**ENG 331, Survey of American Literature I, Fall 2016, 3 Credit Hours**

Dr. Sarah Stafford Sims

Carter 215A

Office Hours: 2:00-4:00 MW; 9:00-9:30, 11:00-12:00 TTh; 2:00-3:00 F

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**Course Description**

ENG 341 is a survey of American literature from the colonial times to the 1860s. ENG 112 and 210 are prerequisites.

**Textbooks**

Baym, Nina, and Robert S. Levine, ed. *The Norton Anthology of American Literature*. 8th ed. Vol. A and B. New York: Norton, 2012.

Cooper, James Fenimore. *The Last of the Mohicans*.

Melville, Herman. *Moby Dick*.

*The MLA Handbook* and *A Handbook to Literature* are recommended.

**Course Objectives**

1. To gain a perspective of literary history and chronology, demonstrating knowledge of key authors, works, periods, terms, and themes of American from the colonial times through the 1860s.
2. To develop skills in critiquing literary texts, giving informed interpretations of a variety of genres, persuasively defending such analyses orally and in writing, and performing in-depth library and Internet research to support a lengthy literary analysis written in MLA style.
3. To recognize patterns in literary texts, making connections among an author’s works, various writers, and literary periods; among American, English, and world writers and historical events; among information within other academic disciplines; and among students’ personal views and creative work.
4. To find value in varied critical approaches; in the wide-ranging views of other eras, cultures, and opinions; in connections between literature and one’s own life; and in worthy ideas and skills.
5. To recognize literary quality and the power of literary expression as an agent of change while enjoying the pleasure of reading and the beauty of language.
6. To learn methods of problem-solving for literary texts and to view the reading of literature as a pleasure well worth cultivating and continuing.

**Course Outline**

Aug. 30: Introduction;

Sept. 1: “Description” 93; “Plymouth” 122-27, 131-48; *Canaan* 158

 6: *Charity* 166; *Bay Psalm Book* 188; “Providence” 206; Bradstreet 222-26, 228-30,

 232-34

 8: “Doom” 239-46, 254-55; Rowlandson 257-88; Taylor 291-93, 298-99, 303-07

 13: “Joseph” 323; *Wonders* 328-33; “Bradford” 333; *Primer* 363; “Journey” 380

 15: “Diary” 391; “Sinners” 430; Franklin; Poem Analysis due

 20: Franklin; “Farmer” 605-14; “Letters” 626-39

 22: Test 1

 27: Paine 641-53; Jefferson 661-67; *Federalist* 679-86; Murray 739-47

 29: Freneau 757-62; Wheatley 764, 768-73; *Contrast* 776-816

Oct. 4: *Coquette* 818

 6: Irving 29-62; *Mohicans*

 11: *Mohicans*

 13: *Mohicans*; Bryant 123-26; Character Analysis due

 18: Test 2

 20: Fall Break

 25: Emerson 269-94, 326-28; “Young Goodman” 386

 27: Hawthorne 409-50; Research Proposal due

Nov. 1: *Scarlet Letter*

 3: *Scarlet Letter*; Longfellow 598-607

 8: *Scarlet Letter*; Whittier 609-28

 10: “Raven” 637; “Annabel” 643; Poe 644-67

 15: Test 3

 17: Poe 687-729

 22: Lincoln 732-40; “Europe” 782; “Public” 796; “Speech” 801; Stowe 807-14, 892- 904; Research Paper due

 24: Thanksgiving

 29: “Resistance” 964; “Brown” 1166; *Moby Dick*

Dec. 1: *Walden* 981; *Moby Dick*

 6: *Moby Dick*; “Song of Myself” 1330; “Crossing” 1383; “Cradle” 1387; “Astronomer” 1394; “Beat” 1395; Whitman 1402-09

 8: *Billy Budd* 1587; Dickinson 1663, 1667-70, 1673-74, 1679-80, “Because” 1683, “I Heard a Fly” 1685, “The Brain” 1686, “Publication” 1692, “Tell All” 1696, 1703-04

 12-16: Final Exam

**Course Requirements**

4 Exams: Tests include identification, paragraph answers, and essay questions. Essay questions may be comprehensive.

Research Paper: The scholarly research paper presents the student’s original argument concerning a text or texts written during the literary periods studied. A minimum of seven scholarly sources are to be cited in addition to the text(s) studied. The paper covers 10-12 pages, follows MLA format, and includes a formal sentence outline. The essay argues in support of the student’s interpretation of a debatable literary problem, perhaps centering on a symbol, character, word, setting, theme, or idea. Research is incorporated to support the student’s position; however, the research paper focuses not on what critics say about the text but on the student’s defense of his or her position within an interpretative debate. Thus, the literary text itself is the primary focus

 of the analysis. Close reading of a text, soundly-based and well-presented argument interpreting the text, and skillful research are the goals of the paper. Students express their topic, plan, and resources for the paper within a research proposal early in the semester. Students planning to do graduate work in English should research a text not studied within the course. Like all essays for the course, the research paper is submitted to TurnItIn.com.

Analysis of a Literary Character: Students develop a five-page argument analyzing a character, providing strong textual support for their conclusions. The character must be from American literature prior to 1865 and, if the student desires, may be selected from texts the class has already discussed.

Poem Analysis: In a minimum of four pages, students thoroughly explicate and analyze a short American poem written before 1865. The poem should be selected from works not previously discussed in class.

Conferences: Students are expected to visit the instructor’s office at least once during the semester to discuss their progress and to receive guidance in writing the research paper.

Participation: Students are expected to attend class, student conferences, theater trips, and the fall play; to be prepared to participate actively in every class meeting; to contribute to class and peer group discussions; to complete writing and reading assignments on time; and to participate in all in-class exercises.

**Evaluation**

These elements compose the final grade:

4 Exams – 400 points

Research Paper – 130 points

2 Literary Analyses – 100 points

 Participation – 20 points

Grading Scale:

 A = 585-650 points

 B = 520-584 points

 C = 455-519 points

 D = 390-454 points

 F = 0-389 points

All essays completed for this course are to be first-time submissions designed specifically for the assigned requirements. They are to be submitted both as a hard copy and an electronic copy to TurnItIn.com by the beginning of the class period in which they are due. Essays presented for other classes will not be accepted. Essays submitted late receive a letter-grade penalty. Essays more than one week late will not be accepted. Plagiarized work is unacceptable, unethical, and fraudulent. It results in automatic failure of the course. In addition, expulsion from the University can occur.

**Attendance Policy**

Students are expected to attend every meeting of ENG 341. For illness, unavoidable personal emergencies, and participation in university-sponsored events, the equivalent of two weeks of class (6 sessions in MWF classes; 4 sessions in TTh classes) may be missed without penalty. Work missed during an absence that is not approved may not be made up. A total of eight absences results in automatic withdrawal from the course.

**Academic Support**

The Writing Center and Learning Commons, both located in the Badgett Academic Support Center, provide tutors and general support for reading, writing, research, and learning on all topics. Consult the CU webpage for Learning Commons and Writing Center hours as well as posted announcements. Ask for tutoring in any subject with which you need help. Students may also use the Center and Commons in self-guided learning, employing the study rooms or computers and checking out video cameras.

**Title IX Information**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone: (270) 789-5016

E-mail: twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Disabilities Information**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campus Security** can be reached at 270-789-5555 and 270-403-3611.