

**SYLLABUS**  
**ENG 241-04PR Survey American Literature I**  
**M/W/F 9:00-9:50, Rm 106 Burnette**  
**Spring 2013**

Professor:	Dr. J. Gabriel Scala
Email:	jscala@reynolds.edu
Office:	Burnette 216
Office Phone:	523-5263
Office Hours:	M 12-1, WF 12-2 p.m. or by appointment
Mailbox:	Burnette 220
Academic Support Center:	Rm 102, Burnette – (804) 523-5927

**Course Description & Prerequisites:**

ENG 241 examines American literary works from pre-colonial times to about 1865, emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. ENG 241 has been designated as a "writing intensive" course according to standards developed by the English department. Prerequisite: ENG 112 or approval by the English department head. ENG 241 and ENG 242 may be taken out of order. The course syllabus and assignments will be available on Blackboard under Course Documents.

**Repeated Course Policy:**

“Students are normally limited to two (2) enrollments in the same course. Prior to registering to take a course for a third time, students must submit a completed Request to Repeat Course Form with all required approvals, and documentation of extenuating circumstances to a campus Student Success Center. Repeat approval is not required for certain exempted courses, and all attempted hours and grade points for these courses will be calculated in the GPA.” (Page 26, JSRCC College Catalogue, 2009-2010)

**Library Resources as JSRCC:**

The J Sargeant Reynolds Library has a wealth of resources available to students. Please take the time to look at the resources available at the following links:

<http://libguides.reynolds.edu/research>

<http://libguides.reynolds.edu/content.php?pid=81924&sid=618211>

<http://libguides.reynolds.edu/mla>

Library personnel are always ready to help with any questions you might have about library use. Stop by the Information/Reference Desk with your questions or concerns.

## **Required Course Texts & Materials:**

*Heath Anthology of American Literature: Vol. A & B*, 6<sup>th</sup> ed., Houghton Mifflin, 2009.

## **COURSE REQUIREMENTS**

### **Essays:**

You will write two fully developed and revised essays this semester. All rough drafts and final copies of essays must be typed or printed from a computer. Please follow this format for all of your essay drafts and final copies:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the JSR Library website and under the MLA tab of *A Writer's Reference*.
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.
5. Your essays must have a title, but please do not make a separate title page.

### **Readings & Response Assignments:**

We will be reading many selections from our course books. You will often be required to prepare a two-page response paper in addition to the two full-length essays.

### **Mid-Term and Final Exam:**

There will be both a mid-term and final exam in this course. The mid-term will cover all material up to the exam date, and the final exam will be cumulative.

### **College Attendance Policy:**

Students at J. Sargeant Reynolds Community College are expected to attend all classes and to notify the instructor when absences are necessary. Students are responsible for all materials, homework, tests, and other assignments that they miss due to absences from classes. **By JAN 23** any student who has **never attended** the course will be reported to the college. **The last day to withdraw from class and receive a grade of "W" is MAR 21.**

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the essay on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.**

### **Late Work:**

All work – rough drafts and final copies – must be turned in on time and during class. I will not accept late work unless you have made a personal arrangement with me in advance. Essays turned in to my mailbox will not be accepted. If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

### **Communication requirements: Email and Blackboard**

- In compliance with JSR policy, **all official communication between students and instructors must take place via your JSR email account.** Because of academic privacy laws, I cannot answer emails from non-JSR email accounts—please make it a priority to learn to use your JSR email account.
- Information about **JSR computer labs** can be found at this link:  
[http://www.jsr.vccs.edu/jsr\\_acs/](http://www.jsr.vccs.edu/jsr_acs/)
- Any questions about finding your JSR email ID should be directed to the College Information Center, at 371-3000. You are responsible for fixing any problems promptly so that they do not interfere with turning in assignments. Email problems will not be considered a legitimate excuse for late work.
- For help with computer log-ins and questions, go to  
<http://www.reynolds.edu/computing>
- All syllabus changes and announcements will be distributed via BB, as well as various assignment sheets, so you are expected to check Blackboard on a regular basis to keep up with course activities. Regular use of Blackboard is a course requirement.
- Problems with your Blackboard account can be addressed to the **Online Help Desk at <https://support.vccs.edu>.**

### **The JSRCC Computer Policy:**

The following is the part of the policy that concerns students:

College computers and computer information resources are to be used only for purposes directly related to teaching, learning, research, administration, and college-sanctioned activities pursuant to the mission of J. Sargeant Reynolds Community College. The utilization of college computers or computer information resources for political or commercial purposes is strictly prohibited. Personal, not-for-profit use of college computer resources by students or other authorized users, regardless of location, shall be subject to the demand for such resources for teaching, learning, research, administration, and other college-sanctioned activities.

### **Inappropriate use of college computer resources includes but is not limited to:**

- Unauthorized use of said resources.
- Using said resources for political, commercial, or wrongful personal purposes.
- Using said resources to gain illegitimate access to other computer systems.
- Any breach of computer security measures.
- Any breach of confidentiality of computer files.

- Any violation of copyright laws or license agreements.
- Modification or removal of equipment or software.
- Using disruptive or destructive programs (viruses, etc.).
- Disseminating unlawful, fraudulent, obscene, harassing, or threatening messages.
- Accessing, downloading, printing, or storing information, files or services having sexually explicit content, except to the extent required in conjunction with an agency-approved research project or other agency-approved undertaking.

**Plagiarism:**

Please consult the JSRCC Student Handbook for policies concerning plagiarism and academic honesty. All policies and penalties for violations stated in these materials apply to our class. **The penalty for plagiarism in this course is automatic failure in the course.** You may find the student handbook at this address:

<http://www.reynolds.edu/catalog/JSRCCCollegeHandbook.pdf>

**Student Conduct:**

In order to maintain an environment conducive to learning, J. Sargeant Reynolds upholds the highest standards of behavior by its students. As such, disruptive behavior of any sort, either inside or outside the classroom, will not be tolerated. Disruptive behavior will be addressed by the instructor and / or reported to the Associated Vice President for Student Affairs for judicial processing. If you have any questions regarding the Student Conduct Policy (#1-35), please refer to the Student Handbook online, or contact the Student Affairs Office at 523-5296. The student conduct policy can be found at <http://www.reynolds.edu/StudentLife/image/1-35.pdf>.

**Student Accommodations & Disabilities Services:**

All students with disabilities are guaranteed, by law, a learning environment that provides reasonable accommodation for the disability. Section 504 of the Rehabilitation Act of 1973 in combination with the Americans with Disabilities Act (ADA) of 1990 prohibits discrimination in the recruitment, admission, or treatment of students. The college supports, in full, the spirit as well as the intent of this federal legislation. Students who self-disclose and present official documentation of disabilities may request accommodations. The complete accommodations policy is online at <http://www.reynolds.edu/studentaffairs/accom.htm>. If you do not have an Accommodations Notification Form, you can contact the J. Sargeant Reynolds Office of Student Accommodations for information (PRC 523-5289; DTC 523-5628).

**Emergency Preparedness:**

In case of any emergency event at the college, the following shall take place:

1. Your instructor will take the lead in directing students with regards to the proper evacuation process. If you are required to evacuate out of the facility, go at least 300 feet from the building. If the event mandates a “shelter in place” (inside the facility), your instructor will announce the location.

2. After you are evacuated to the proper location, please stay with your instructor. Your instructor will be asked to take roll and report to the Emergency Coordinator.
3. During an emergency event, use the stairway NOT the elevator.
4. The parking deck at the DTC is NOT to be used as an evacuation point. The deck will be closed off during an emergency event.
5. The place of rescue for handicapped individuals is in a stairwell.

## THE GRADING SYSTEM

### Essay Grades:

**An A essay** clearly demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The A essay shows a clear pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear and highly specific. The A essay is the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole.

**A B essay** contains few mechanical errors (none of which impede communication) and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well-developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the A essay. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent and correct.

**A C essay** is generally competent and reasonably well developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening.

**A D or F essay** shows serious weakness in at least one area. The overall quality of the essay is significantly hindered because of these weaknesses. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar.

**Incomplete Grading:** A grade of "I" (incomplete) bears no credit. An instructor may award the "I" grade for documented, unavoidable reasons and only when the student is passing the course and has completed a significant portion of the course requirements. Since the incomplete extends enrollment in the course, requirements for satisfactory completion shall be established through student/faculty consultation. The grade of "I" will automatically revert to a grade of "F" by the last day of classes the following semester. The student is expected to complete course work as quickly as possible.

**Withdrawing from the Course:**

The last day to withdraw from class and receive a grade of "W" is **March 21**. Students may withdraw by visiting a campus Student Success Center to complete the appropriate withdrawal from in accordance with College Withdrawal Procedures. After that date, students shall receive the grade earned at the time of withdrawal for the course, which may adversely affect loan eligibility or other benefits. Mitigating circumstances must be documented.

**Letter Grade/Point Scale for English 241:**

Your final grade in English 241 will be based on the following point scale. Each assignment will be worth a varied amount of points as is noted below:

<b>Assignment</b>	<b>Points Possible</b>
Response Papers (x8)	15
Essay One	25
Essay Two	25
Mid-Term and Final Exam	25
Participation/Attendance	10

Once all points have been awarded, add the total together and use the following scale to determine your final grade for the course:

- 100-90 points = A
- 89-80 points = B
- 79-70 points = C
- 69-60 points = D
- 59 and below = F

### Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on Blackboard regularly.

### IMPORTANT DATES

- January 7 First day of class
- January 14 Response Paper #1 Due
- January 21 Martin Luther King, Jr. Day – No Class  
Last day to drop with a refund
- January 23 Response Paper #2 Due
- January 28 Response Paper #3 Due
- February 6 Rough Draft of Essay #1 Due
- February 11 Final Draft of Essay #1 (Religion) Due
- February 18 Response Paper #4 Due
- February 25 Response Paper #5 Due
- March 4 Response Paper #6 Due
- March 8 Mid-term Exam
- March 21 Last day to withdraw with a grade of W
- March 25 Response Paper #7 Due
- April 22 Response Paper #8 Due
- April 29 Final Draft of Essay #2 (Melville) Due
- TBA Final Exam

### Week 1 Native American Oral Literatures

#### Monday, January 7

**In Class:** Introduction to course, materials, books and expectations. Opening discussion of how a culture forms a national literature and “American” literature.

**Homework:** Purchase course texts and read “Beginnings to 1700” (pp1-15) in Vol. A. Come to class prepared to discuss.

#### Wednesday, January 9

**In Class:** Discussion of the reading. Introduction to Native American literature. [video] “Hopi: Songs of the Fourth World”

**Homework:** Read “Indigenous Literary Traditions,” “Native American Oral Literatures” and “Talk Concerning the First Beginning (Hopi)” (pp. 16-37) as well as “Iroquois or Confederacy of the Five Nations (Haudenosaunee-Iroquois)” (pp. 57-60) in Vol. A. Come to class prepared to discuss.

### **Friday, January 11**

**In Class:** Discussion of the reading: origin stories and governance. Literature as guide to cultural norms. Introduction to reading gender.

**Homework:** Read “Changing Woman and the Hero Twins after the Emergence of the People (Dine-Navajo) (pp. 38-49) and “Wohpe and the Gift of the Pipe (Lakota) (pp. 52-54) in Vol. A. Write a two-page response paper in which you explore the role of the woman as outlined in these two narratives. Come to class prepared to discuss.

### **Week 2**

### **Discovery of the New World**

#### **Monday, January 14**

#### **Response Paper #1 DUE**

**In Class:** Collect response papers. Discuss the reading. Introduction to the discovery of the New World and reading correspondence as literature.

**Homework:** Read the introduction to “New Spain” and Christopher Columbus as well as his “Journal of the First Voyage to America, 1492-1493” and “Narrative of the Third Voyage, 1498-1500” (pp 131-149) in Vol. A. Come to class prepared to discuss.

### **Wednesday, January 16**

**In Class:** Discuss the reading. Introduction to Cabeza de Vaca.

**Homework:** Read the introduction to Cabeza de Vaca and his “Relation of Alva Nunez Cabeza de Vaca” (pp 157-170) in Vol. A. Come to class prepared to discuss.

### **Friday, January 18**

**In Class:** Discuss the reading. Introduction to the colonies.

**Homework:** Read the introduction to “Chesapeake” (pp 253-255), Edward Maria Wingfield and his “A Discourse of Virginia” (pp 265-273), John Smith and his “The Generall Historie of Virginia, New-England, and the Summer Isles,” and “A Description of New England” (pp 273-284). Also read Richard Frethorne fl 1623 and his letter “Richard Frethorne, to His Parents (Virginia, 1623)” (pp 288-291). In two pages, compare the three men’s accounts of the Jamestown settlement and the issues of colonial governance. Be prepared to discuss in class.

### **Week 3**

### **The Puritans**

#### **Monday, January 21**

#### **Martin Luther King, Jr. Day – NO CLASS**

### **Wednesday, January 23 Response Paper #2 DUE**

**In Class:** Collect response papers. Discuss the reading. Introduction to the Puritans.

**Homework:** Read “New England” (pp 314-318), followed by “Anne Bradstreet,” “The Prologue [To Her Book],” “The Author to Her Book,” “Before the Birth of One of Her Children,” “Upon the Burning of Our House July 10<sup>th</sup>, 1666,” “The Flesh and the Spirit,” and “To My Dear Children” (pp. 418-437). Also read “Edward Taylor” (pp 492-493) and his “Upon Wedlock, & Death of Children,” “Preparatory Meditations,” “A Valediction to all the World preparatory for Death 3d of the 11m 1720,” and “Huswifery” (pp 503-518) in Vol. A. Come to class prepared to discuss.

### **Friday, January 25**

***In Class:*** Discuss the Puritan poets. Introduction to the Indian captivity narrative.

***Homework:*** Read “Mary White Rowlandson” (pp 461-463) and her “A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson” (pp 464-492) in Vol. A. In two pages, give two different views of the details and effects of covenant theology on ordinary people’s lives and how they were expected to respond to traumatic or trying events and circumstances. Come to class prepared to discuss.

### **Week 4**

### **Post-Puritanism & Writing About Religion**

#### **Monday, January 28**

#### **Response Paper #3 DUE**

***In Class:*** Collect student essays. Discuss the Puritans. Introduction to Jonathan Edwards.

***Homework:*** Read “Jonathan Edwards” (pp 669-671) and his “A Faithful Narrative of the Surprising Work of God,” “Personal Narrative,” and “Sinners in the Hands of an Angry God” (pp. 675-701) in Vol. A. Be prepared to discuss in class.

### **Wednesday, January 30**

***In Class:*** Discuss Jonathan Edwards. Introduction to Essay #1: Religion in the New World.

***Homework:*** Look back at the works we’ve read thus far paying particular attention to the role of religion in each. Thinking in terms of a comparison and contrast essay, draft a thesis statement that makes an observation of this role as it is portrayed for the Native Americans, the New World explorers, the colonizers, the Puritans and Jonathan Edwards – a post-Puritan. What impact does religion have on the participants in this New World? How does religion impact the motivations of each group? Does religious belief show itself differently in men and women? How about the native population vs the settlers? Settle on three groups to compare and contrast. Bring your working thesis statements to class on Friday.

### **Friday, February 1**

***In Class:*** Small group discussion of working thesis statements and various angles for essay #1. Whole class discussion – questions answered, topics explored.

***Homework:*** Read the handout on writing about literature (on Blackboard under Course Documents). Begin drafting essay #1.

### **Week 5**

#### **Monday, February 4**

***In Class:*** Class discussion of writing about literature handout and MLA formatting; how to correctly incorporate quotes into body paragraphs; citing sources, etc.

***Homework:*** Complete your rough draft of essay #1 (5-7 pp.). Bring your completed draft to class on Monday.

#### **Wednesday, February 6**

#### **Rough Draft of Essay #1 DUE**

***In Class:*** Peer review of rough drafts. Class discussion/Questions answered

**Homework:** Begin revising your drafts based on the feedback you received today. Complete a works cited page for your essay. Bring it to class on Friday.

**Friday, February 8**

**In Class:** Review of works cited pages; answer last minute questions.

**Homework:** Complete the final draft of essay #1 – due Monday. You may wish to begin reading Benjamin Franklin’s “The Autobiography” (pp. 861-923) as it is a long-ish reading that will be due next Wednesday.

**Week 6**

**Revolution & Nationalism**

**Monday, February 11**

**Final Draft of Essay #1 DUE**

**In Class:** Introduction to the American Revolution and the beginnings of an “American” Literature.

**Homework:** Read “Voices of Revolution and Nationalism” (pp. 835-837) and “Benjamin Franklin” (pp. 837-840) along with his “The Autobiography” (pp. 861-923) in Vol. A. Come to class prepared to discuss.

**Wednesday, February 13**

**In Class:** Discussion of “The Autobiography.” Introduction to Crèvecoeur.

**Homework:** Read “J. Hector St. John de Crèvecoeur” (pp. 954-955) and his “Letters from an American Farmer” (pp. 955-989) in Vol. A. Come to class prepared to discuss.

**Friday, February 15**

**In Class:** Discussion of “Letters from an American Farmer.” Introduction to Thomas Paine.

**Homework:** Read “Thomas Paine” (pp. 989-991) and his “Common Sense” and “The American Crisis” (pp. 992-1003). In two pages, discuss each author’s take on the importance of independence. Come to class prepared to discuss.

**Week 7**

**Slave Narratives**

**Monday, February 18**

**Response Paper #4 DUE**

**In Class:** Collect student essays. Discussion of the role of independence and the readings. Introduction to the slave narrative.

**Homework:** Read “Contested Visions, American Voices” (pp. 1147-1150) and “Olaudah Equiano” and his “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself” (pp. 1212-1245) in Vol. A. Come to class prepared to discuss.

**Wednesday, February 20**

**In Class:** Discuss Equiano. Introduction to Harriet Ann Jacobs.

**Homework:** Read “Harriet Ann Jacobs” (pp. 2185-2186) and her “Incidents in the Life of a Slave Girl” (pp. 2187-2210) in Vol. B. Come to class prepared to discuss.

**Friday, February 22**

**In Class:** Discuss “Incidents.” Introduction to Frederick Douglass.

**Homework:** Read “Frederick Douglass” (pp. 2035-2037) and his “Narrative of the Life of Frederick Douglass, an American Slave” (pp. 2038-2101) in Vol. B. In two pages, discuss the differences in tone between Equiano’s slave narrative and those of Jacobs and Douglass which were written more than half a century later.

## **Week 8**

## **The Woman Question**

**Monday, February 25**

**Response Paper #5 DUE**

**In Class:** Collect student essays. Discuss the reading. Introduction to the struggle for women’s rights.

**Homework:** Read “Literature and the ‘Woman Question’” (p. 2237) as well as Sarah Moore Gimke’s “Letters on the Equality of the Sexes, and the Condition of Women,” “Sojourner Truth” and “Sojourner Truth’s Speech at the Akron, Ohio, Women’s Rights Meeting,” and “Address to the First Annual Meeting of the American Equal Rights Association” (pp. 2238-2255). Come to class prepared to discuss.

**Wednesday, February 27**

**In Class:** Discuss the reading.

**Homework:** Read “Fanny Fern (Sara Willis Parton) and her “Hints to Young Wives,” “Male Criticism on Ladies Books,” “A Law More Nice Than Just,” and “The Working-Girls of New York” as well as “Elizabeth Cady Stanton” and her “Eighty Years and More: Reminiscences” and “Declaration of Sentiments” (pp. 2256-2271) in Vol. B. Come to class prepared to discuss.

**Friday, March 1**

**In Class:** Discuss the reading. Introduction to timeline project.

**Homework:** Do a little research on the history of the women’s movement and create a timeline. Write a two-page response paper on the importance of these early women’s rights pioneers. Due Monday.

## **Week 9**

## **MID TERM PREP/EXAM**

**Monday, March 4**

**Response Paper #6 DUE**

**In Class:** Collect student essays. Discussion of the “woman question.” Introduction to narrative and Washington Irving. Introduction to the mid-term exam.

**Homework:** Begin reviewing material for the mid-term.

**Wednesday, March 6**

**In Class:** Mid-term prep

**Homework:** Continue to prepare for the mid-term exam.

**Friday, March 8**

**Mid-Term Exam**

**In Class:** Exam

**Homework:** Read “The Development of Narrative” and “Washington Irving” (pp 2272-2275, 2299-2300) as well as his “Rip Van Winkle” and “The Legend of Sleepy Hollow” (pp 2309-2340) in Vol B. Come to class prepared to discuss. Have a great break!

**Week 10****SPRING BREAK – NO CLASS****Week 11****“American” Narrative****Monday, March 18**

**In Class:** Discussion of Irving. Introduction to Hawthorne.

**Homework:** Read “Nathaniel Hawthorne” and his “Young Goodman Brown,” “The Birth-Mark,” and “Rappaccini’s Daughter” (pp. 2398-2401; 2422-2430; 2439-2450; 2451-2470) in Vol. B. Come to class prepared to discuss.

**Wednesday, March 20**

**In Class:** Discussion of Hawthorne. Introduction to Poe.

**Homework:** Read “Edgar Allan Poe” (pp 2484-2486) and his “The Fall of the House of Usher” (pp 2497-2510), “The Tell-Tale Heart” (pp 2517-2520) and “The Purloined Letter” (pp 2527-2539) in Vol. B. Come to class prepared to discuss.

**Friday, March 22**

**In Class:** Discussion of Poe. Introduction to Melville.

**Homework:** Read “Herman Melville” and his “Bartelby, the Scrivener” (pp 2647-2676) in Vol. B. In two pages, explore the idea of “American” narrative. What makes these early fiction writers distinctly “American”? Come to class prepared to discuss.

**Week 12****American Long Fiction & The Novel****Monday, March 25****Response Paper #7 Due**

**In Class:** Collect student essays. Discuss Melville. Introduction to long fiction and the novel.

**Homework:** Read Melville’s novella “Billy Budd, Sailor” (pp 2753-2810) in Vol. B. Come to class prepared to discuss.

**Wednesday, March 27**

**In Class:** Discussion of “Billy Budd.” Introduction to Moby Dick.

**Homework:** Read the selections from Moby Dick on Blackboard for March 27: Chapter 1: Loomings and Chapter 28: Ahab. Come to class prepared to discuss.

**Friday, March 29****Moby Dick**

**In Class:** Discussion of Moby Dick.

**Homework:** Read the selections from Moby Dick on Blackboard for March 28: Chapter 35: The Mast-Head and Chapter 36: The Quarter-Deck. Come to class prepared to discuss.

**Week 13****Monday, April 1**

**In Class:** Discussion of Moby Dick.

**Homework:** Read the selections from Moby Dick on Blackboard for April 1: Chapter 42: The Whiteness of the Whale and Chapter 93: The Cast-Away. Come to class prepared to discuss.

### **Wednesday, April 3**

***In Class:*** Discussion of Moby Dick.

***Homework:*** Read the selections from Moby Dick on Blackboard for April 3: Chapter 132: The Symphony and Chapter 135: The Chase – Third Day. Come to class prepared to discuss.

### **Friday, April 5**

***In Class:*** Discussion of Moby Dick.

***Homework:*** Essay #2 Assignment: In 5-7 pages use everything we've read from Melville plus one additional work of your choice and discuss what makes him, in your opinion, an important American writer. Keep in mind Melville's near obscurity at the time of his death and the re-discovery of his work in the mid-twentieth century. Be sure to use the text to support your argument. Don't forget to cite your sources and create a works cited page – MLA format, please! Essays will be due Monday, April 29<sup>th</sup>.

### **Week 14**

### **Beginnings of American Poetry**

#### **Monday, April 8**

***In Class:*** Introduction to the genre.

***Homework:*** Read "Cluster: Aesthetics – Society and Poetry" as well as "The Emergence of American Poetic Voices" (pp 2918-2938). Come to class prepared to discuss.

#### **Wednesday, April 10**

***In Class:*** Discuss the reading. Introduction to Bryant.

***Homework:*** Read "William Cullen Bryant" and all of the poems in this selection (pp 2955-2966) in Vol. B. Come to class prepared to discuss.

#### **Friday, April 12**

***In Class:*** Discuss Bryant. Introduction to Longfellow.

***Homework:*** Read "Henry Wadsworth Longfellow" and all of the poems in this selection (pp 2966-2976) in Vol. B. Come to class prepared to discuss. Continue working on your Melville essay.

### **Week 15**

### **American Poetry: Whitman**

#### **Monday, April 15**

***In Class:*** Discuss Longfellow. Introduction to Whitman.

***Homework:*** Read "Walt Whitman" and the following selections: from Leaves of Grass: Preface to the 1855 Edition and Song of Myself (1855 version) (pp 2992-3055) in Vol. B. Come to class prepared to discuss.

#### **Wednesday, April 17**

***In Class:*** Discuss Whitman.

***Homework:*** Read "One's-Self I Sing," "I Hear America Singing," "I Saw in Louisiana a Live-Oak Growing," "Out of the Cradle Endlessly Rocking," "The Wound-Dresser,"

“When Lilacs Last in the Dooryard Bloom’d,” and “A Noiseless Patient Spider” (various pp from 3062-3100) in Vol. B. Come to class prepared to discuss.

**Friday, April 19**

***In Class:*** Discuss Whitman.

***Homework:*** In two pages, defend the description of Whitman as the “father of American poetry.” Due Monday.

**Week 16**

**American Poetry: Dickinson**

**Monday, April 22**

**Response Paper #8 Due**

***In Class:*** Collect student essays. Introduction to Emily Dickinson.

***Homework:*** Read “Emily Dickinson” (pp 3125-3128) and the following poems: [I never lost as much but twice], [Success is counted sweetest], [Wild Nights—Wild Nights!], [I felt a Funeral in my Brain], [The Soul selects her own Society—], and [After a great pain, a formal feeling comes—] in Vol. B. Come to class prepared to discuss.

**Wednesday, April 24**

***In Class:*** Discuss Dickinson.

***Homework:*** Read the following poems by Emily Dickinson: [This is my letter to the World!], [I heard a Fly buzz—when I died—], [I dwell in Possibility], [Because I could not stop for Death—], [My Life had stood—a Loaded Gun—], [Tell all the Truth but tell it slant—], and [Rearrange a “Wife’s” affection!] in Vol. B. Come to class prepared to discuss.

**Friday, April 26**

***In Class:*** Discuss Dickinson. Introduction to the final exam.

***Homework:*** Begin reviewing the material for the final exam. Melville essays due Monday.

**Week 17**

**Monday, April 29**

**Final Draft of Essay #2 (Melville) DUE / Exam Prep**

***In Class:*** Collect student essays. Course review.

***Homework:*** Study for the exam!

**Final Exam: TBA**