



**Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course Name: ENGL 2302 VC01 American Literature

Term and Year: Spring 2009

Full Name of Instructor: Schahara Winter-Hudelson

Office Phone and Email: 806-894-891-8822

Email – schahara.hudelson@wayland.wbu.edu

Office Hours, Building, and Location: Online/Internet

Class Meeting Time and Location: Online/Internet

Catalog Description: Selected studies in important works in American literature beginning with Jonathan Edwards

Prerequisite: ENGL 1302

Required Textbook and Resources: *Concise Anthology of American Literature*, 6th edition. McMichael, et al.

Optional Materials: *MLA Handbook*, 6th ed. (should be on reserve at circulation desk in the LRC/library)

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Discuss the origins of American literature.
2. Analyze basic American literary trends as related to historical and cultural contexts.
3. Demonstrate knowledge of major literary movements, correlated with significant American writers and their works.
4. Demonstrate the ability to read critically and communicate persuasively about select canonical works of American literature.
5. Conduct research on a topic related to American literature, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements: Attendance coincides with class participation; two consecutive weeks will result in a drop.

Disability Statement: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting. (Documentation of disability may be required.)

Course Requirements and Grading Criteria:

- **12.5% - Discussion Board Participation and Assignments** (outside of the Research Paper assignment). Each student is responsible for reading the assigned material and submitting critically thought out posts and responses, which are considered small paper assignments with word minimums strictly adhered to. Due to the nature of this course, class discussion board and group participations are necessary as a form of class participation and interactivity.

- **50% Written Assignments for Research Paper:**

- **10% Thesis and Works Cited:** A thesis statement and bibliography/works cited are precursors for the research paper; the thesis and works cited will be due approximately four weeks before the actual paper. The thesis statement is a longer sentence that states exactly what you intend to argue or prove for the upcoming research paper. The research paper is NOT an informative paper, but indeed the thesis does have to be stated in a way that there is something to argue or prove. The bibliography/works cited lists the sources you intend to use in your paper. Please label it Works Cited.

- **10% Outline & Abstract:**

1. Outline should be followed according to MLA standards: please use Roman Numerals, Letters, and numbers.

2. **WHAT IS AN ABSTRACT?**

An abstract is a short statement about your paper designed to give the reader a complete, yet concise, understanding of your paper's research and findings. It is a mini-version of your paper.

- **30% Research and Argument Paper** A five to seven page paper will be researched, written, and submitted; the primary literary source for this paper will be one of the works listed in the course outline. In addition to this primary source (like Hawthorne's "The Birth-Mark"), you will need to find and use three secondary sources (books or journal articles that analyze "The Birth-Mark"). All secondary sources must be of an academic/scholarly nature—summaries and Wikipedia, Cliffs Notes, SparkNotes, Ragnotes, Monkey notes, or any other unreliable sources are not acceptable secondary sources. At least one of the three secondary sources must be a scholarly/peer-reviewed journal article.

Writing assignment details: Any assignment that specifically states that it must be submitted via Safe Assignment **MUST BE** submitted through Safe Assignment. For the Research Paper, submit via Safe Assignment in Blackboard,

Written assignments must be electronically submitted according to MLA standards, double-spaced in 10- or 12-point font with one-inch margins. MLA style should be followed as closely as possible. You may select a topic and begin your research at any time. See course outline for specific due dates.

* **15% Exams** Three exams will be given during the semester— 12.5% of your grade for the course: in a combination of

these forms: matching, multiple choice, T/F, identification of passages, short essay.

- **10% Group Presentation to be eligible for an "A"**

Depending on the number of students in the class, you will either be assigned to a group or be asked to form a group.

In the Presentation Group to which you will participate: Prepare a presentation that introduces the rest of the class to one of the starred (*) historical periods in the course outline. As a group, work on your selected time period, during the time you are assigned. Though participation in this presentation is not required, it is wise to take part in order to receive the highest grade possible in the course. *Completion of the presentation does NOT guarantee an "A"—it only makes one eligible for an "A."* Throughout the semester, everyone will also complete graded, in-class group activities with his or her group. Each group will consist of at least 3 members. Some groups may have more or less depending on the class number and divisibility.

* **12.5% Midterm & Final**

Academic Honesty: No form of cheating will be tolerated. Plagiarism—copying someone else's words or ideas and presenting them as your own—is not only a form of cheating, but also a serious academic offense. In the very least plagiarism or related forms of cheating will result in an F on the work in question. An official report will also be filed with the Vice President for Academic Services. See the Wayland catalog for further information on the penalties of plagiarism.

Class Expectations: No rude or suggestive behavior will be tolerated in the class. I will respect you and expect the same in return. Students are expected to comment politely to me and to one another, and students are to treat one another with respect at all times.

Tentative Schedule: Since this is an online course, the course calendar is available below. Page numbers refer to the 6th ed. of McMichael's *American Literature*. All assignments are due on the day on which they appear. This schedule is subject to revision. See the Discussion Board Guidelines for efficient participation and maximum points. View the Group Participation Guidelines for the Group Presentation.

Be sure to cross check the course work due with the Course Calendar on the course menu. Course menu calendar is the final authority.

WK 1-2: Literature of American Exploration and Colonization (approx. 1500-1750)

Intro syllabus, course, etc. Read portion of Cabeza de Vaca's *Adventures in the Unknown Interior of America*

46 Columbus' *Letter* and *Diary*, pp. 16-23 and Seneca Indians' "How the World . . ." pp. 39-

Bradford's *Of Plymouth Plantation*, pp. 55-73 and Bradstreet's "Before the Birth . . ." "To My Dear . . .," "In Memory . . .," and "Upon the Burning . . ." pp. 110-111, 115-118

Rowlandson's *A Narrative of the Captivity . . .*, pp. 149-165, and Edwards' "Sinners in the Hands . . .," pp. 174-185

WK 3: An Emerging United States: Literature of Reason and Revolution (approx. 1750-1800)

Paine's *The American Crisis* pp. 277-283, and Jefferson's *Declaration of Independence*, pp. 286-288

GROUP #1 Presentation Due: Colonization and Exploration Due by end of Week 3

Group #2 Presentation Due: Literature of Reason and Revolution Due by end of Week 4

WK 4-5: *Early to Middle Nineteenth Century: The Age of Romanticism (approx. 1800-1860)

Group #2 Presentation Due: Literature of Reason and Revolution Due by end of Week 4

Group #3 Presentation Due: Due by end of week 5

Early 19th Century/Romanticism Presentation; Irving's "The Legend of Sleepy Hollow," pp. 428-449

Poe's "The Raven," pp. 493-497 and "The Fall of the House of Usher," pp. 508-522

Hawthorne's "The Minister's Black Veil" and "The Birth-Mark," pp. 632-652

from Jacobs' *Incidents in the Life . . .*, pp. 961-988, and Lincoln's "Gettysburg Address," p. 991

Sections of Whitman's *Song of Myself*—begin p. 1011 & only read these Sections: 1, 6, 7, 10, 15, 16, 21, 24, 27, 31, 39, 42, 48, 49, 52

Exam I: Exploration, Colonization, Reason, and Revolution: Due by end of Week 5.

WK 6-7*Middle to Late Nineteenth Century: The Age of Realism (approx. 1865-1900)

MIDTERM: Due by end of Week 7

Group #4 Late 19th Century/Realism Presentation Due: by end of week 7; selections from Whitman's *Drum-Taps*: "Beat! Beat! Drums!," p. 1070-1071, "Vigil strange I kept . . .," p. 1072, "A march in the ranks . . .," p. 1073, and "The Wound-Dresser," p. 1074

Finish Whitman's *Drum-Taps* poems

James' *Daisy Miller*, pp. 1361-1379

Daisy Miller, pp. 1379-1400

Gilman's "The Yellow Wallpaper," pp. 1428-1439

London's "The Law of Life," pp. 1476-1480

Thesis and Works Cited Due on DB

WK 8-9: *Early to Middle Twentieth Century: Modernism, War, and Social Change (approx. 1900/05-1960)

Group Presentation #5 Due by end of Week 9: Modernism, War, and Social Change

Hemingway's "The Killers," pp. 1784-1790

Hughes' poems, pp. 1804-1808;

Wright's "The Man Who Was Almost a Man," pp. 1855-1863

Williams' *The Glass Menagerie*, Scenes 1-2, pp. 1878-1886

Williams' *The Glass Menagerie*, Scenes 3-5, pp. 1886-1900

The Glass Menagerie, Scenes 6-7, pp. 1900-1923

Outline Due on DB

Exam II: Romanticism and Realism Due by end of Week 9

WK 10: *Late Twentieth Century and Beyond: Diversity and Postmodernism (approx. 1960-2000+)

Group Presentation #6 Due by end of Week 10: Late 20th Century/Postmodernism Presentation

Mason's "Shiloh," pp. 2123-2132

Naylor's "Lucielia Louise Turner," pp. 2133-2144

Cisneros' "Mericans," pp. 2157-2158

Erdrich's "The Red Convertible," pp. 2160-2166

WK 11: *Final Exam, see link in Week 11. Link is unavailable until the exam dates. Research paper due Monday of finals week.