

Syllabus for
ENG 323/ENG 323H—American Literature I
3 Credit Hours
Fall 2008

I. COURSE DESCRIPTION

A survey of the major authors and works of American literature from the Puritan period to the mid-nineteenth century.

Honors Distinctive: Students who enroll in the honors section of this course will submit an additional research report and make an additional oral presentation.

II. COURSE GOALS

This course will enable the student to trace the movement of American literature from its Native American origins and from the 17th century colonial period to the late-19th century, and understand that the literature constitutes a sustained encounter between European American and Native American cultures as well as between minority groups, and giving names of major authors and titles of chief works in each period.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Trace the major developments in American literature from colonization to 1900.
2. Explain the socio-historical and economic factors affecting the development of American literary history
3. Discuss the ways in which each literary movement is reflective of its historical time and place, especially changes in aesthetic standards

B. Unit Objectives

As a result of successfully completing these units, the student will be able to do the following:

1. The Native American/Colonial Period
 - a. Identify the modes and themes of traditional Native American oral expression, the literature of exploration, and captivity narratives; and the dynamics of intercultural and interracial exchange that resulted from the European colonization of the American continent. (SC 2, 5, 10)
 - b. Explain the Puritan worldview, its chief concerns and its theological background, and analyze the distinctive elements of the style of Puritan writing, including the spiritual autobiography. (SC 5)
 - c. Evaluate the artistic achievement of Anne Bradstreet, Edward Taylor, Cotton Mather, and Jonathan Edwards, with special attention to typology and its development toward symbolism. (SC 2)
2. The Age of Enlightenment and the Revolutionary War
 - a. Discuss the changed worldview of the 18th-century American, and name the stylistic changes that accompanied the shift in philosophical and theological outlook. (SC 5)
 - b. Explain the importance of the political writers of the period.

- c. Discuss the poetry, drama, and fiction of the period, and discuss the contributions of such writers as Phillis Wheatley, Philip Freneau, and Susanna Rowson. (SC 10)
- 3. Early to Middle 19th Century, including the Romantic Movement
 - a. List the major factors of American life in the 19th century that influenced the stylistic and thematic direction of American writing. (SC 2, 10)
 - b. Explain the "American Dream" motif and the contributions of American "mythmakers" like J. Fenimore Cooper, including the mythos of the Adamic hero and of the wilderness.
 - c. Explain the relationship between transcendentalism and the traditional values of the American culture. (SC 5)
 - d. Trace the shift from typology to symbolism.
 - e. Discuss Irving's, Hawthorne's, Melville's, and Poe's work in the development of the novel and short story genres; describe symbolic techniques in Hawthorne, Melville, and Poe and recognize their contributions to literary theory.
- 4. Civil War to 1880
 - a. Discuss the impact of the Civil War on American literature, including the socio-economic changes that war caused in American culture
 - b. Identify the realistic and romantic elements in the poetry of Walt Whitman and Emily Dickinson, understand the radical nature of their poetry both in form and content, and describe their influence upon modern poetry
 - c. Relate the influences of "noncanonical" writings to the mainstream of American literature

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies: (SC 1, 2, 5, and 10).

- SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic);
- SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of a auditory, written, and visual messages;
- SC 5: Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly;
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Baym, Nina, ed. The Norton Anthology of American Literature. Package I. 7th ed. New York: Norton, 2007.

Gibaldi, Joseph. MLA Handbook. 6th ed. New York: Modern Language Association, 2003.

Roberts, Edgar V. Writing About Literature. Brief 11th ed. Upper Saddle River: Prentice Hall, 2007.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15 late-test fee. These responsibilities assist the student in professional

- development.
- b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
- a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. Obtain information covered during an absence. All work must be completed as scheduled.
 - d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
8. **ePortfolio**
- a. Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.

- b. Requirements - The ePortfolio requirements for this class are listed in the English Department ePortfolio Handbook.

C. Course Policies and Procedures

1. Evaluation Procedures

Grading Procedures

Class participation (including discussion, may include reading quizzes, brief oral reports, and/or reading reports)	=	<u>Points Possible</u> 300
Mid-term Exam	=	150
Two short papers	=	250
Final Exam	=	<u>200</u>
Total		900

Successful uploading of required ePortfolio artifact. This is an assignment worth 5% of the semester grade. If a student is required to submit an ePortfolio artifact and fails to submit it or submits it incorrectly, a zero will be assigned, resulting in a 5% deduction from his or her final semester grade.

2. ePortfolio Requirements

- a. The Christian Worldview essay fulfills the University's outcome 1.1, Integrating Faith and Learning.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and/or Procedures

- a. Classes include lecture and discussion.
- b. Students are expected to be prepared for class and to participate in class discussion.

VI. COURSE CALENDAR

Weeks 1-2	The Explorers and Early Native Americans
Weeks 3-4	The Puritans
Weeks 5-7	The Enlightenment and the Revolution
Week 8	The Revolution to 1820
Weeks 9-10	American Romanticism
Weeks 11-13	The American Renaissance
Weeks 14-15	The Civil War to 1880

Course Inventory of Oral Roberts University Student Learning Outcomes

ENG 323—American Literature I Fall 2008

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

(Revised 1/15/04)