

University of Houston-Downtown

Course Prefix, Number, and Title: ENG 2311, Survey of American Literature: Beginnings to 1865

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Language, Philosophy and Culture

Prerequisites: Completion of, or concurrent enrollment in, ENG 1302.

Co-requisites: None

Course Description: A study of American literature from the Colonial period through the Civil War.

TCCNS Number:

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Lecture and lead discussions on texts (including sermons, pamphlets, novels, poems, plays, short stories, essays, and artwork) that demonstrate changing beliefs about such topics as conquest, political sovereignty, nationalism, slavery, race, class, gender, religion, science, and expansionism from the colonial era through the American Civil War period. Readings will be addressed in interactive lectures, class discussion, and/or group work developed to teach students to view these ideas within their cultural and historical contexts.	15-20 pages of writing through assignments such as intermediate exams, the final exam, response essays, and analytical essays.
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	Model the use of textual analysis to reveal the ways that politics, beliefs, and aesthetic movements fostered the growth of new literary and artistic genres, shaped existing literary	15-20 pages of writing through assignments such as intermediate exams, the final exam, response essays, and analytical essays.

		forms, or created new themes in the literature of North America from the colonial era through the American Civil War period. Such analysis will be modeled in lectures, class discussions, and written assignment prompts.	
Critical Thinking Communication	Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.	Model the use of critical (close) reading of assigned texts to reveal the cultural assumptions displayed or critiqued by the authors. Examine terminology specific to different literary genres and apply knowledge of concepts in close readings. Close reading will be modeled through lectures, presentations designed to teach students how to read assigned texts from the period, and prompts for assignments.	Intermediate exams and final exam.
Critical Thinking Communication	Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).	Model analysis of assigned materials using a variety of methods, including lectures, course notes, and written prompts. Assign argumentative essays (out-of-class and exam essays). Design group assignments that focus on creating arguments about the cultural, aesthetic, and/or historical content and contexts of assigned texts. The instructor will provide direct instruction on how to design and deliver effective presentations that include the purposeful integration of visuals.	15-20 pages of writing through assignments such as the mid-term exam, the final exam, and analytical essays. Team-based activities such as rubric-assessed oral group projects, group-generated visual presentations, and collaborative analyses.
Social Responsibility Personal Responsibility	Investigate ethical dimensions of behavior and language use in different cultural contexts.	Discuss in lectures, course notes, and writing prompts the ethical standards by which characters, narrators, and authors operate and/or are culturally constrained. Compare the ethical standards within texts to other culturally endorsed ethical	Examinations, analytical essays, and group project.

		standards of the period and to current ethical standards.	
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literary, philosophical, or intercultural texts.	Demonstrate in lectures, course notes, and writing prompts, how authors' representations of ethical choices reflect or protest the cultural norms of the period. Also examine how public reception of texts and/or authors is impacted by their treatment of ethical issues, and how that reception changes over time. In lectures, course notes, and writing prompts, discuss the ethical standards of American higher education, especially with respect to UHD's Academic Honesty Policy, PS 03.A.19.	Examinations, analytical essays, and group projects; short examination on PS03.A.19.

Additional Course Outcomes: See outcomes above.

Course Outline:

Week One The North American Exploration and Conquest: The Contact Zone

Tuesday /_ Course Introduction
 Thursday /_ "Iroquois or Confederacy of the Five Nations," pp. 57-60

Week Two

Tuesday /_ **Cabeza de Vaca**, all selections, pp. 157-170
 Thursday /_ **Pérez de Villagrà**, all selections, pp. 177-195

Week Three From the Spanish Southwest to the British Colonies

Tuesday /_ **Otermín**, "Letter on the Pueblo Revolt," pp. 214-221
 Hopi, Pueblo Revolt, pp. 221-225
 Thursday /_ **Donne**, p. 129-130; **Smith**, all selections, p. 273-287
 Last day to drop without a grade. (Official Day of Record)

Week Four

Tuesday /_ **Frethorne**, all selections (on Blackboard)
 Thursday /_ **Bradford**, selections as noted, pp. 350-370

Week Five

Tuesday /_ **Morton**, pp. 319-331
 Thursday /_ **Exam #1**

Week Six

Tuesday / _ **Williams**, all selections, p. 371-391;
 / _ **Winthrop**, "A Modell of Christian Charity," pp. 332-342
Thursday / _ **Rowlandson**, all selections, pp. 461-492

Week Seven

Tuesday / _ **TEAMS #1, #2, and #3 make their presentations.**

Thursday / _ **Bradstreet**, "Introduction," 418-419; "The Author to Her Book," p. 426;
 / _ "Before the Birth...," p. 430; "A Letter to Her Husband...," p. 431; "Upon
 / _ the Burning...," p. 433

Week Eight **From British Colonies to American Independence**

Tuesday / _ **ESSAY #1 DUE.**
 / _ **Mather**, "Wonders of the Invisible World" & "Martha Carrier" pp. 531-538
 / _ **Sewall**, all selections, pp. 520-531

Thursday / _ **Franklin**, "Speech of Polly Baker," pp. 848-849; "Witch Trial at Mount
 / _ Holly," pp. 846-847; "Narrative of the Late Massacres"
 / _ (Blackboard)

Week Nine

 / _ Tuesday / _ **Jefferson**, "Intro," pp. 1022-1025; *Notes on the State of*
 / _ *Virginia*, "Laws," "Religion," and "Effect of Slavery," pp. 1035-1042; Declaration
 / _ of Independence, pp. 1089-1093

Thursday / _ **TEAMS #4, #5, and #6 make their presentations.**

Week Ten

Tuesday / _ **Wheatley**, "Introduction," pp. 1297-1299; "To the Right Honorable...," pp.
 / _ 1302-1303, "On Being Brought...," p. 1306, "A Farewell to America,"
 / _ pp. 1307-1309
Thursday / _ **Exam #2**
 / _ **October 27—Last day to withdraw from a course (for a W grade)**

Week Eleven **Nineteenth Century Short Fiction**

Tuesday / _ **Irving**, "Adventure of the German Student" (on Blackboard)
 / _ DUE: REVISION OF ESSAY 1 by 5pm (Hardcopy required; revision packets cannot
 / _ be turned in via email or through Blackboard.)

Thursday / _ **Hawthorne**, "Young Goodman Brown," pp. 2422-2430

Week Twelve

Tuesday / _ **Poe**, "Ligeia," pp. 2487-2497
Thursday / _ **Garza** (Blackboard)

Week Thirteen Nineteenth-Century Political Protest Writers

Tuesday / _ **Thoreau**, “Resistance to Civil Government,” pp. 1859-1876
 Thursday / _ **Douglass**, “What to the Slave...,” pp. 2102-2120

Week Fourteen

Tuesday / _ **ESSAY #2 DUE;**
 Fern, “Hints to Young Wives,” pp. 2257-2258; “Mrs. Adolphus
 Smith...,” pp. 2260-2261; “Independence,” p. 2264

Thursday / _ **Thanksgiving Holiday—No class**

Week Fifteen Nineteenth-Century American Poetry

Tuesday / _ **Dickinson**, “Tell all the Truth but tell it slant” p. 3159, “A narrow
 Fellow in the Grass” pp. 3157-3158, “Publication—is the Auction” p. 2931,
 “Because I could not stop for Death” pp. 3154-3155, “Wild Nights—Wild Nights”
 p. 3133

Thursday / _ **Whitman**, “Song of Myself,” Stanzas 1-13, p. 3010-3018; “March in the
 Ranks...” p. 3084

DUE: REVISION OF ESSAY 2 by 4pm on Tuesday, December __

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

Summary of Course Exams, Quizzes, Assignments and Final	
Intermediate Exams, 2 @ 10% each	20%
Directed Response Essays	10%
Formal Analytical Essays, 2 @ 15% each	30%
Team Project: Oral and Visual Presentation	10%
Final Exam	16%
Academic Honesty Exam	7%
Participation	7%
Total	100%