high fever or something."
1 = Token effort: Wrong assignment or shows very little work. Accomplishes little of what the assignment asks. Reflects a fundamental misunderstanding of the assignment or a deficit of effort or skill. I think "why did I ever get into this line of work?" A paper with a name on it and a sentence, turned in on time.
0 = Didn't turn paper in: I think "hmm, I wonder if he or she has dropped the course?"

Reading Quizzes
Often, at the beginning or end of the class period, I will ask one question, answerable by one well-constructed sentence, about something we've read. They will be graded on a three point scale, as follows:

0 You weren't there to take the quiz or didn't put your name on it.
1 You have your name on the paper, and what you have written is indeed a sentence.
2 Your answer represents a good attempt, and shows that you've read the work with some care, but isn't entirely correct.
3 The sentence answers the question and indicates that you've read well and attentively.

The head-notes and author notes are fair game for these questions. I don't intend these to be hard or trick questions, but they will require that you read and remember what you have read. If you have an excused absence on a day when we have a reading quiz, you must bring a memo to me within two class periods explaining your absence and providing what documentation is possible. Then I will ask you another question about that day's reading. If you come in late and don't turn in a signed paper, or you have an unexcused absence and miss a quiz, you will receive a 0.

Online Quizzes
Occasionally, if reading is flagging, I may give reading quizzes through D2l, which must be completed before class and require that you’ve read the work to answer. These will be open-book quizzes, but will be very difficult to guess without reading.

**New Media / Screencast / Podcast Presentation**

Modern literary analysis for popular audiences often includes more than academic papers, and academic paper writing fails to teach some communications skills that are valuable in the world of teaching, business, and cultural production. Working either alone or in a group of 2-4, you will pick an, and make an informative, enthusiastic and engaging screencast, podcast, or video (with supporting web text) that teaches a work or an issue within a work to a wider non-academic audience while incorporating contextual academic research and the fruits of close reading, to be released into the wilds of the internet. Make it matter, and show how your topic matters to your specific audience in 2020. You’ll turn in the presentation, any scripts you made, and a brief paper from each participant detailing the process. The process, documentation of research and sources, and individual contributions will constitute 20% of the grade, the final product 80%.

**Term Paper Proposal**

Your term paper proposal will be a brief document (maximum of two pages) explaining the area you plan to work in for your term paper and what you would like to accomplish with it. It will include what works you plan to deal with, and as much explanation about the question you plan to answer, the approach you plan to take, and the themes you plan to engage as you can. It will be graded on mechanics and format, completeness, and rhetorical strength (how you prove to me that the topic will be excellent and you will do it well). You’ll turn it in to turnitin through D2L before class the day it is due.

**Term Paper Drafts**

Term paper drafts will be due in class at a scheduled time before the final draft due date. These drafts must be relatively complete: they will both serve as homework grades (for bringing them, and for helping other students review theirs), and serve as a required part of the final paper turnin. Papers turned in without drafts reviewed in class will suffer a 5% penalty.

**Annotated Bibliography for Term Paper**

After you’ve gotten the go-ahead on your paper topic, you will find six great possible sources for your term paper. One should be a biography or historical work, at least two should be written in the last 20 years, and all should be scholarly and relevant. You’ll write an annotated bibliography, using MLA style and good, complete annotations. A detailed prompt, example entry, and grading rubric will be coming soon.

**Term Paper**

The term paper is a 7-10 page paper. You may go over length if you feel it absolutely necessary, but seven full pages (MLA double-spaced, Times New Roman 12, 1 inch margins, not including the required Works Cited page) are absolutely required. In this rather brief paper, you will engage one small, manageable aspect of a work or two on the syllabus, coming up with a thesis and proving it through careful reference to the specifics of the text(s). You must use at least four good, relevant, scholarly (no web-only) outside sources to bolster your argument or to argue against. You will be graded on your analysis, your writing skills, your ability to incorporate quotation and outside evidence, and your conformity to standards of grammar, punctuation, and format.
Longer prompts and grading rubrics for all the major written assignments will be handed out in class well in advance of their due dates.

**Important Dates**

Midterm exam essay – due Wed, Feb 26 (Due in dropbox and in hard copy)
Screenecast / Podcast due Friday, March 27
Proposal due: Friday, April 3
Annotated Bibliography due: Monday, April 20
Full rough Bibliography due: Wednesday, April 29—Essay question handed out.
Final draft paper due: Friday, May 1
Final exam essay due: Wednesday, May 6 (Due in dropbox and in hard copy between 8 and 10:30am)

**Reading Schedule**

An extremely tentative topic schedule follows below. Expect the readings to be tuned for reading speed, time available, and student interest. In this course, with a few exceptions, we will be sampling a very wide variety of authors and genres in small chunks. We won’t finish our rather hefty textbook, but we’ll have gotten a large representative sample. The daily posts on D2L will be the authoritative source for reading and homework assignments.

**Week 1**
Introduction: Talk about course (Wed)
Framing discovery: Intro to chapter 1, Polo, Mandeville, Columbus, Vespucci, Nahuatl accounts

**Week 2**
**Martin Luther King Jr. Day (Monday)**
Intro to chapter 2, concentrate on Hariot (selection 11), Ralegh (13) Hakluyt and Montaigne (14 and 15) Best (8) Four views on plantation (9)

**Week 3**

**Week 4**
Intro to chapter 5 Winthrop (1) Praying Indians (3,4) Antinomian Controversy, Keayne Controversy, Winthrop’s.
The poems of Anne Bradstreet

**Week 5**
Finish Bradstreet, Captivity Narratives

**Week 6**
The Bacon Rebellion, *The Widow Ranter*

**Week 7**

**Midterm exam essay – due Wednesday Feb 26 (Due in dropbox and in hard copy)**
Poetry: Taylor, Wigglesworth

**Week 8:** Witchcraft! (Mather, Calef, Franklin, etc.)
Jeremiad

Week 9: Spring Break

Week 10:
Franklin, Paine, Jefferson—Deism and religious tolerance in the colonies.

Week 11:
Slavery in the Colonies—“Selling Joseph,” Equiano, Saffin, Franklin, Wheatley, Freneau

Screencast / Podcast due Friday, March 27

Week 12:
Women’s rights, Native American issues, Proposal due: Friday, April 3

Week 13:
Crevecoeur, more Paine, Franklin’s hoaxes, Poetry
Easter Break (Friday, April 10)

Week 14:
Begin Weiland,

Week 15:
Annotated Bibliography due: Monday, April 20
Finish Weiland, read Washington Irving and other transitional figures

Week 16:
Full rough draft paper due: Wednesday, April 29—Essay question handed out.
Final draft paper due: Friday, May 1
Final exam essay due: Wednesday, May 6 (Due in dropbox and in hard copy between 8 and 10:30am)