



School of Arts & Science
ENGLISH DEPARTMENT
ENGL 224
American Literature

Spring 2013
COURSE OUTLINE

The course description is online at
<http://camosun.ca/learn/calendar/current/web/engl.html>

Calendar Description: Students read and respond to literature of the United States from the eighteenth century to the present. Through class discussion and critical responses, students explore both cultural and political issues in major works of American literature. These include, but are not limited to, race, globalization, nationalism, democracy, regionalism, and independence.

To find where this course transfers, check the [BC Transfer Guide](#)

Prerequisites: Any two of ENGL 151, ENGL 161, ENGL 163, ENGL 164, or former ENGL 150 or former ENGL 160; **OR** any first-year English **and** any CRWR course

Ω Please note: the College electronically stores this outline for five (5) years only.

It is **strongly recommended** you keep a copy of this outline with your academic records.

You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr Candace Fertile (call me Candace)		
(b)	Office Hours:	MW 2:30-4:00; TH 1:15-2:15		
(c)	Location:	Paul 337		
(d)	Phone:	250.370.3354		
(e)	Email:	fertile@camosun.bc.ca (use email rather than phone)		

2. Intended Learning Outcomes

Upon completion of this course, students will be able to:

1. Analyze aspects of American literature from the seventeenth century to the present.
2. Evaluate a variety of genres, which may include poetry, short fiction, novels, drama, and nonfiction, according to critical precepts appropriate to the specific genre.
3. Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.
4. Identify and account for recurring themes in American literature.
5. Compare and contrast various works, authors, and styles within the context of the overall development of American literature.
6. Distinguish between the subjective and objective aspects of works in order to formulate informed judgments about the works being discussed.
7. Identify the influence of dominant critical theories or movements in the contexts of the literature studied.
8. Write their own interpretations of the works by using a variety of critical methods and resources.
9. Support their own interpretations with relevant textual evidence.
10. Document sources using current MLA conventions.

3. Required Materials

(a) Texts

The Norton Anthology of American Literature, shorter 8th edition
The Age of Innocence by Edith Wharton, Norton Critical Edition
(these two books are sold as a package in the Camosun Bookstore)

(b) Other

Students will need to read (possibly download and print) material as noted on syllabus:

Cabeza de Vaca <http://alkek.library.txstate.edu/swwc/cdv/about/index.html>

Anne Bradstreet <http://www.annebradstreet.com/>

Jefferson--Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Olaudah Equiano--bio <http://www.pbs.org/wgbh/aia/part1/1p276.html>

Olaudah Equiano--part of The Interesting Narrative of the Life of Olaudah Equiano
<http://www.pbs.org/wgbh/aia/part1/1h320t.html>

Ralph Waldo Emerson "Self Reliance" <http://www.emersoncentral.com/selfreliance.htm>

Nathaniel Hawthorne "Young Goodman Brown" <http://www.online-literature.com/poe/158/>

Edgar Allen Poe "The Purloined Letter"

<http://xroads.virginia.edu/~hyper/poe/purloine.html>

Henry David Thoreau "Civil Disobedience"

http://www.jrbooksonline.com/PDF_Books/CivilDisobedience.pdf

4. Course Content and Schedule

May

7 Introduction

9 Backgrounds/History

Cabeza de Vaca <http://alkek.library.txstate.edu/swwc/cdv/about/index.html>

Anne Bradstreet <http://www.annebradstreet.com/> "The Author to Her Book"

Jefferson Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Olaudah Equiano--bio <http://www.pbs.org/wgbh/aia/part1/1p276.html>

Olaudah Equiano--part of The Interesting Narrative of the Life of Olaudah Equiano
<http://www.pbs.org/wgbh/aia/part1/1h320t.html>

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Ralph Waldo Emerson "Self Reliance" <http://www.emersoncentral.com/selfreliance.htm>

Henry David Thoreau "Civil Disobedience"

http://www.jrbooksonline.com/PDF_Books/CivilDisobedience.pdf

16 (small group discussions of various works for presentation on May 21)

A. Nathaniel Hawthorne “Young Goodman Brown”

<http://www.online-literature.com/poe/158/>

B. Edgar Allen Poe “The Purloined Letter”

<http://xroads.virginia.edu/~hyper/poe/purloine.html>

C. Whitman “Song of Myself” 1-30 (pp. 24-44)

D. Whitman “Song of Myself” 31-52 (pp. 45-66)

E. Dickinson Poems: 207, 260, 269, 340, 479, 519, 656, 706, 764, 1096, 1263 (pp. 83-97)

21

Group presentations

23 Twain *Adventures of Huckleberry Finn* (pp. 106-281)

28-30 Gilman “The Yellow Wall-paper” (pp. 485-497) and Wharton *The Age of Innocence*

30 Wharton *The Age of Innocence* (continued)

June

4

Frost “Mending Wall” (pp. 729-730) and “Birches” (pp. 736-737)

Stevens “Thirteen Ways of Looking at a Blackbird” (pp. 773-775) and “Of Modern Poetry” (776-777)

Williams “The Red Wheelbarrow” (784) and “Landscape with the Fall of Icarus” (786)

Pound “In a Station of the Metro” (790)

6

Moore “Poetry” (814-15) and “The Mind Is an Enchanting Thing” (816-817)

Eliot “The Love Song of J. Alfred Prufrock” (822-825)

Cummings “in Just-“ (953) and “next to of course god America i” (954-955)

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Fitzgerald “Babylon Revisited” (pp. 980-994)

Faulkner “Barn Burning” (pp. 1004-1016)

Hemingway “The Snows of Kilimanjaro” (pp. 1021-1037)

13

Williams *A Streetcar Named Desire* (pp.1113-1176)

18

Ginsberg “Howl” (pp. 1356-1363)

20

Lahiri “Sexy” (pp. 1650-1665)

Díaz “Drown” (pp.1666-1673)

5. Basis of Student Assessment (Weighting)

20% essay (due June 4 at the beginning of class, 1200 words minimum)

20% essay (due June 20 at beginning of class, 1200 words minimum)

20% in-class writing (unannounced and throughout course)

10% group presentations, May 22

30% final examination (during the examination period, June 24-26—do not make travel plans until you know the date of the exam)

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning.
This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

First Essay: due June 4 at the beginning of class, 1200 words minimum

Your task will be to devise a topic on Twain's *Adventures of Huckleberry Finn* (pp. 106-281) or Wharton's *The Age of Innocence* and write a clearly organized essay that makes use of the supplementary material in the anthology or the novel. You must also have quotations from the novel you are writing about. An essay lacking quotations is an automatic fail. You must submit your topic for approval by the end of the class on May 30. Do not hand in an essay on an unapproved topic.

Additional Information:

- a. Students are expected to read the material, attend class, and participate in discussions. Essays must be handed in on time (at the beginning of the class on the due date).
- b. Students must follow the MLA system for in-text citations. Plagiarism will not be tolerated. Any ideas or words borrowed from someone else must be attributed. Ask if in doubt.
- c. Students must keep a folder of all rough work (no matter how messy) used in the preparation of the essays. If asked, a student must produce this folder or the essay will be given a grade of zero. Keep a copy of your work. Keep your marked essays.
- d. The class will be a mixture of lecture, discussion, small group discussion and presentations, and occasional in-class writing.
- e. The final exam covers the whole course.

NOTE: Late work is not accepted; therefore, late work results in a zero for the assignment. Only under extraordinary circumstances will I accept late work. You should assume that all work must be handed in on time—and that means at the beginning of the class on the due date.

IMPORTANT: You will get out of this class what you put into it; therefore, the more prepared you are, the more you will learn. I suggest that you read the assigned material at least once before coming to class, and you should read with a pencil and notebook handy. Make comments or write down questions as you go along. Look up unfamiliar words or words that do not make sense to you in the context. Class discussions are to be conducted in a supportive manner with attention given to the speaker. Enthusiastic participation in discussion is desirable—and we will try to give everyone a chance to voice opinions.

Order of Importance of Issues

1. Content—your essay must have a thesis (something that can be argued), and you must develop the thesis.
2. The argument must be organized.
3. Coherence and unity—sentences must be logically arranged in paragraphs, and paragraphs must be logically arranged in the whole essay. Provide transitions between sentences and paragraphs (put the transitions at the beginning of the new paragraph). Everything in the essay must relate to the thesis, and everything in a particular paragraph must relate to the paragraph's topic.
4. Sentence structure—write complete sentences. If you use a fragment for style, put SF in the margin.
5. General grammar issues—subjects and verbs must agree, pronouns and antecedents must agree, modifiers should be close to what is modified, parallel structure needs attention, and so on.
6. Spelling, punctuation, and mechanics—try to write an error-free essay.
7. Diction—choose words carefully.

Grades and Their Meaning

- A range—superior level of achievement—a paper worth consulting
good insight into material with detailed, significant discussion
effective organisation for paper's purpose
fluent, error-free expression
- B range—high level of achievement—a paper worth keeping
competent treatment of material with full but not as detailed a discussion as A
organisation contributes to sense but lacks effectiveness of an A paper
free of common errors
- C+ a little above satisfactory—a paper worth doing
sound content, somewhat mechanical organisation
may have one or two serious errors in expression
- C satisfactory
acceptable but commonplace content adequately supported
coherent but mechanical organisation
sometimes confusing expression because of errors
- D minimum level to achieve credit—a paper worth rewriting
limited content with weak support
organisation may be confusing
numerous errors in expression that hinder communication
- F unsatisfactory—a failing paper--inadequate or inaccurate content with limited
or no support; numerous errors that prevent communication