
ENGL 3160: SURVEY OF AMERICAN LITERATURE I

ENGL 3160, Survey of American Literature I, is a multicultural study of the major movements, authors, and texts of American literature, from the Pre-colonial Era to the Civil War. Through this class you will explore and analyze the foundations of American literature by focusing on the binary opposition captor/captive. (3 semester hours)

What You Need for This Class

Required Texts

There are no texts to buy for this class. All required readings will be posted to Brightspace.

Technology Needs

You will need access to a computer and to the internet. You will need to be able to type assignments with a word processing program and to upload those assignments to our course on Brightspace. You will also need to watch videos, complete online quizzes, download/print documents, and post materials to your eportfolio, as well as to keep track of your grades. *Please see me if you anticipate any difficulties with this.*

What You Will Learn & Do in This Class

X-Core Outcomes

In fulfillment of X-Core's Creative Expression and Engagement component, this course will help students be able to interpret and evaluate diverse forms of human expression.

- X-1. Students will be able to demonstrate in writing appropriate use of the evaluative terms for the forms of art, literature, or music under study.
- X-2. Students will be able to demonstrate awareness of cultural and aesthetic concerns relevant to a work of art, literature, or music's creation through written or oral exegeses.
- X-3. Students will be able to demonstrate in writings or presentations the ability to compare shifts in cultural and aesthetic concerns [...].

English Program Outcomes

As a part of the English program curriculum, this course will help students learn to decipher and interpret complex literary texts from anglophone traditions, write clearly, critically, and imaginatively, make use of literary expression to promote ideals of social justice and human solidarity, and pursue lives of meaningful action in the world as life-long learners.

- E-1. Students will be able to identify important authors, works, and trends from the different literary movements and periods of the British, American, and African American traditions.
- E-2. Students will be able to explain significant critical approaches to the study of literature and employ them in written interpretations of literary texts.
- E-3. Students will be able to write effective literary analyses, through both close readings of literary texts and through research of secondary sources.
- E-4. Students will be able to demonstrate proficiency with the most recent standards set forth by the Modern Language Association.

Student Learning Outcomes

This course will meet the above listed goals by helping students achieve the following learning outcomes.

- SLO-1. Students will be able to differentiate between the periods and styles of American literature before 1865.
- SLO-2. Students will be able to analyze literary texts through close reading.
- SLO-3. Students will be able to interpret literary texts considering the social context they were written in.
- SLO-4. Students will be able to defend interpretations of literary texts with logic and textual evidence.
- SLO-5. Students will be able to write analytically about literary topics, texts, and authors.
- SLO-6. Students will be able to use MLA standards for writing, formatting, and citing academic work.

How Your Learning Will Be Assessed

- Research Project (25%): Over the course of the semester, you will work on a multi-stage research project that culminates in a 10-12 page scholarly paper. (SLO 3,4,5,6)
- Textual Explications (15%): Over the course of the semester, you will write two textual explications, each analyzing a single poem or textual passage. (SLO 2,5,6)
- Learning Portfolio (15%): At the end of the semester, you will submit an online learning portfolio that includes all of your reading guides, a revision of your best textual explication, and your Research Project, along with a reflective essay exploring your learning through this class. (SLO 1,2,3,4,5,6)
- Post-Reading Reflections (15%): Each week, you will complete a guided post-reading reflection as a part of your interactive reading portfolio. (SLO 1,3)
- Reading Annotations (10%): For each major reading, you will use the Hypothes.is system to collaboratively annotate the reading with your classmates. (SLO 2)
- Concept Quizzes (10%): Weekly quizzes ... (SLO 1,3,5)
- Class Engagement (10%): Each week, you will receive a classroom engagement grade that measures your level of engagement for the class meetings that week and your participation in other tasks and assignments. (SLO 1,3,4)

How Your Learning Will Be Graded

You must successfully complete all of the above to pass this class. Unless otherwise noted, work written outside of class and submitted for a grade should conform to academic standards. Assignments should be cleanly typed and free of spelling, mechanical, and grammatical errors. Papers suffering from excessive problems will be returned without a grade. *Please note that simply meeting the basic requirements for any assignment will never earn you better than an adequate grade. Good and excellent work go well beyond the expectations.* We will use the following grade scale for all work and grade calculations in this class:

| | | | |
|-----------|-------------|-------------|-------------|
| Excellent | | A = 93-100% | A- = 90-92% |
| Good | B+ = 87-89% | B = 83-86% | B- = 80-82% |
| Adequate | C+ = 77-79% | C = 73-76% | C- = 70-72% |
| Poor | D+ = 67-69% | D = 63-66% | D- = 60-62% |

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Unacceptable

F = 0-59%

Your **midterm course grade** (posted to Banner on October 19) will be calculated as follows:

MIDTERM GRADE = Portfolio (60%) + Explications (30%) + Engagement (10%)

Your **final course grade** (posted to Banner on December 16) will be calculated as follows:

FINAL GRADE = Portfolio (40%) + Research (30%) + Explications (20%) + Engagement (10%)

Instructional Continuity

If class is ever cancelled, please check your email and Brightspace for updates. It is your responsibility to keep aware of any changes to our course schedule. In the event of a campus closure or evacuation, we will use Brightspace to continue this class. Once you are safe and secure, log into to Brightspace for updates. The extent to which we use Brightspace will depend on the expected duration of the emergency: if only one class session is missed, we will most likely incorporate those materials and topics into future classes; however, *if more than one class is to be missed, we will do our best to continue the class as detailed in this syllabus, but in a fully online format.*

Learning Environment

This section is intended to help you understand how and why I have designed this class as I have.

How I Approach Teaching in This Class

This class has been designed to be highly active. Much of the traditional learning ("content delivery") will take place out of the classroom, leaving us much more time to engage and interact with our texts while together in the classroom. It will be critical for you to follow the schedule and stay current with the various assignments for this class. I see myself as more of a learning mentor than as an instructor. We will work through these texts and concepts together, learning from each other. If you put as much effort as you are capable into this class, you will learn more than you could ever learn from a bunch of lectures, and you will, in the process, be teaching me and your classmates.

How You Should Approach Learning in This Class

Preparation. This is a reading and writing intensive course. Every week you will have a substantial amount of reading to do and you will often have at least one writing assignment to work on. There will be few, if any, formal lectures in class. **We will use class time to discuss and explore the complex issues raised by our reading, making class meetings a time for wonder and discovery. Please note, though, that coming to class unprepared will make it impossible for you to learn.**

Workload. As with any college course, for every hour you spend in the classroom, *you should expect to spend 2 to 3 hours studying outside this classroom*, even when you do not have a major assignment due. As this is an upper-level 3 credit class, you should plan to have about 9 hours of work outside of class every week.

Attendance. As this is an active, student-centered class, it is essential that you attend every meeting. Please contact me immediately if you know you can not make a meeting.

Engagement. Your active engagement in this class is critical to its success and your learning. By participating, rather than simply listening, you add to what the class as a whole learns and you enhance your own learning. *This course requires all members of the class to participate in discussions and activities. You should always come to class having read the assigned materials, having completed any*

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assigned work, and having prepared to share your opinion, to listen to the opinions of others, and to ask questions relevant to the topic of class.

Late Work. Work is due as assigned. If you are experiencing a hardship that is interfering with your school work, please come see me outside of class. *You should never presume to turn in work late.*

Academic Integrity Policy

As students of Xavier University, you are expected to maintain the highest standards of academic integrity. Behavior that violates the standards described on page 15 of the University Catalog is not acceptable and shall be grounds for disciplinary action. Plagiarizing and cheating will not be tolerated. See the College of Arts and Sciences Academic Integrity Policy and the English Department Plagiarism Statement on Blackboard for details. All written work will be checked using TurnItIn, an originality checking system. *The consequences for plagiarism will be determined on a case by case basis but will range from the student having to rewrite the assignment to the student receiving a 0 for the assignment.* All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

What You Can Expect of Me

While the last few pages have explained what I expect of you for this class, you have a right to expect the following from me as your professor:

- To serve as a mentor and guide to help you learn as best you can;
- To challenge you to excel as a student and a scholar;
- To facilitate learning in an interesting and compelling way;
- To be open to questions and discussion in and out of class; and
- To provide useful and timely grades and feedback on all coursework.

Some Tips for Success

This part of the syllabus is intended to provide you with information that may help you over the course of the semester, both within this class and at this university.

Contacting Me

Please feel free to contact me whenever you have a question or concern. I try to respond to emails as soon as I receive them, but when that's not possible, I will do my best to respond within 24 hours.

- Email: jtodd1@xula.edu / j.todd.la@gmail.com
- Office phone: 504-520-7207
- Mobile phone: 601-818-2602

My office is in LRC 534, inside the Center for the Advancement of Teaching and Faculty Development. For this semester, my scheduled office hours are the following:

- Mondays from 10:00 to 12:00 (LRC 534)
- Wednesdays from 1:00 to 3:00 (LRC 534)
- Thursdays from 10:00 to 12:00 (LRC 534)

During my scheduled office hours, I am available to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours; however, there will likely be times when I must attend a meeting during office hours. If I am not available when you come to speak with me or if you need to speak with me at any time outside my office hours, please do so. If I am in my office and not overly occupied by something else, I will be glad to speak with you. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.

Please come speak to me any time you have a question or concern about this class, other classes, or anything else.

Academic Success

The Student Academic Success Office (SASO) works to improve retention and graduation rates at Xavier, particularly by addressing the needs of first-year students and students who are academically at risk. SASO offers the following services and support:

- Special academic programs for improving retention and graduation rates;
- Academic advising to Deciding Majors;
- The monitoring of academic progress for probationary students;
- Academic support through peer tutoring and academic labs;
- The monitoring and mentoring of new freshman students.

Writing Assistance

You are strongly encouraged to make use of the free services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. You are strongly encouraged to call to make an appointment (ext. 6282).

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Students whose writing demonstrates particular problems will be referred to and may be required to attend tutoring at the Writing Resource Center.

Special Assistance

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College of Arts and Sciences to the nature of their disability upon admission to Xavier or as soon as the need for assistance is known to exist. Students should also contact the Office of Disability Services to arrange access to services available.

Basic Needs Security

Any student who faces challenges securing food or housing and believes this may affect their performance in this or any course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may have at my disposal.

Sexual Misconduct Reporting Obligation

In the event that you choose to write, speak, or otherwise disclose to me about having experienced sexual misconduct including sexual assault, non-consensual sexual contact, domestic violence, dating violence, sexual exploitation, sexual harassment, or stalking, federal and state laws require me to notify our campus Title IX Coordinator, who will then contact you to inform you of your rights and options as a survivor and to connect you with support resources, including possibilities for holding the person who harmed you accountable. If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with our Director of Violence Prevention Education and Advocacy, Ms. Jennifer Bodnar, who can be reached at jbodnar@xula.edu or (504) 520-7503.

Dates You Should Put in Your Calendar

- New Faculty Orientation August 16-17
- Faculty and Staff Assembly August 18
- On-Site Registration August 19-20
- Classes Begin August 23
- Last Day to Add a Course August 25
- Labor Day Holiday September 6
- Last Day to Drop a Course September 10
- Last Day to Remove an "I" October 1
- Founder's Day Celebration October 5
- Contingency Days October 11-12
- Mid-Semester Grades Due October 15
- Last Day to Petition a "W" in a Course October 29
- Registration for Spring and Summer November 1-5
- Comprehensive Examinations November 6
- Last Day to Withdraw from Xavier November 19
- Thanksgiving Holidays November 24-26
- Late Registration Begins December 6
- Last Class Day Before Final Exams December 6
- Quiet Day December 7
- Final Examinations December 8-15

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- Final Grades Due (Noon) December 17

Course Schedule

This schedule describes the required workload for this course and essential due dates. This schedule is liable to change. Please check Brightspace for updates.

| DATE | WHAT YOU WILL DO BEFORE CLASS | WHAT WE WILL DO IN CLASS | WHAT YOU WILL DO AFTER CLASS |
|-----------|-------------------------------|---------------------------------------|-----------------------------------|
| Tue 08/24 | | Textual Explications ("Hellhound") | |
| Thu 08/26 | | Indigenous tradition; Colonialism | Complete LN: Colonial Era |
| Tue 08/31 | Read & Annotate Winthrop | Winthrop, "Christian Charity" | PRR Winthrop |
| Thu 09/02 | | Bradstreet, "Husband" | |
| Tue 09/07 | Read & Annotate Edwards | Edwards, "Sinners" | PRR Edwards |
| Thu 09/09 | | Deep reading | Complete LN: Revolutionary Period |
| Tue 09/14 | Read & Annotate Occom | Occom, "Sermon" | PRR Occom |
| Thu 09/16 | | Wheatley, "On Being"; Explication #1 | |
| Tue 09/21 | Read & Annotate Paine | Paine, "Common Sense" | PRR Paine |
| Thu 09/23 | | Paine, "Common Sense" | |
| Tue 09/28 | Read & Annotate Hammon | Hammon, "Evening Thought" | PRR Hammon |
| Thu 09/30 | | Revision; Portfolios | Complete LN: Romantic Era |
| Tue 10/05 | Read & Annotate Irving | Irving, "Rip Van Winkle" | PRR Irving |
| Thu 10/07 | | Research Project: Topic | |
| Tue 10/12 | | No class: Contingency Holiday | |
| Thu 10/14 | | Research Project: Research Question | |
| Tue 10/19 | Read & Annotate Turner | Turner, "Confession" | PRR Turner |
| Thu 10/21 | | Harper, "Bury Me"; Explication #2 | Complete LN: American Renaissance |
| Tue 10/26 | Read & Annotate Hawthorne | Hawthorne, "Black Veil" | PRR Hawthorne |
| Thu 10/28 | | Hawthorne, "Black Veil" | |
| Tue 11/02 | Read & Annotate Apess | Apess, "Eulogy" | PRR Apess; Submit LR |
| Thu 11/04 | | Research Project: Literature Review | |
| Tue 11/09 | Read & Annotate Emerson | Emerson, "Self-Reliance" | PRR Emerson |
| Thu 11/11 | | Whitfield, "Self-Reliance" | |
| Tue 11/16 | Read & Annotate Douglass | Douglass, "Oration" | PRR Douglass; Submit TS |
| Thu 11/18 | | Research Project: Argument | |
| Tue 11/23 | Read & Annotate Truth | Truth, "Woman"; Revision | PRR Truth |
| Thu 11/25 | | No class: Thanksgiving Holiday | |
| Tue 11/30 | | Whitman & Dickinson | |

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| | | | |
|-----------|---|----------------------------------|--|
| Thu 12/02 | | Research Project due; Portfolios | |
| ????? | FINAL EXAM: SUBMIT THE LINK TO YOUR LEARNING PORTFOLIO | | |