

**FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE**

**English 461 | Fall '18
M/W 3:30-4:45 in TI Studio C**

**Course Website:
<https://d2l.ucalgary.ca/d2l/home/233872>**

Professor Faye Halpern

Office: SS 1108

Office Hours: Mon 9:30-10:30 and by appointment

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**ENGLISH 461: EARLY AMERICAN LITERATURE AND THE
AMERICAN RENAISSANCE**

Course Description

This course offers a survey of American literature from the seventeenth century through the Civil War. We will read both canonical and lesser-known works and analyze them by bringing in a number of different contexts: historical context, other writers from their own and other periods, and contemporary literary scholarship. We'll learn about the different literary periods according to which literary critics have organized and understood the texts we'll read, but we'll pay particular attention to issues of race and gender across these periods: in what ways have women and people of color, including Native Americans, authorized themselves to write? How do particular authors use or challenge tropes like "the noble savage," "the true woman," and the happy-go-lucky slave in different periods? How do particular authors grapple with political injustice, including Indian removal and slavery? How much of a debt do contemporary discussions in the U.S. involving race and gender owe to ideas developed in early American literature?

Rather than just memorize facts, students will be encouraged to formulate their own questions and enter into scholarly debates. The course is designed so that students have the opportunity to learn from each other as much as they learn from the professor.

Learning Objectives

By the end of the course, students will be able to do the following:

- Use a literary text or historical artifact to illuminate another literary text (rather than do simple comparisons)
- Associate different literary periods in early American literature with particular conventions and characteristics
- Become attuned to the complicated ways that early American authors think about race and gender
- Structure a literary essay as an entry into a scholarly debate and turn quotations into evidence
- Understand the benefits of seeing writing as a process rather than a product
- See your peers as resources in your learning

Required Texts (Available at the bookstore)

- *The Norton Anthology of American Literature. Volumes A and B.* [These are two separate books]. 9th Edition. General Editor: Robert Levine
- Harriet Beecher Stowe, *Uncle Tom's Cabin.* Third Edition. Edited by Elizabeth Ammons (Norton Critical Edition)
- Supplementary literary and critical texts will be available on Dropbox

<u>Course Requirements</u>	<u>Percentage of Final Grade</u>
Blog posts.....	20%
Class Participation (including class discussion and in-class writing).....	15%
Class Presentation (either in class or on the blog)	10%
Essay (5-7 pages), including draft and participation in peer workshop.....	25%
Final Exam	20%
Quizzes.....	10%

Blog Posts

The course blog (<http://english461fall.ucalgaryblogs.ca/>) will provide a forum to further explore the literature we read, learn from your peers, and test out ideas for your essay. I'll ask you to post or comment on other people's posts at least 4 times over the course of the term, within 5 days of discussing the text in class. Your blog posts must address at least 4 different texts and be spread out over the term, with at least half of them appearing before the midpoint of the semester and no more than one blog post on material from the last week of class. Your posts will not be individually graded, but if you write 4 that meet the standards for an illuminating post (more details about this can be found on the blog), then you'll receive a "B" for this portion of the grade; if you write 6 or more illuminating posts, you'll receive an "A" for this part of the grade. If one of your blog posts does not meet this standard, I'll give you the chance to revise; if you choose not to, you will not receive credit for that post. You're welcome to put up a blog post after the deadline, but it won't count toward your total.

Essay

So that you can add your voice to what others have said about a text, you will write an essay entering into a critical debate. You'll write a draft of the essay and have a peer workshop on it before turning in the final version. We'll spend time in class discussing what makes a persuasive English essay, using the strategies that professional literary critics use.

Class Presentation: Illuminating a Text By Means of Another Text

Working in groups of three or four, you will help us explore your chosen text by contextualizing it. You have the choice to do this either in class or in a collaborative blog post. Either way, you and your group will pick a focal text (something assigned in class) and will bring in a comparative literary text (a poem, story, letter, essay, etc., which has not been assigned) or historical artifact (a painting, a piece of music, a map, etc.) that you think illuminates the focal text. The specifics of what your group will do depends on whether you choose to present in class or write up a collaborative blog post (more details to follow in class).

After your presentation, you'll fill out a reflection sheet where you assess how you think the in-class presentation or collaborative blog post went. Members of the presentation group will normally be given the same grade (there's a place to let me know on the reflection sheet if anyone didn't pull their weight). If you are absent on the day of your class presentation or were not able to work on the collaborative blog post for unexcused reasons, 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, then you can re-schedule for another date. More details to follow on a separate handout.

*If your group does some independent research and comes up with a comparative literary text or historical artifact not found in the *Norton Anthology*, the Norton Critical edition of *Uncle Tom's Cabin*, or any of the supplementary materials on Dropbox, then your group will receive a 1/3 grade bonus.

Class Activities, Class Participation and Peer Workshop

We'll be meeting in the Taylor Institute, which will enable us to easily discuss texts in different-sized groups and do a variety of activities in class. Although I will sometimes offer short lectures, this is largely a discussion course. The success of the course depends on sharing our ideas with each other and building on one another's, including Dr. Halpern's. We'll try to develop an atmosphere in class that is comfortable and that cultivates different points of view and styles of speaking. All students are expected to listen hard when someone speaks and give signs that they are doing so. If you prefer not to talk in front of everyone and want full credit for class participation, you will need to come to Dr. Halpern's office hours or email her to share your thoughts about the readings. (A discussion rubric will be given out in class.)

We will be holding a workshop during class for the draft of your essay. To prepare, you will give your workshop group a draft of your essay, write letters to the other members of your group commenting on their drafts, and write cover letters for your draft and revision, where you reflect on what you've done. Failure to participate in the workshop or to write workshop letters or a cover letter 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 identifications/explications, short-answer and multiple-choice questions about literary terms and periods, and essay questions that ask you to synthesize what you've learned throughout the course. Students must be available for the final exam up to the last day of the examination period (Dec 10 – 20, 2018).

Quizzes

There will be five reading quizzes throughout the course. The quizzes will test not just your factual knowledge; they'll also ask you to analyze and interpret the texts in question.

Late Assignments:

You have the option of turning in one assignment up to two days late without penalty. Possible late assignments include a quiz you missed, a blog you didn't get in on time, or an in-class writing exercise. (The final essay draft and revision may not be turned in late.) If you turn in an assignment more than two 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). If you turn in the draft of your first essay late, that will affect the grade on the revision. You need to let me know at least one day in advance if you would like to take the extension. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

Turning in Assignments:

Please make every effort to bring your essay draft and revision directly to Dr. Halpern; I'll also ask you to put a copy in the D2L dropbox. If it is not possible to bring a copy directly to Dr. Halpern, take your assignment to SS 1152 and put it in the dropbox. Your assignment will be date-stamped and placed in my mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the Department office.

Electronic devices

Top Hat and the D2L quiz function, which we will use this term, requires the use of an electronic device, and you are free to take notes on one as well, but please do not use your device for Facebook, texting, or any other activity that pulls you out of class mentally and distracts other students. There are no electronic devices permitted during the final exam.

Grading system

- You must complete both the draft and revision of the essay to qualify for a passing grade.
- In computing your grades, I convert any letter grades to percentages and then, to compute your final grade, I change the final percentage to its equivalent letter grade.
- 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+=70%)
- Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.
- Although the A+ is solely an honorific that entails no additional points in the four-point system, I will employ this mark to distinguish superlative work that exceeds expectations in insightfulness, sophistication, and originality.

The university uses the following conversion:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

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-5.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/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

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>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

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>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboym@ucalgary.ca.

Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

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>

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>

Student Accommodations:

ACADEMIC ACCOMMODATIONS

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@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>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

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.