

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

<p>English 461; Fall '12 Professor Faye Halpern Email: fhalpern@ucalgary.ca Office Hours: Mon 9:30-11:30 and by apptmt. Course Web Page: http://blackboard.ucalgary.ca</p>	<p>Tu/Th 2-3:15 Office: SS 1108 Phone: (403) 220-4436 (much better to e-mail me)</p>
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COURSE SYLLABUS
ENGLISH 461: EARLY AMERICAN LITERATURE AND THE AMERICAN RENAISSANCE

Course Description

This course offers a broad survey of American literature from its debated beginnings up until the Civil War. We will read both canonical and lesser-known works, attending to the historical contexts in which they were written and the scholarly contexts in which they have been received. This course will be structured around a theme, "American Journeys." We will read accounts of both literal and metaphorical journeys, beginning with accounts of the journey made by early European explorers and settlers and progressing to more spiritual journeys as well as journeys from poverty to wealth and from slavery to freedom. We will supplement our primary readings with critical ones: How did not just authors but literary critics construct America and American literature? That is, we will not take "America" as a given but as a much-debated topic; students themselves will be encouraged to enter into these debates in class discussion, their reading responses, and essays.

Required Texts (Available at the bookstore)

- *The Norton Anthology of American Literature. Volumes A and B.* [These are two separate books]. 8th Edition. General Editor Nina Baym.
- Susanna Rowson. *Charlotte Temple*. Introd. by Cathy Davidson. Oxford University Press
- Course Pack, available at Bound & Copied (next door to the bookstore)

Course Requirements

Percentage of Final Grade

First Essay (3-5 pages).....	20%
Second Essay (5-7 pages)	25%
Final Exam	20%
Reading Responses and Quizzes.....	20%
Class Presentation/Class Participation.....	15%

Grading System

You must complete all the essays and final exam to qualify for a passing grade.

For the components which are assigned letter grades (e.g., the essays, the seminar presentation), I translate them into percentages to determine your final grade.

A+: 98.33%; A: 95%; A-: 91.67%; B+: 88.33%; B: 85%; B-: 81.67%; C+: 78.33%; C: 75%; C-: 71.67%; D+: 68.33%; D: 65%; D-: 61.67%, etc.

- For assignments for which you get a percentage and for computing your final grade, I round to the closest equivalent letter grade (e.g., an 82% is an B-, an 84% is a B).
- Sometimes I'll assign a split grade (e.g., B-/C+). To find the numerical equivalent, I average the two grades (e.g., a B-/C+=80%).

Essays:

There will be two essays due this semester, the first of which requires a draft. The first essay will ask you to close read one of the primary texts in order to settle a disagreement about it; the second will ask you to engage in an actual scholarly debate. Throughout the semester, we'll be reading what other scholars have said about the works you'll be reading; in your second essay, you will add your own voice to the conversation. We'll also spend some time in class discussing what makes a good English essay and holding some draft workshops (there will be an extra credit opportunity if you choose to form an out-of-class workshop group for your final essay).

Reading Responses

Over the course of each semester, you'll submit 5 reading responses to Bb; you need to spread your responses over at least 4 different units, including at least one post on a critical article (there are 7 units in total, labeled on the syllabus). Reading responses need to be posted to the discussion board on Blackboard by **midnight** the day before we cover that text. Contributions may take a few forms: a comparison between the given text and a text we've read previously, a close reading of a passage you find particularly odd or interesting from the text, or a summary and response to a critical article. If you submit the full number of posts--and they're thoughtful--you'll get 100% on this part of your grade (I won't be grading individual posts, but I'll let you know if any of them don't meet expectations). If you post on 8 or more readings, then you'll receive a 1/3 of a grade boost (e.g., from a B- to a B) on your first essay. More details to follow on a separate handout.

Quizzes

There will be a multiple-choice quiz on the assigned reading(s) at the start of any class in which there is a student-led presentation. If you miss a quiz, it cannot be made up unless you have a doctor's note."

Discussion Facilitation

Working in groups of two or three, you will be responsible for leading one class discussion on the assigned readings. Student-led presentations will last approximately 30 minutes—the goal is both to contextualize the readings (historically, intertextually, or critically) and open them up for discussion. Power Point presentation (or other multimedia presentation formats) or paper handouts—where wit is much appreciated—will be part of each presentation, as will a follow-up

sheet where you assess how your presentation went. Members of the presentation group will normally be given the same grade (if one or more members did not contribute, there's a place to let me know that on the follow-up sheet). If you are absent on the day of your class presentation for unexcused reasons then you will not receive credit for it and will not be permitted to make it up; however, if you're sick or there's a family emergency and you can provide proof to that effect, then you can re-schedule for another date. More details to follow on a separate handout.

Class Participation and Workshops

Although I will spend some time setting up the texts, this is, largely, a discussion course. You need to have done and thought about the readings assigned for that day and be prepared to share your ideas and respond to those of your peers. Come to class, too, with your anthology, and print out any articles that have been assigned from Bb. The success of the course largely depends on your willingness to offer up your ideas and build on your classmates' (including mine). Note: everyone has different preferences when it comes to how much talking they want to do in class, but do perform some self-surveillance and avoid the opposing poles of anxiety-inducing observer and dominating holder-forth.

We will be holding a workshop during class for the draft of your first essay. To prepare, you must give your workshop group a draft of your essay and then write letters to the other members of your group commenting on their drafts. There will also be an optional out-of-class workshop you can participate in for your final essay, for extra credit. Failure to participate in the first essay workshop will result in a lowering of your class participation grade.

Final Exam

There will be a registrar-scheduled, closed book final exam, made up of passage i.d.'s, some multiple choice asking you about chronology and historical events, as well as questions requiring short and long answers. Students must be available for the final exam up to the last day of the examination period, Dec. 10-19.

Late Papers

You have the option of turning in one of the assignments up to three days late without penalty. Possible late assignments include the first essay and the reading responses. (The final essay may not be turned in late.) If you turn in an assignment more than three days late, or if you turn in a second assignment late, your grade on the work will be lowered by a third of a grade for each late day (i.e., an A paper that is one day late will receive an A-, two days late a B+, and so on; weekend days are counted in this total). You need to let me know in advance if you would like to take the extension.

Turning in Assignments

Many of your smaller assignments will be due on Bb. Please keep your own electronic copy in case anything gets lost. For assignments for which I require a hard copy (e.g., the final essay), please make all efforts to turn in assignments directly to me. If this is not possible, take your assignment to Social Sciences 1152 and put it in the drop box, where your work will be date-stamped and placed in my mailbox. Please keep a copy of your assignment in case of loss. Papers cannot be returned by staff in the department office.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events. <http://english.ucalgary.ca/content/scribe-and-muse-reading-and-writing-club>
Our email address is smrwc@ucalgary.ca.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

Follow the Department of English on Facebook & Twitter:**Academic regulations and schedules:**

Consult the *Calendar* for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Guidelines on e-mail Etiquette:

<https://www.ucalgary.ca/it/help/articles/email/etiquette>

Grade appeals:

Consult the following University *Calendar* link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final

examinations. See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,
<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic accommodation:

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and if you have not registered with the Disability Resource Centre, please contact their office at 220-8237. Your academic accommodation letters should be provided to your instructor no later than fourteen (14) days after the commencement of this course. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

<http://www.ucalgary.ca/drc/>

Emergency Evacuation/Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints;>

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University *Calendar* states:

1. **Plagiarism** - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University *Calendar*, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>)

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.