



# Syllabus

15800 Calvary Road  
Kansas City, MO 64147-1341

**Course:** EN223-TNT American Literature I (Beginnings to 1865)  
**Credit:** 3 Semester Hours  
**Semester:** Fall 2023  
**Time & Location:** Tuesday/Thursday 1:00pm-2:20pm  
**Instructor:** Rebecca Howell, rebecca.howell@calvary.edu

*\*About This Class: This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## I. DESCRIPTION

American Literature I engages students in reading, analyzing, and interpreting genres of American literature from the beginnings to the end of the American Civil War in 1865. Literary works include fiction, poetry, drama, and novel. This course includes texts from ethnically diverse authors. Students will develop a literary essay that critically analyzes a chosen text. (Prerequisites: EN113; and EN201, EN212, EN213). (\* Interdisciplinary Bible Course)

## II. OBJECTIVES

### A. General competencies to be achieved. You will:

1. Improve critical reading skills through critical analysis of literary texts (PLO 1; Assignments A-D).
2. Participate effectively in group discussions with emphasis on careful listening, critical thinking, and appropriate response (PLO 1, 3; Assignment A).
3. Develop the ability to research and write a literary essay (PLO 1-4; Assignments A-D).
4. Identify the various cultural, linguistic, and sociological characteristics as presented in the literary works (PLO 1; Assignments A-D).
5. Evaluate individual literary works according to the Biblical worldview (PLO 1, 3; Assignments A-D).

### B. Specific competencies to be achieved. You will be able to:

1. Carefully read and analyze literary works from American literature from the nation's beginnings to the end of the Civil War Period (PLO 1; Assignment A-D).
2. Apply the literary elements to literary works in discussion and research (PLO 1; Assignments A-D).
3. Compare and contrast the Biblical worldview with that of the authors studied (PLO 3; Assignments A-D).

4. Use literary research tools to write a literary essay (PLO 1–4; Assignment D).

### **III. REQUIRED MATERIALS**

#### **A. Required Textbooks**

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- *The Bedford Anthology of American Literature, Volume One: Beginnings to 1865*. Susan Belasco and Linck Johnson, eds. Bedford/St. Martin's, 2008. ISBN: 978-0-312-48299-2. \$15.00 (<https://a.co/d/358to7H>)

#### **B. Suggested Resources**

- MLA Handbook, 8<sup>th</sup> Edition. ISBN 978-1603292627. \$14.40

### **IV. REQUIREMENTS**

- A. Attendance:** Students are required to attend the class section for which they enroll: online students may attend via livestream or by watching the recorded lecture; in-class students must attend in class. In-class students may not choose to attend online without approval of the instructor.

Attendance is taken for all in-class and livestream students.

Online students who attend asynchronously are required to submit all in-class activities on Canvas in the "Participation Activities Week X" assignment prior to the next class period. Late Participation Activities are counted as absences.

After 3 absences, each additional absence will result in a 10% drop in course grade.

- B. Discussion Board:** The professor will assign one discussion question in Canvas each week. Responses must be a minimum of 500 words, be clearly organized, and be well-supported by notes, quotes from the text, or outside research. Students must also engage with their peers in meaningful discussion after posting their initial response with at least two follow-up interactions on the discussion board. This means that all students should endeavor to make their initial contribution several days before the due date so that everyone has time and opportunity to make additional comments.

- C. Reading Assignments and Journals:** *This course is reading-intensive.*

Reading assignments are assigned from the required textbook (see above). *Students may not substitute any kind of Cliff Notes, E-Notes, or online summaries of any kind.* Students will certify that they have completed reading in Canvas. Students will also reflect on their assigned reading in a weekly reading journal.

**D. Novel Research Questions:** Students will read the novel *The Scarlet Letter* by Nathaniel Hawthorne and answer research questions posted in Canvas. Students are strongly encouraged to start this project as soon as possible. Students may get a copy of the novel at a library or (optionally) buy it. In addition to answering the research questions, students will certify they have read the book on Canvas.

**E. Literary Essay:** In a 7–10 page essay, argue a particular thesis about a literary work discussed in this course. Example topics include:

- How does “Young Goodman Brown” present the theme of despair? What techniques does Hawthorne use to communicate this theme to the reader?
- How does Emily Dickinson use theme, imagery, and symbolism to communicate truth?
- What worldviews are presented through selections in the anthology?
- In a comparative analysis, what characteristics are clearly recognized in two works?

Five outside resources must be included in the essay, and quotes from the primary short stories studied are expected. See Canvas for additional details.

**F. Other Assignment Policies**

1. *Style Guide:* All class papers must follow the MLA style according to the *MLA Handbook*, 9<sup>th</sup> edition.
2. *Plagiarism* is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.
3. *Other forms of cheating* include copying another student’s work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late up to 3 days, then the assignment is closed. That means that if you submit an assignment 3 days later, the highest grade possible is 70%.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

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6. *Absences:* After 3 absences, each additional absence will result in a 10% grade reduction. For online students, two weeks without submissions on Canvas will result in a 10% grade reduction.

**V. METHODS**

- A. Lectures, Discussions:** This course is balanced between lecture and discussion. Students are expected to participate in discussions. Online students will be given special instructions about how to participate in these discussions.
- B. Reading and Writing:** All reading must be completed as assigned. *All essay assignments must be completed to pass this course.* Grading rubrics are used on all essays.
- C. Grading**

*Possible Points for All Assignments:*

Discussion Boards (16 x 10)	160 points
Reading Assignments (16 x 10)	160 points
Class Participation (16 x 5)	80 points
Reading Journals (16 x 15)	240 points
Novel Research Questions	160 points
Literary Essay	200 points
<b>Total</b>	<b>1000 points</b>

The Grading Scale can be found in the University Catalog.

**VI. TENTATIVE SCHEDULE** (The professor may modify the schedule if necessary.)

	<b>Topic</b> <i>What is covered each week</i>	<b>Assignments</b>
<b>Week 1</b>	<u>Course Introduction</u>  Introduction to American Literature  Native American Origin and Creation Stories	Read: <ul style="list-style-type: none"> <li>• Introduction and Background (1–28)</li> <li>• Native American Origin and Creation Stories (29–46)</li> </ul> Discussion Board (DB) 1 Reading Journal (RJ) 1
<b>Week 2</b>	<u>Exploration and Colonization</u>	Read: <ul style="list-style-type: none"> <li>• Letter of Columbus (61–73)</li> <li>• The Narrative of Cabeza de Vaca (74–85)</li> <li>• The Voyages of Samuel de Champlain (86–91)</li> </ul> DB 2 RJ 2
<b>Week 3</b>	<u>Colonial Settlements</u> , Pt. 1	Read: <ul style="list-style-type: none"> <li>• Captain John Smith "Historie of Virginia" (106–123)</li> <li>• Paula Gunn Allen (120–123)</li> <li>• William Bradford "Of Plimoth Plantation," (124–146)</li> <li>• John Winthrop (153–166)</li> </ul>

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		DB 3 RJ 3
<b>Week 4</b>	<u>Colonial Settlements</u> , Pt. 2	Read: <ul style="list-style-type: none"> <li>• Selections from Anne Bradstreet's poems (167–186)</li> <li>• Mary Rowlandson's captivity account (190–228)</li> <li>• Jonathan Edwards "Sinners in the Hands of an Angry God" (290–302)</li> </ul> DB 4 RJ 4
<b>Week 5</b>	<u>The Road to Revolution</u> , Pt.1	Read: <ul style="list-style-type: none"> <li>• Introduction and Background (311–334)</li> <li>• Benjamin Franklin Autobiography (340–375)</li> <li>• Elizabeth Ashbridge (376–389)</li> <li>• </li> </ul> DB 5 RJ 5
<b>Week 6</b>	<u>The Road to Revolution</u> , Pt. 2	Read <ul style="list-style-type: none"> <li>• Olaudah Equiano's narrative (414–426)</li> <li>• Thomas Paine Common Sense (437–441)</li> <li>• Thomas Jefferson The Declaration of Independence (446–451)</li> </ul> DB 6 RJ 6
<b>Week 7</b>	<u>Literature for a New Nation</u> , Pt. 1	Read <ul style="list-style-type: none"> <li>• Introduction and Background (467–475)</li> <li>• Phillis Wheatley poems (503–515)</li> <li>• Rip Van Winkle (530–542)</li> <li>• William Cullen Bryant poems (567–576)</li> </ul> DB 7 RJ 7
<b>Week 8</b>	<u>Literature for a New Nation</u> , Pt. 2	Read <ul style="list-style-type: none"> <li>• Edward Tyrell Channing "from On</li> </ul>

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		<p>Models in Literature” (490-492)</p> <ul style="list-style-type: none"> <li>• James Fenimore Coöper “Notions of the Americans” (493-494)</li> <li>• Catherine Marie Sedgwick “Cacoethes Scribendi” (543-556)</li> <li>• Jane Johnston Schoolcraft (577-584)</li> </ul> <p>DB 8 RJ 8</p>
<b>Week 9</b>	<p><u>The Era of Reform</u>, Pt. 1</p> <p>Slavery and Abolition</p>	<p>Read</p> <ul style="list-style-type: none"> <li>• Introduction and Background (587–616)</li> <li>• American Contexts (627-638)</li> <li>• Harriet Beecher Stowe “Trials of a Housekeeper” (749–752), “Preface to <i>Uncle Tom’s Cabin</i>” (761-763)</li> <li>• Frederick Douglass “Narrative of the Life of Frederick Douglass” (855–922)</li> </ul> <p>DB 9 RJ 9</p>
<b>Week 10</b>	<p><u>The Era of Reform</u>, Pt. 2</p> <p>American Transcendental Individualism</p>	<p>Read</p> <ul style="list-style-type: none"> <li>• Henry David Thoreau “Resistance to Civil Government (792–808); “Walden” (809-825, 832-836)</li> <li>• Ralph Waldo Emerson “Self-Reliance” (683-701)</li> </ul> <p>DB 10 RJ 10</p>
<b>Week 11</b>	<p><u>The Era of Reform</u>, Pt. 3</p> <p>American Women and Native Americans</p>	<p>Read</p> <ul style="list-style-type: none"> <li>• American Contexts (629-638)</li> <li>• Harriet Jacobs (763-791)</li> <li>• William Apess “An Indian’s Looking-Glass for the White Man (639-645)</li> <li>• Lydia Marie Child “Letter from New York” (645-653)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Margaret Fuller "from Women in the Nineteenth Century" (725-733)</li> </ul> <p>DB 11 RJ 11</p>
<b>Week 12</b>	<u>The Rise of American Fiction and the Elements of Short Stories, Pt. 1</u>	<ul style="list-style-type: none"> <li>• Read</li> <li>• Introduction and Background (935-943)</li> <li>• Nathaniel Hawthorne "Young Goodman Brown" (987-996)</li> <li>• Edgar Allan Poe "The Fall of the House of Usher" (1030-1043)</li> <li>• Rebecca Harding Davis "Life in the Iron-Mills" (1149-1177)</li> <li>• DB 12</li> <li>• RJ 12</li> </ul>
<b>Week 13</b>	<u>Week 11 The Rise of American Fiction and the Elements of Short Stories, Pt. 2</u>	<p>Read</p> <ul style="list-style-type: none"> <li>• James Ewell Heath "Southern Literature" (946-950)</li> <li>• Nathaniel Hawthorne "The Minister's Black Veil" (997-1006)</li> <li>• Nathaniel Hawthorne "The Birthmark" (1006-1018)</li> <li>• Louisa May Alcott "The Brothers" (1178-1193)</li> </ul> <p>DB 13 RJ 13</p>
<b>Week 14</b>	<u>Week 11 The Rise of American Fiction and the Elements of Short Stories, Pt. 3</u>	<p>Read</p> <ul style="list-style-type: none"> <li>• Edgar Allen Poe "The Purloined Letter" (1048-1061)</li> <li>• Fanny Fern "The Tears of a Wife," "Dollars and Dimes" (1062-1065)</li> <li>• Herman Melville "Bartleby, the Scrivener" (1072-1101)</li> </ul> <p>Novel Research Questions DB 14 DB 14</p>
<b>Week 15</b>	<u>New Poetic Voices, Pt. 1</u>	<ul style="list-style-type: none"> <li>• Read</li> </ul>



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		<ul style="list-style-type: none"> <li>• Introduction and Background (1195–1202)</li> <li>• Lydia Sigourney "Indian Names" (1204)</li> <li>• John Greenleaf Whittier, "The Hunters of Men" (1221)</li> <li>• Edgar Allan Poe "The Raven" (1226–1228), "Annabel Lee" (1229)</li> <li>• DB 15</li> <li>• RJ 15</li> </ul>
<b>Week 16</b>	<u>New Poetic Voices</u> , Pt. 2	<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>• Walt Whitman "Song of Myself" (1238–1285)</li> <li>• Emily Dickinson biography (1314–1317) and poems 199 (1319), 288 (1324), 441 (1329), 712 (1338), 986 (1340–1341)</li> <li>• American Contexts (1354–1390)</li> </ul> </li> <li>• Literary Essay</li> <li>• Novel Research Questions</li> <li>• DB 16</li> <li>• RJ 16</li> </ul>

**VII. Resources:**

- A. Disabilities:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- B. The Clark Academic Center** (email: cac@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this free service.