



**Virtual Campus – Winter 2008
Nov. 10, 2008 – Feb. 14, 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: Winter 2008

Full Name of Instructor: Schahara Winter-Hudelson

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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, Quizzes, and Assignments** (outside of the Research Paper assignment). Each student is responsible for reading the assigned material. Due to the nature of this course, class discussion board and group participations are strongly encouraged and will affect your final grade.
- **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 bibliography/works cited lists the sources you intend to use in your paper.
 - **40% 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 source are not acceptable secondary sources. At least one of the three secondary sources must be a scholarly/peer-reviewed journal article. See the RP PPT for full details and instructions on this paper.

Writing assignment details: All written assignments should be submitted through Safe Assignment on Bb on the Date due. 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 and according to my RP PPT in the course menu. 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.

* **12.5% 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.

- **12.5% Group Presentation (optional) To be eligible for an "A"**
In the Presentation Group you have been assigned to 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, decide on your selected time period, on or before our third weekend. 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 will have more. You will be assigned to a group.

* **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 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.

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

Intro. to syllabus, course, etc. Read portion of Cabeza de Vaca’s *Adventures in the Unknown Interior of America* (handout)

Columbus’ *Letter* and *Diary*, pp. 16-23 and Seneca Indians’ “How the World . . .” pp. 39-46

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;
group preferences “due”

No Class: Thanksgiving??

Rowlandson’s *A Narrative of the Captivity . . .*, pp. 149-165, and Edwards’ “Sinners in the Hands . . .,” pp. 174-185; discuss group presentation

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; overview of Exam I

Exam I: Exploration, Colonization, Reason, and Revolution

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

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

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

Late 19th Century/Realism Presentation; 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 discussing Whitman's *Drum-Taps* poems in class; begin reading *Daisy Miller* on own.

James' *Daisy Miller*, pp. 1361-1379; discuss Thesis and Works Cited, Research and Argument Paper

Daisy Miller, pp. 1379-1400

Research Day: Meet in LRC/Library (hopefully in the computer lab downstairs) or the L&L lab. Select a primary source from the course outline ahead of time.

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

London's "The Law of Life," pp. 1476-1480; we'll also review thesis and works cited assignment format, MLA Style, etc., and have an overview of Exam II

Exam II: Romanticism and Realism

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

Thesis and Works Cited Due; Hemingway's "The Killers," pp. 1784-1790

Early 20th Century/Modernism Presentation; 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; we will also discuss paper concerns, Blackboard submission, parenthetical documentation, etc.

Research and Argument Papers Due; *The Glass Menagerie*, Scenes 6-7, pp. 1900-1923

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

Late 20th Century/Postmodernism Presentation; Mason's "Shiloh," pp. 2123-2132

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

No class-Thanksgiving break!

Cisneros' "Mericans," pp. 2157-2158

Erdrich's "The Red Convertible," pp. 2160-2166; overview of final exam, etc.

WK 11: 12/11 *Final Exam Online