English 250 — Survey of American Literature
Survey of American Literature from the sixteenth century through the twentieth century. Emphasizes the historical, political and cultural basis for the American myth, the American hero and the diversity of American literary genres, stressing the relation between societies/cultures and the works of American writers.

INSTRUCTOR:
Nancy Howard
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TEXT:

Student Learning Outcomes
1. Upon completion of this course, successful students will (be able to):
2. Express insight into the American phenomenon through reading, discussion and written assignments.
3. Discuss works of American literature from the four literary genres: essays, fiction, drama, poetry) using sufficient and relevant literary terms. Comprehend the cultural environment(s) which produced American literature.
4. Recognize and interpret recurrent patterns, elements, motifs, conventions, styles, themes, and forms.
5. Employ literary analysis to generalize from one work to another.
6. Use process writing to draft and revise critical analyses of literature.
7. Demonstrate an appreciation for and understanding of literature as an art form.
8. Express and support opinions about literature.

WVC Core Abilities Outcomes (General Education):
Upon completion of this course, successful students will:
- Think critically (analyze, synthesize, evaluate and apply, problem solve, reason qualitatively and quantitatively) through close reading of text.
- Communicate skillfully in diverse ways and in diverse situations through class discussions, essays and exams.
- Act responsibly as an individual and as a member of a team or group through small groups, study groups, and entire class discussion.
- Seek knowledge, information, and diverse viewpoints through immersion in analysis and interpretation of literature.
- Clarify and apply a personal set of values/ethics in response to the works of major authors
COURSE OUTLINE:

Weeks 1-2
Jan. 5-16
Christopher Columbus—all
Álvar Núñez Cabeza de Vaca—all
   “Walks All Over the Sky”
   “The Good Twin and the Evil Twin”
John Smith—all
William Bradford—“Of Their Voyage...”, “Showing How They Sought Out a Place...”
John Winthrop—“A Model of Christian Charity”
Anne Bradstreet—“A Letter to Her Husband...” Here Follows Some Verses Upon The Burning...
Edward Taylor—“A Wasp Chilled with Cold”

Week 3-4
Jan. 20-30
Early American Literature 1700-1820 from *The Norton Anthology of American Literature*, pp. 151-429
Jonathan Edwards—“Sinners in the Hands of an Angry God”
Benjamin Franklin—“Remarks Concerning the Savages of North America”
J. Hector St. John de Crevecoeur—“What is an American?”

Jan. 23
Tentative Thesis for First Paper Due
   “The Vision Quest”
Thomas Paine—“Common Sense”
Thomas Jefferson —“The Declaration of Independence”
Phillis Wheatley—“On Being Brought from Africa to America”

Jan. 29
Draft of Paper One Due Peer Review Session
   “Emerging into the Upper World”

Week 5-6
Feb. 2-13
American Literature 1820-1865 from *The Norton Anthology of American Literature*, pp. 431-1253
Washington Irving—“Rip Van Winkle”
James Fenimore Cooper—“Natty Bumpo and Chingachgook: Stories of the Father”
William Cullen Bryant—“Thanatopsis”
Ralph Waldo Emerson—“Self-Reliance”
Nathaniel Hawthorne—“Young Goodman Brown”
   “Hiawatha the Unifier”
   “The Warrior Maiden”
Edgar Allen Poe—“The Purloined Letter”
Abraham Lincoln—“Address Delivered at the Dedication...”
Henry David Thoreau—“Resistance to Civil Government”
Frederick Douglass—all
Feb. 6 Paper One Due
Feb. 13 Mid-Term Review

**Week 7-8**
Samuel Clemens—“The Notorious Jumping From of Calaverous County”
Kate Chopin—“At the ‘Cadian Ball”
Booker T. Washington—“Up from Slavery”
Stephen Crane—“The Blue Hotel”
Jack London—“To Build a Fire”
Feb. 18 Mid-Term Essay Exam
“Son of Light Kills the Monster”
“The Legend of Devil’s Tower”
“The First Ship”

Feb 27 Tentative Thesis for Paper Two due

**Week 8-9**
Mar. 2-13 American Literature Between the Wars 1914-1945 from *The Norton Anthology of American Literature*, pp. 1881 - 2303
Edwin Arlington Robinson—“Richard Cory”
Willa Cather—“Neighbor Rosicky”
Robert Frost—“Mending Wall,” “Stopping By Woods on a Snowy Evening”
Sherwood Anderson—“Mother”
e.e.cummings—“anyone lived in a pretty how town,” “next to of course god america i”
Jean Toomer—all
William Faulkner—“Barn Burning”
Ernest Hemingway—“The Snows of Kilimanjaro”
March 6 Draft of Paper Two Due
Peer Review Session
Langston Hughes—“Democracy”
Richard Wright—“The Man Who Was Almost A Man”
Eudora Welty—“Petified Man”
Ralph Ellison—“Chapter I—The Invisible Man”
Flannery O’Connor—“Good Country People”
“Wakiash and the First Totem Pole”
“Always-Living -At-The-Coast”

March 13 Paper Two Due

**Week 10**
Mar.16-19 American Prose since 1945 from *The Norton Anthology of American Literature*, pp 2305-2874
John Updike—“Separating”
March 17 Final Review Session
March 20 Final Essay Exam 10:30-12:30
ASSESSMENT CRITERIA/TECHNIQUES

I. Students will increase their literary analysis skills through reading and discussing essays, short stories and poetry
   a. Instructor will evaluate student’s contributions to class discussion according to the significance of individual approach, insight and completeness of evidence.
   b. Instructor will evaluate students written analysis skills in essay exams according to personal approach, literary theme and device, significance of insights and completeness of evidence.

II. Students will increase their written literary analysis skills through discussion, lecture and group and individual writing assignments.
   a. Instructor will evaluate student’s written work according to individual approach, theme, and significance of supporting evidence.
   b. The instructor will evaluate the student’s written and verbal criticism of the literature according to the depth, honesty, and significance of that input.
   c. The instructor will evaluate the student’s written and verbal literary analysis skills according to grammatical, syntactical and organizational skills displayed.

III. Students will gain insight into the American phenomenon through reading, discussion and written assignments
   a. Instructor will evaluate the student's written and verbal synthesis skills according to vocabulary used, significance of insight and breadth of material incorporated.
   b. Instructor will evaluate the student’s reading analysis skills according to vocabulary used, significance of insight and breadth of material incorporated.

IV. Students will expand their understanding of the American experience.
   a. Instructor will determine student’s cumulative knowledge through comprehensive written and oral expression evaluated through completeness and depth of evidence presented.
   b. Instructor will determine student’s cumulative knowledge through comprehensive written and oral expression evaluated according to variety of theme and significance of insight.
   c. Instructor will determine student’s cumulative knowledge through comprehensive written and oral expression evaluated according to the depth, honesty, and significance of that input.

Plagiarism

All papers must pass through Turnitin.com prior to final draft.

Definition of Plagiarism: The act of using and passing off as one’s own the ideas or writings of another. All information in your essays that isn’t your opinion or common knowledge must have an attribution (even paraphrases must include the author and page number). All sources listed in Works Cited page must have been used in the essay, and all attributions must have a listing in the Works Cited page.

Policy/Procedure: Anyone plagiarizing will be given an F in the course and referred to the Academic Regulations Committee for disciplinary action.
Criteria Sheet for Papers/Peer Review

Organization and Development

Papers must have one single clear focus, based on a theme in the American Myth concept, stated as a thesis.
The Thesis Statement, the student’s opinion asserted as a truth, must occur in the lead (introduction) to the essay.
The Body of the essay must include at least three (preferably four or five) reasons why the thesis is true. You have found these "reasons why the thesis is true” by tracing your particular theme through the story. These "reasons why” create body paragraphs. The body paragraphs must use references from the stories and class notes and discussion and literary terminology to prove each reason true. These references can be either direct quotations from the text of the story and/or class handouts or the references may be paraphrases from the text, handouts, lectures and discussion. Liberal use of the literary vocabulary of the course is required.
The Conclusion of the essay must pull all the reasoning together to show the proof for the thesis.

Mechanical Correctness

Standard American English sentence structure, spelling, grammar and punctuation are required. Employ the conventions of the MLA Style sheet. Consult your Easy Writer handbook or these web pages:
http://bcs.bedfordstmartins.com/easywriter3e/default

Grades: (or, “How to get an “A” in this course”)

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>Paper 1</td>
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<td>Paper 2</td>
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<td>Class Participation:</td>
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“Extra Credit” does not exist in this course.

Late work is not accepted in this course. All papers must be turned in either at the instructor’s office in the paper slot marked “English 250,” or in the “papers folder” for English 250 in the classroom before the start of class on the due date.

Do the reading and discussing and writing for the course. Do it all to the best of your abilities. Do it on time or early. That is plenty of work. If you cannot find the time to do the required work for the class well and on time, you will not be able to find time or energy to accomplish any additional or makeup work . So don’t ask.