

Syllabus for
English 370--American Romantic Period
3 Credit hours
Spring 2002

I. COURSE DESCRIPTION

A study of representative authors of the Romantic Period in American literature (1820-1865). Focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). Prerequisites: None.

II. COURSE GOALS

This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam and the myth of the American Dream, in order to help students understand the importance of American innovation in literary language and form, and recognize the contributions to world literature of American literary theorists.

III. COURSE OBJECTIVES

A. Terminal Objectives

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

1. Discuss the major factors in American life in the nineteenth century that influenced the stylistic and thematic direction of American writing
2. Describe the characteristics of Romantic literature and the major connotations of the term "romanticism"
3. Explain the philosophical and aesthetic ideas that underlie the Romantic period in America and the ways in which those ideas continue to affect American literature and the arts

B. Unit Objectives

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

1. Unit I: European Romanticism
 - a. Trace the development of Romanticism
 - b. Discuss the works of major British and European romanticists.
2. Unit II: American Transcendentalism and Romanticism
 - a. Discuss Transcendental philosophy and its connection to American culture and art as well as to Romanticism
 - b. Analyze the works of major Transcendentalists such as Emerson and Thoreau
3. Unit III: Prose Fiction
 - a. Discuss representative prose fiction of the period
 - b. Explain the major themes and styles of both canonical and historically non-canonical writers

IV. TEXTBOOKS

A. Required Textbooks

Brown, Charles Brockden. Wieland and Memoirs of Carwin the Biloquist. New York: Penguin, 1991.

Cooper, James Fenimore. The Prairie. New York: Oxford, 1999.

Hawthorne, Nathaniel. Nathaniel Hawthorne's Tales. New York: Norton, 1999.

Melville, Herman. Billy Budd, Sailor and Other Stories. New York: Penguin, 1989.

- Poe, Edgar Allan. The Complete Tales and Poems of Edgar Allan Poe. New York: Vintage, 1987.
- Sedgwick, Catharine Maria. Hope Leslie, or, Early Times in Massachusetts. New York: Penguin, 1998.
- Thoreau, Henry David. Walden and Other Writings. New York: Modern Library, 1950.

- B. Required Materials
Packet of materials available from the Copy Center (LRC 3rd floor)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. 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.

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 will incur a \$10 late-test fee. These responsibilities will 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 will result in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 - Unit Quizzes
 - Reading Responses
 - Oral Presentations
 - Final Exam
2. Portfolio Requirements

English majors should consider selecting a paper written for this course to include in senior portfolio to satisfy the requirement for an aesthetic response to literature.

VI. COURSE CALENDAR

Weeks 1-2	The Romantic Period in America
Weeks 3-4	Charles Brockden Brown and the Gothic Tradition in America
Weeks 4-7	The Native American as a Romantic Figure in American Literature: Sedgwick and Cooper
Weeks 7-9	American Transcendentalism
Weeks 10-11	The Power of Blackness: Edgar Allan Poe
Weeks 12-15	The American Renaissance: Hawthorne and Melville

VII. ASSESSMENT SUMMARY

<u>Kay Meyers</u> Name of Instructor	<u>ENG 370</u> Course Course No.	<u>American Romantic Period</u> Title of Course	<u>ENGLISH DEPARTMENT</u>
<u>MISSION</u>	<u>MAJOR OUTCOMES</u>	<u>COURSE GOALS</u>	<u>ASSESSMENT OF COURSE GOALS</u>
<p>The lifestyle at ORU is rooted in the word “wholeness.” ORU seeks to educate the whole person, balanced emphasis placed on the development of the mind, spirit, and body.</p> <p>GENERAL OUTCOMES</p> <ol style="list-style-type: none"> 1. Spiritual Development 2. Physical Development 3. Communication 4. Analysis 5. Problem Solving 6. Valuing in Decision Making 7. Social Interaction 8. Global Perspectives 9. Effective Citizenship 10. Aesthetic Responsiveness 	<p>Communication: clear, concise, correct, and stylistically effective use of language appropriate to audience and purpose.</p> <p>Analysis/Problem Solving: critical reading and writing, evidencing thinking skills of analysis, synthesis, and evaluation.</p> <p>Decision making: Responsible, ethical choices informed by a knowledge of Christian values and world cultures.</p> <p>Aesthetic Responses: appreciation of literature based on historical genres and modern critical theory.</p>	<p>At the end of this course, the student will be able to discuss, define, describe, classify, and interpret the major works of the Romantic Period as they exemplify both the Romantic mode, as seen in the literary theory and creative works of such authors as Poe, Hawthorne, and Melville, and the Transcendentalist movement, as seen in the works of Thoreau and Emerson.</p>	<p>STIMULI: Writing and oral evaluation critiques, essays, essay examinations, analytical and evaluative reports, including one analytical paper on nonfiction prose and another on prose fiction.</p> <p>CRITERIA:</p> <p>90 - 100% of points for all criteria=A 80 - 89% = B 70 - 79% = C 60 - 70% = D Below 60% = F</p>