

UNIVERSITY of WISCONSIN-GREEN BAY

Introduction to American Literature I

English 216

University of Wisconsin – Green Bay

M - F 12:00-12:46 Fall 2009

Instructor: Julie A. Rohrer
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Room F103, Clintonville High School
Prep and Tutor Hours: 1, 6; Writing Lab: 2

Text: *Concise of Anthology of American Literature* 6th ed. George McMichael and James S. Leonard. Upper Saddle River, N.J.: Prentice Hall, 2006

Description and Goals

This is an introductory survey of American Literature taught at Clintonville High School in conjunction with UW-Green Bay. This class will do the following:

- Move chronologically from the Puritan Age through the Civil War
- Examine literature's role in reflecting and shaping the (perceived?) identity of America and an American
- Analyze the lasting effects of America's founding and development
- Analyze literary strategies such as point of view, diction, and style and their effect(s) on the purpose of the work

Although this is a literature course, the class will include the following:

- Analytic and creative writings revolving around class readings including impromptu essay exams, style imitations, and reactions to the texts.
- In-depth class discussions of assigned readings

Students are expected to be actively involved in all aspects of examining assignments.

Semester Grading:

Homework, informal writings and participation**	25%
2 Tests	30%
2 Papers of the Quarters	30%
Final Exam	15%

** A large part of participation is taking meaningful notes as you read. If you are not taking notes, you are likely not actively engaging the text and will not be prepared to make contributions to the class discussion.

All work / readings must be completed on the due dates.

- **Work must be placed in my mailbox if you are gone for an anticipated absence.**
- **Essays will drop ½ grade for 1 calendar day late. They will drop one full grade for each subsequent calendar day. Over one calendar week = 0 points**
- **Overnight homework can be turned in one day late for a reduced grade. After one day it is a 0.**
- **Quizzes must be made up within 2 days after an unexpected excused absence.**

The following is a tentative list of authors and works we will cover during the fall semester. You will receive detailed syllabi that correspond with the material on each of the three tests.

Introduction to Literature of Colonial America

Columbus	Letter Describing His First Voyage
Smith	from A Description of New England
Native American Voices	How the World Began
Winthrop	A Model of Christian Charity The Journal

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Morton	The New English Canon
Williams	from A Key Into the Language of America
Bradstreet	The Flesh and the Spirit Before the Birth of One of Her Children Upon the Burning of Our House The Author to Her Book
Taylor	Upon a Spider Catching a Fly Meditations
Byrd	Diary
C. Mather	The Wonders of the Invisible World
I. Mather	An Arrow Against Profane and Promiscuous Dancing
Rowlandson	Captivity Narrative: intro. 1st, 2nd, 3rd, 8th, 13th remove; p 243 "Our Family . . ." to the end
Edwards	Sinners in the Hands of an Angry God
Intro to the literature of reason	
Jefferson	Declaration of Independence
Franklin	from The Autobiography (377 "It was about . . ." - 383 "James II, 15&16") from Poor Richard's Almanac The Whistle from Rules by Which a Great Empire May be Reduced to a Small One
Pain	from Age of Reason from Common Sense
De Crevecoeur	Letter III and IX
Equiano	Autobiography chapters 1 & 2
Wheatley	On Virtue To the University of Cambridge, in New England On Being Brought from Africa to America
Freneau	To Sir Toby On Mr. Paine's Rights of Man
Native American Voices II	Orations
Irving	Rip Van Winkle The Devil and Tom Walker
Cooper	from The Deerslayer from The Pioneers (ch. 17 and 22)
Hawthorne	The Birthmark

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Young Goodman Brown

Melville
Shiloh
Malvern Hill
The College Colonel
Bartleby, the Scrivener

Bryant
Thanatopsis
The Yellow Violet
To a Waterfowl
A Forest Hymn
To the Fringed Gentian

Emerson
Self-Reliance

Thoreau
Civil Disobedience
Walden 1, 2, 24

Douglas
The Narrative of Frederick Douglass

Whitman
selected poems

Dickinson
selected poems

Videos

“Bartleby, the Scrivener” analysis

Audio

The tortured Genius of Edgar Allen Poe (Engle)

Writings

In-class paragraphs

Explication of Bradstreet Poem

Edwards Imitation

Franklin Imitation

Descriptive / Narrative Essay

Personal declaration of independence

Emerson and Thoreau cause and effect essay

3 exams per semester each consisting of identification and explanation of 10 passages, and two impromptu essays

Grading for class participation and group work

- A Outstanding in all classroom activity. Full attendance, full preparation, assigned readings completed on time with insightful annotations, daily contributions to class discussions by introducing ideas as well as building upon others', rough drafts prepared for critiquing, assignments handed in on time.
- B Full attendance, full preparation, assignments handed in on time, but falls short in one-two of the above categories such as annotated assignments, rough drafts late, or daily contributions.
- C Lacking in several of the above areas. Attendance is not consistent, readings are not annotated, contributions to discussion are inconsistent, and/or assignments are turned in late.
- D/F Consistently not prepared for class with reading and writing assignments. Does not pay attention to others or is disrespectful to others during discussion. Displays insensitivity to others' work and/or misses assignments regularly.

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Grading for Formal Essays

- A Paper reveals a strong, sophisticated point, in-depth analysis and development, a clear sense of purpose and audience, a well-defined focus, solid organization, and sentence-level polish and style. Also meets all requirements for the specific assignment.
- AB Paper meets most of the above criteria but falls short in one area, such as needing paragraph development, organization, or more developed introduction or conclusion. Paper meets most of the requirements for the specific assignment.
- B Paper still needs work in more than one area. For example, ideas need to be more fully developed, and prose need to be more polished for grammatical correctness and easy reading. The paper still needs work in the requirements for the specific assignment.
- BC Paper has potential, but is clearly in “draft stage”. It needs substantial revision in terms of one of the following major areas: thesis, organization, analysis, and focus. The paper needs substantial revision for one of the requirements for specific assignment.
- C Paper falls short in some or all of the above areas and demonstrates consistent problems at the sentence and paragraph level.
- D Work falls short in many of the above areas.
- F Work falls short in all of the above areas and/or does not resemble the assignment given.

Grading for impromptu essays

- A Offers sophisticated ideas within an organizational framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. Ideas may well be expressed in an original, interesting, or imaginative way. Sentence structure is appropriately varied, and word choice indicates superior facility with the English language. While there may be an occasional lapse from the conventions of Standard English, such lapses are rare and minor.
- AB Is clearly organized, with ideas and connections between ideas clearly developed. While the AB offers substantive ideas, it generally lacks the sophistication of content or the stylistic fluency of the six paper. Although there may be a few errors, the conventions of Standard English are consistently under control.
- B Is organized around a clear thesis. Ideas are supported with adequate reasons, examples, and/or details, although without the sophistication and fluency found in higher-rated papers. The errors present are not severe enough to interfere significantly with the writer’s communicative purpose.
- C Has a discernible thesis, but has easily noticeable problems in one or more areas. The paper may lack originality, merely stating the obvious; the central points may be inadequately developed, perhaps through a lack of specific reasons, examples, or details; or the paper may show problems with unity or with organization. Lapses from Standard English may be rather frequent, although the writer generally still has control over such basic elements as sentence boundaries, standard verb forms, and expected syntax.
- D Is seriously flawed. Although there has been a noticeable attempt to develop a thesis, the thesis may not be entirely clear. Ideas may be stated but not developed, or development may be only rudimentary. Clear lapses in unity may be present. Sentence structure may be extremely simple and monotonous, and word choice may be imprecise or incorrect. Lapses from Standard English may be frequent or may include problems in such basic areas as sentence, boundaries, standard verb forms, or expected syntax.
- F May display a severe lack of control of structure, with material presented in almost random order and no apparent attempt to establish a thesis; or the lapses from Standard English may be so frequent and so severe that readers might be expected to notice the errors far more than any message the writer is trying to get across; or the paper may be extremely undeveloped—no more than a few sentences.