

**Ocean County College
American Literature I
Course Information Sheet**

Semester: Fall 2002
Course: ENG 251-01
Class Times: TTH 12:15-1:30
Classroom: A221
Email: dbordelon@ocean.edu
Course site:

Instructor: D. Bordelon
Office: Russell 103 tel: 255-0400 x2408
Office Hours: MW 12:30-2:00; TTH 10:00-12:00
and by Appointment
Campus Mailbox: R214 Humanities Office
(Drop off any late essays or early work in my mailbox)

Course Objectives

Upon completing this course, you will have

1. developed your ability to discuss and write about literature;
2. sharpened your critical thinking and writing skills by looking closely at the ways authors manipulate language to create meanings;
3. learned how American literature both reflected and influenced (and reflects and influences) society and culture; and
4. had fun.

Teaching Strategies

We will read, discuss, and write about essays, short stories, novels, and poetry.

Course requirements

Your understanding of the material will be evaluated in a variety of ways including short responses (body paragraphs) to the readings, a mid-term, a cumulative final exam, and a research essay (4-5 pages). Instructions for these are included in the course packet. In addition, students are required to participate in class discussions and complete a body paragraph for each reading assignment (see below for instructions). **BODY PARAGRAPHS MUST BE HANDED IN AT THE BEGINNING OF CLASS ON THE DAY THEY ARE DUE AND YOU MUST ATTEND THAT CLASS TO RECEIVE CREDIT FOR YOUR WRITING (NO LATE BODY PARAGRAPHS WILL BE ACCEPTED – EVEN DUE TO ABSENCES).** I will drop the three lowest paragraph grades. Any essays handed in late (after the class starts constitutes lateness) will be dropped a letter grade for each course meeting after the due date. After three course meetings, an F grade is given. Using a paper from another course to fulfill a paper requirement for this course is not allowed. You must save all work generated in this course for the entire semester.

Attendance Policy

I'm a firm believer in the "you don't show, you don't know" theory – and that people showing up only occasionally in class can be disruptive. If you don't come to class, you cannot learn the information being presented. To help give you incentive to come to class I follow the college attendance policy (with a bit of leeway). I allow up to three (3) excused absences. Any more and I will withdraw you from the class or your grade will be reduced. Additionally, to prevent class disruption, you are allowed only two late arrivals: after that, you will have to miss that class (and any other additional classes you are late for) – and see previous sentences for absence policy. This does not mean you should miss two classes class: it does mean that if you miss more than that for almost any reason, you haven't received all of the course information and will be withdrawn by me. If you must leave class early, let me know before class starts and sit close to the door. Beepers and cell phones? Turn them off when you enter the classroom.

The usual class decorum rules – remaining quiet when others are speaking, following directions, etc. – are expected to be followed. If you do not follow them, I will withdraw you from the class.

Final grade

Your final grade will be based on an average of the mid-term, research project, final exam, body paragraphs and class discussion.

Required Texts

Norton Anthology of American Literature: Vol. 1
Dr. Bordelon's English 251 Packet

Additional materials

Your brain and your interest

Note on Plagiarism

Plagiarism is defined as taking the words or ideas of another person without documenting them. A form of academic theft, the college holds that any instance of plagiarism may result in a failing grade. See Packet (62) for a full discussion of how to recognize and avoid plagiarism.

Note on Learning Disabilities

If there is any student in this class who has special needs because of learning disabilities or other kinds of disabilities, please feel free to come and discuss this with me.

General Notes

If for some reason you miss a class, remember to keep up with the readings and writing assignments by following the syllabus and check with me by phone or email so I know you're alive. In any event, refer often to the syllabus and website and pace your work according to it.

The college states that any course withdrawals after the mid-point must be approved by the instructor. I adhere to that policy.

Keep in mind the following two items from the student handbook: 1) a student is expected to spend four to six hours per week outside of class on course work; 2) a full-time student should not work more than twenty hours per week during an academic semester.

Student Profile

Fill out the following information on a 3x5 index card and hand in

Front of card

Course: Semester/Year
 Name:
 Address (include zip)
 Email:
 Phone: D) N)
 Previous English courses taken/Professor/Grades:
 Previous courses taken
 Course this semester
 Job/hobby – how many hours a week
 Major in college/Career goal

Back of card

Last books read:
 Magazines/Newspapers regularly read:
 (Finish the sentence) For me writing is...
 For me reading is...

Body Paragraph Instructions

These paragraphs serve two purposes: they give you a chance to compose your thoughts on the work, and they help you practice writing concise body paragraphs. Each of your paragraphs should work as an independent body paragraph: think of them as part of a larger essay on a particular aspect of the literary work.

Your focus for each of these paragraphs will vary. Check the question in the syllabus and follow the instructions. You should base your paragraphs on specific quotes from the text, and explain, in detail (and perhaps by making analogies/comparisons to "real life") how and why these quotes prove your point. Avoid summarizing the stories or just explaining what the quotes mean: your purpose is to make an argument.

When writing your entries, the most important things to remember are planning, drafting, and revision; in other words, the things you learned in your introductory writing course. Writing a good body paragraph will take more than one draft, but since they're short, you should have the time to complete them.

Additionally, to get you in an inquiring mood, your body paragraph should include, on a separate line at the end, a question about the novel.

Submission Requirements:

Each body paragraph should be double-spaced and typed with your name in the upper left hand portion of the page. Below your name, include the paragraph number (found in the syllabus); Length? About ½ to ¾ of a page. Additionally, since you will be citing from the individual works, you must include a works cited entry.

Remember to include a discussion question of your own.

Class schedule:

This schedule is subject to change as the need arises. Reading and homework assignments are due on the day noted on the schedule.

R 9/05	<p>Course introduction (check course site for Lesson Plan) Course introduction Is literature national? Does literature effect culture – does culture effect literature?</p> <p><i>Beginnings and Endings</i> Bradstreet: “The Author to Her Book” (239) Whitman: Selection from “Song of Myself” (2096)</p>
<p><i>Tip #1: Prepare to write in your textbook. If you want to resell it at the end of the semester, be sure to buy a mechanical pencil and erasers. You will be graded on the annotations in your text Note: highlighting with yellow markers is not annotating.</i></p> <p><i>Tip #2: If you'd like to receive credit for completing them, be sure to correctly number the body paragraphs</i></p> <p><i>Tip #3: It's understood that you'll be reading the introductory material for each writer – and reading the footnotes.</i></p>	
T 9/10	<p>Religion and Literature: The Puritans (check course site for Lesson Plan)</p> <p>Course Preface (Packet 4) Puritanism – Our Religious Roots?: 153-161 History as Literature William Bradford: (written 1630-50; published 1856) published From <i>Of Plymouth Plantation</i>: (166-175 – stop at section titled “The Starving Time;” start again at “Thomas Morton of Merrymont” [179-183] “The Pequot War” and “A Horrible Case of Bestiality” [187-191]) Thomas Morton: (published 1637) From <i>New English Canaan</i> 197-205</p> <p>Body Paragraph #1 <i>Copy and use as the first sentence of a paragraph (note: remember to use evidence from the readings and especially, to explain how that evidence supports the idea of “chosen people”)</i> Another way that Bradford illustrates the idea of the Puritans as a “chosen people” is his examples of providence. <i>Note: “it pleased God” is Puritan shorthand for providence</i></p>
R 9/12	<p>Sermon as Literature John Winthrop (written 1630) “A Model of Christian Charity” (206-bottom of 208) & Part II (217) Michael Wigglesworth: From <i>The Day of Doom</i> (293-?)</p> <p>Body Paragraph #2 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves _____.)</i> One aspect of Puritanism exhibited in both Winthrop’s “A Model of Christian Charity” and Wigglesworth’s <i>Day of Doom</i> is _____.</p>
<p><i>Tip #4: We're coming up on the first of our “longer” reads (marked with two asterisks **), so you need to plan your time accordingly</i></p>	
T 9/17	<p>Puritan Poetry Anne Bradstreet “The Prolouge” (239) “The Author to Her Book” (270) (again); “Contemplations,” (253-259); “Here Follows Some Verses upon the Burning of Our House July 10th 1666” (269-270); “To My Dear and Loving Husband” (263)</p> <p>Edward Taylor: “Huswifery” (349); “A Fig for Thee, Oh! Death” (361)</p> <p>Body Paragraph #3 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> The domestic images in Bradstreet’s and Taylor’s poetry makes it seem more natural than other</p>

	Puritan writers. (<i>hint: what do you mean by domestic? What do you mean by natural?</i>)
R 9/19	Contact: "Native" Americans (check course site for Lesson Plan) <i>Creation Stories</i> "The Iroquois Creation Story" (21-23) Pima Stories of the Beginning of the World (23-33) <i>Trickster Tales</i> From the Winnebago Trickster Cycle (126-131) "Ikto Conquers Iya, the Eater" (132-134) **Mary Rowlandson: <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (298) Body Paragraph #4 <i>Something different – a question instead of a body paragraph</i> Are the Trickster tales only for amusement? Why or why not?
T 9/24	Rowlandson (cont'd) Body Paragraph #5 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> Another religious aspect of Rowlandson's <i>Narrative</i> is its idea of punishment. (<i>hint: consider how punishment can change people</i>)
R 9/26	Rationality and Nationalism: Franklin and Irving (check course site for Lesson Plan) American Literature 1700-1820 (425-433) Benjamin Franklin "Remarks Concerning the Savages of North America (534-537) [published in 1784] **Franklin from <i>The Autobiography Part II</i> (538-610) [published in 1818-1868] Body Paragraph #6 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> Another difference from the Puritan writers is Franklin's _____.
T 10/01	Jonathan Edwards (written 1741) "Sinners in the Hand of an Angry God" (474-85) Body Paragraph #7 <i>Agree or disagree with the following quote by Richard Slotkin</i> "Even Jonathan Edwards's "Sinners in the Hands of an Angry God," the most perfect of revival sermons, employs images from the captivities [i.e. Rowlandson]" (Slotkin 97).
R 10/03	American Literature 1820-1865 (957-975) Washington Irving "Rip Van Winkle" (980) [printed in 1819] Body Paragraph #8 Through the two "George" signs, Irving is suggesting that democracy is _____.
T 10/08	Transcendentalism: Emerson and Thoreau (check course site for Lesson Plan) **Ralph Waldo Emerson <i>Nature</i> (1106-1134) [published 1836] Body Paragraph #9 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> _____ is one way that <i>Nature</i> illustrates the transcendental movement in America.
R 10/10	<i>Nature</i> (cont'd) Emerson's Poetry "The Rhodora" (Packet) [published in 1839] "Brahma" (Packet) [published in 1857]
T 10/15	**Thoreau <i>Walden</i> (1807-1982) [published in 1854] Body Paragraph #10 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> One connection between Emerson's writing and <i>Walden</i> is _____. This is important/interesting/_____ because it reveals/demonstrates _____.
R 10/17	<i>Walden</i> (cont'd)
T 10/22	Mid-term essay

R 10/24	<p>The American Bard: Whitman (check course site for Lesson Plan) But first . . . a brief selection of popular American poetry Lydia Howard Huntly Sigourney "Niagara" (Packet 12a), "Death of an Infant" (Packet 60-61) Frances Sargent Locke Osgood "Ellen Learning to Walk" (Packet 17a), "The Little Hand" (Packet 17a)</p> <p>**Walt Whitman <i>Leaves of Grass</i> (2146-2189) [published in 1855]</p> <p>Body Paragraph #11 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> _____ is another connection between transcendentalism and Whitman.</p>
T 10/29	"Children of Adam" and "Calamus" (2205-2211)
R 10/31	<p>The American Bard: Dickinson (see Lesson Plan online) Emily Dickinson Poems numbered 67, 185, 214, 216, 249, 258, 303, 305, 315, 324, 341</p> <p>Body Paragraph #12 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> Dickinson's poetry differs from Whitman's in its _____.</p>
T 11/05	Dickinson (cont'd) 435, 441, 449, 465, 520, 712, 754, 822, 1078, 1129, 1545, 1732
R 11/07	<p>Domesticity and Sentimentality: Stowe and Hawthorne (check course site for Lesson Plan) Harriet Beecher Stowe From <i>Uncle Tom's Cabin</i> Chapters III, VII, IX, XIV, XX, XXX, XXXI, XXXIV [published in book form, 1852]</p> <p>Body Paragraph #13 Question: Why make Uncle Tom religious?</p>
T 11/12	<p>Nathaniel Hawthorne "Young Goodman Brown" (1263-1272) [published in 1835]</p> <p>Body Paragraph #14 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> Hawthorne's choice of names reinforces the allegorical nature of the story.</p>
R 11/14	<p>"The Minister's Black Veil" (1280-1289) [published in 1836]</p> <p>Rough draft Research essay due – bring in typed copy of draft</p>
<p><i>Tip #5 Remember to make an appointment to meet with me as soon as possible to review your essay. Sign-in sheet is posted on my office door. Review and complete Checklist for Conferences (I&C 86) BEFORE coming to your appointment</i></p>	
T 11/19	<p>Flashback John Winthrop From <i>The Journal of John Winthrop</i> "The Case of Anne Hutchinson" (227); "Charges Brought against Mrs. Hutchinson and others" (228); and remaining entries on Hutchinson (229-231) Cotton Mather: (published 1700) from <i>Pillars of Salt</i> (417-424)</p> <p>**<i>The Scarlet Letter</i> (1358-1474) [published in 1850]</p> <p>Body Paragraph #15 <i>Something different:</i> Pick out what you think is the most important sentence/phrase in the novel (<i>Scarlet Letter</i>), and write a paragraph explaining why (it's a good idea to connect the quote to a specific theme/idea in the novel).</p>
R 11/21	<p>"Custom's House" <i>The Scarlet Letter</i> (cont'd)</p>
T 11/26	Library Break: No class: conduct research in library
R 11/28	Thanksgiving (Pilgrim for a day)
T 12/03	<p>Wealth: Melville (check course site for Lesson Plan) "Bartleby the Scrivener" (2330-2355) [published 1853]</p>

	<p>Body Paragraph #16 <i>Copy and use as the first sentence of a paragraph (remember to use evidence from the readings and especially to explain in detail how it proves your point.)</i> The first person narrator is important because it _____.</p>
R 12/05	<p>***"Billy Budd" (2431-2487) Body Paragraph #17 <i>A question: Why did Melville have Billy stutter?</i></p>
T 12/10	<p>Mr. Gothic: Poe (check course site for Lesson Plan) "Sonnet to Science" (1510) "The Cask of the Amontillado" (1592) [published in 1846]</p> <p>Body Paragraph #18 Montresor's constant repetition of "Luchesi" shows that he's a master of human psychology.</p>
R 12/12	<p>"Ligeia" (1525) [published in 1838]</p> <p>Research Essay Due See "What to Hand in With Final Draft" (Packet 10) for . . . what to hand in with final draft. Hate to be a stickler, but if all material is not included and in the folder, than essay is not complete.</p>
T 12/17	<p>Slave Narrative: Jacobs (check course site for Lesson Plan) Harriet Jacob From <i>Incidents in the Life of a Slave Girl</i> (1759-1779) [published in 1861]</p> <p>Body Paragraph #19 Another connection between the Rowlandson's captivity narrative and Jacob's <i>Incidents</i> is _____.</p>
R 12/19	<p>Final Exam</p> <p>Complete "Final Course Evaluation" below. Type but do not include name and drop off in my mailbox</p> <ol style="list-style-type: none"> 1. How has your view of American Literature changed? 2. How has your view of reading changed? 3. Do you read differently than when you began the course? Why or why not? 4. Do you feel more comfortable about writing? Why or why not? 5. What was the most helpful part of the course? 6. What was the least helpful? 7. Did the web site help?