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ENG 3700-001: American Literature: Revolutionary Era

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American Literature: Revolutionary Era

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Office hours: M 1-3, T 1-4, R 11-1, F 1-2,
and by appointment

The purpose of this course is to introduce you to the literature of the U.S. in the Revolutionary and Federalist eras (roughly 1776 to 1812) and to help you develop your critical reading, thinking, and writing skills.

Revolutionary era literature includes a great deal of writing related to the politics of the era, and these writers (often termed the “Founders”) are frequently referred to in contemporary political debates—though less often read or studied. We will read works by both these traditional, political founders and the novelists and poets of the founding era. We may have class discussions that will touch on contemporary politics, and you should feel free to make those connections, but keep in mind that our first priority is close, careful study of the early American writings we take up.

Texts from TRS

Carla Mulford, ed., *Early American Writings*

William Hill Brown, *The Power of Sympathy* & Hannah Webster Foster, *The Coquette* (ed. Mulford)

Charles Brockden Brown, *Ormond*

Leonora Sansay, *Secret History; or the Horrors of Santo Domingo* and *Laura* (ed. Drexler)

WebCT

Course handouts and lecture notes will be saved in our WebCT space, along with other materials that you might need. I will also make your grades available in WebCT.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

Grading

Assignment	Points	Final Grade Scale	
Participation & Reading Quizzes	100	930-1000	A
Group Report and Anthology	100	860-929	B
Proposals & Bibliographies	200	790-859	C
Essay 1	150	720-789	D
Essay 2	200	719 and below	F
Mid-Term Exam	100		
Final Exam	150		

Late Work: Meeting deadlines is an essential writing skill. In the real world, writing that is late is often a complete failure. I'm nicer than that. Work that is late (without a pre-approved extension) loses 10% of its total value for each *calendar* day it is late. This policy covers all assignments in this class. Extensions will only be granted if they are requested in person or by phone call (no emails, no text messages), and must be requested no later than the day before the due date.

The English Department's Statement on Plagiarism: "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards."

My Statement on Plagiarism: Before we begin our first essay, I will give you a quiz on responsible uses of sources, and I will work one-on-one with anyone who does not achieve a perfect score. *After that, I promise to fail anyone who plagiarizes in this course and to report the guilty student to the Office of Student Standards. For students in the English Language Arts with Teacher Certification major, I will also submit a yellow "recommendation for student teaching" form describing the student's ethical lapse and recommending that the department not grant approval to student teach.* (Seem harsh? Plagiarism is both cheating and theft, and I would be failing my responsibility as an educator if I did not do everything in my power to discourage it among my students.)

The Electronic Writing Portfolio: If you wish, you may use either essay from this class to submit to the Electronic Writing Portfolio. Submissions must be made no later than the end of finals week. *Do not forget that the list of works cited must be in the same word processing file as the essay; I will rate essays submitted to me for EWP without bibliographies as "unacceptable."*

Participation: Participation means being *prepared, focused* and *forthcoming* during class.

For each class session or required conference, you can earn between 0 and 10 points for participation. At the end of the semester, participation grades and quiz grades are averaged together and multiplied by 10 to make up 100 points in the final grading scale. Here's how I assign daily points:

- Come prepared, give our class activities your full attention, speak up in a productive way at least once during large group discussion, and stay on-task throughout class, and you will earn 10 points.
- Do all of the above except speaking during class discussion, and you will earn 8-9 points.
- When students break the rules of classroom etiquette, participation points will be deducted at my discretion, down to and including a grade of 1. (Poor classroom etiquette includes text messaging, coming in late, wasting class time, rudeness to instructor or classmates, sleeping, no book, etc.)
- When you miss class, your participation grade is 0, but if you miss a quiz you may make it up.
- Grades on reading quizzes will be averaged in with your participation grade, because keeping up with the reading is a basic requirement of participating well in a literature class.

Attendance: If you want to do well in the class, you should plan to attend every class session.

However, this is a junior/senior class, and I am not your parent nor your employer, so I don't think it's my business to evaluate your reasons for missing class when you do. In most cases, I do not need documentation of your reasons for missing class. Quizzes may be made up in office hours or by appointment; arrangements must be made no later than the day you return to class.

When you miss class, for good reasons or bad, you lose participation points. Missing a few days shouldn't hurt you much in that way, but missing weeks will—just as missing weeks will hurt you in your essays and exams, because you won't learn very much if you only take part of the course.

In cases of major illness, with documentation from a doctor, a variety of arrangements are possible, including an incomplete grade in the class. As soon as you know you will miss more than a few days due to serious illness, you should contact all of your instructors to discuss options.

Should a student miss the mid-term or final exam, I will require documentation of a serious, unforeseeable, and unavoidable illness, injury, or emergency before I will allow that student to take an altered version of the exam.

Contacting Me: If you want to speak with me outside of class, please use office hours as your first choice and a call on my cell phone as your second. (Please don't call after 10 p.m.) If you are unable to speak due to illness or you simply must leave me a message in the middle of the night, please feel free to text message me or to leave a message in our WebCT space. No email, please.

Schedule

Reading quizzes may be unannounced and may be given on any day when reading is due. Reading assignments between Sept. 14 and Oct. 10 will be announced on Sept. 12.

EAW = *Early American Writings*

Background: Colonial American Literature & Culture

M Aug 22	Introductions
W Aug 24	<i>The New England Primer</i> (handout) and John Winthrop, "A Model of Christian Charity" <i>EAW</i> 238-245
F Aug 26	William Bradford, <i>EAW</i> 222-234 and Cotton Mather, <i>EAW</i> 633-645

Revolution, Constitution, & the Political Founders

M Aug 29	Jonathan Edwards, <i>EAW</i> 668-684; Establish groups for Franklin, Washington, Adams, Jefferson and Madison reports & anthologies
W Aug 31	Thomas Paine, <i>EAW</i> 836-848; 15-20 minutes group meeting time
F Sept 2	Equiano, <i>EAW</i> 912-927; 15-20 minutes group meeting time
M Sept 5	<i>Labor Day—No Class</i>
W Sept 7	Group meetings
F Sept 9	<u>Anthologies due</u> ; quiz on responsible use of sources; <u>mandatory group conferences</u>
M Sept 12	Readings TBA (Franklin, Washington, Adams, Jefferson, Madison); <u>Proposal for Essay 1 due</u> (10 pts)
W Sept 14 & F Sept 16	Readings TBA
M Sept 19	Readings TBA; <u>Primary bibliography for Essay 1 due</u> (20 pts)
W Sept 21 & F Sept 23	Readings TBA
M Sept 26	Readings TBA; <u>Secondary bibliography for Essay 1 due</u> (20 pts)
W Sept 28 & F Sept 30	Readings TBA
M Oct 3	Readings TBA; <u>Annotated primary bibliography due</u> (40 pts)
W Oct 5 & F Oct 7	Readings TBA
M Oct 10	Readings TBA; <u>Annotated secondary bibliography due</u> (40 pts)
W Oct 12	<u>Mid-term Exam</u> ; optional individual conferences re: Essay 1
F Oct 14	<i>Fall Break—No Class</i>

Literary Founders

M Oct 17	<u>Essay 1 due</u>
W Oct 19	W. H. Brown, <i>The Power of Sympathy</i> , pp. 1-60
F Oct 21	W. H. Brown, <i>The Power of Sympathy</i> , pp. 61-103
M Oct 24	Foster, <i>The Coquette</i> , pp. 105-172
W Oct 26	Foster, <i>The Coquette</i> , pp. 173-242
F Oct 28	C. B. Brown, <i>Alcuin</i> (in <i>Ormond</i>), pp. 252-300
M Oct 31	C. B. Brown, <i>Ormond</i> , pp. 1-74
W Nov 2	C. B. Brown, <i>Ormond</i> , pp. 75-146
F Nov 4	<i>No Class—instructor at professional conference</i>
M Nov 7	C. B. Brown, <i>Ormond</i> , pp. 147-222
W Nov 9	Sansay, <i>Secret History</i> , pp. 59-105
F Nov 11	Sansay, <i>Secret History</i> , pp. 105-154
M Nov 14	Sansay <i>Laura</i> , pp. 155-222; <u>Topic and preliminary bibliography for Essay 2 due</u> (20 pts)
W Nov 16	<u>Mandatory individual conferences</u> : Preliminary bibliography returned (no regular class meeting)
F Nov 18	Early review session for final exam
Nov 21-25	<i>Thanksgiving Break</i>
M Nov 28	<u>Annotated bibliography due for Essay 2 due</u> (50 pts)
W Nov 30	Poetry, TBA
F Dec 2	Poetry, TBA
M Dec 5	Poetry, TBA; <u>Essay 2 due</u>
W Dec 7	Review for final exam Part 1
F Dec 9	Course evaluation; Review for final exam Part 2
Wed. Dec. 14, 10:15-12:15	<u>Final Exam</u>