



LIT-207: AMERICAN LITERATURE: PRE-COLONIAL TO 1865

Also listed as: LIT-207H

Effective Term

Fall 2024

BOT Approval Date

12/15/2022

Discipline

LIT - Literature

Course Number

207

Course Title

American Literature: Pre-Colonial to 1865

Short Title

Lit Pre-Colonial - 1865

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-207H

C-ID (Admin Only)

C-ID ENGL 130

CB 00

CCC000600766

Course Title

Honors American Literature: Pre-Colonial to 1865

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ENGL 130

Catalog Description

This course chronologically surveys American writing from the pre-colonial period to the Civil War and examines a wide range of American authors and texts from diverse backgrounds, considering race, gender, sexuality, language, and ability. The works will be examined in an historical context and considered in light of the ethnic, literary, geographical, religious, ideological, and political environments within which they were written.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.1402 - American Literature (United States).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze pre-colonial and early American literature, from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability, within their historical and political contexts.
2. Assess the uses of literary techniques, devices, and strategies in a wide range of pre-colonial and early American literature.
3. Apply themes and ideas from intellectual and historical movements to specific works of pre-colonial and early American literature.
4. Identify literary genres and generic conventions within pre-colonial and early American literature.
5. Produce thesis-driven critical analyses that integrate a variety of primary and secondary texts, use MLA documentation appropriately, and demonstrate awareness of contexts and perspectives.

Honors Objectives

Honors students will

- Examine literary theories, criticisms, and diverse authors to develop a more nuanced understanding of texts and genres pertaining to Pre-Colonial to 1865.
- Consider a wide breadth of early American literature by writers from various social and political backgrounds, race, ethnicity, and gender within the time frame.
- Apply literary theory to various early American texts through written and/or oral discussion.
- Compose analytical writing that demonstrates advanced and more nuanced arguments and knowledge of the social, political, historical, and literary contexts of America during the Pre-Colonial period to 1865 as represented in its literature.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Students will appreciate the beauty and relevance of literary works.

Students will use evidence in support of an independent analysis.

Students will empathize with diverse points of view in a text.

Program Learning Outcomes

Learning Outcome

1. Students will analyze a variety of literary genres in their social, cultural and historical context.

3. Students will conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

4. Students will demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

5. Students will evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

7. Students will present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Given the number of authors and texts which can be used to represent the literary styles, attitudes, and tendencies of the assigned categories, instructors may choose alternate authors and selections to cover the periods. Instructors may also bring in secondary texts as well as full-length texts to introduce students to the period of American literature studied in this course. Under each topic listed below are samples of representative texts that cover the various periods, movements, and genres.

1. Pre-contact and Early Colonial Literature

a. Indigenous literature

i. Impact of mediation and translation

ii. Variety of different regions, identities, conventions, and traditions

iii. Variety of traditional genres and forms

1. Oratory, such as

a. Oral poetic forms

b. Speeches

2. Storytelling

- a. Creation stories
 - b. Folk tales
 - c. Trickster tales
- iv. Texts may include, but are not limited to:
 - 1. "Iroquois Creation Stories"
 - 2. "Cherokee Songs of Friendship"
 - 3. "The Winnebago Trickster Cycle"
 - 4. Powhatan's "Discourse of Peace and War"
- 2. Early Exploration and Settler Colonialism
 - a. Concepts of "colonization" and "settler colonialism"
 - b. Religious justifications for enslavement and colonization
 - c. Variety of narrative forms, such as travel, captivity, etc.
 - d. Variety of religious perspectives, such as Puritans, Quakers, etc.
 - e. Variety of genres/forms
 - i. Sermons
 - ii. Poetry
 - iii. Personal Accounts
 - f. Texts may include, but are not limited to:
 - i. "Commentary on Ephesians"
 - ii. "The Marrow of Sacred Divinity"
 - iii. Cotton Mather's "A People of God in the Devil's Territories"
 - iv. "Of the Nature of Whiteness and Blackness"
 - v. Isaac Newton's "Opticks"
 - vi. "A Christian Directory"
 - vii. John Winthrop's "A Model of Christian Charity"
 - viii. Cotton Mather's "A Good Master Well Served"
 - ix. Anne Bradstreet's "To My Dear Children"
 - x. Mary Rowlandson's "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson"
 - xi. John de Crevecoeur's "Letters from an American Farmer"
- 3. Enlightenment and Revolutionary Period to 1820
 - a. Religious Texts and Movements
 - i. The Great Awakening
 - b. Politics and Philosophy
 - i. Texts and key authors may include, but are not limited to:
 - 1. John Adams
 - 2. Canassetego's "Speech at Lancaster"
 - 3. Pontiac's "Speech at Detroit"
 - 4. Benjamin Franklin's "The Speech of Mrs. Polly Baker" and/or "The Way to Wealth"
 - 5. Cherokee Women "To Governor Benjamin Franklin"
 - 6. Thomas Jefferson "The Declaration of Independence"
 - 7. Alexander Hamilton and James Madison, "The Federalist Papers"
 - 8. Thomas Paine's "Common Sense"
 - 9. Tecumseh "Speech to the Osages"
 - 10. Judith Sargent Murray "On the Equality of the Sexes"
 - c. Variety of genres and forms
 - i. Slave Narratives
 - ii. Poetry
 - iii. Ethnography
 - iv. Epistolary
 - v. Periodicals
 - vi. Speech
 - d. Texts and key authors may include, but are not limited:
 - i. Olaudah Equiano's narrative
 - ii. Phillis Wheatley's poetry
 - iii. Hendrick Aupamut's ethnography

- iv. Hannah Webster Foster's *The Coquette, or The History of Eliza Wharton*
- v. excerpts from Benjamin Franklin's *General Magazine*
- 4. American Literature 1820 to 1865
 - a. Intellectual, Political, and Literary Movements
 - i. American Romanticism
 - ii. Transcendentalism
 - iii. Early American gothic
 - iv. Feminism
 - v. Abolition
 - vi. Civil War
 - vii. Juneteenth
 - viii. Native American resistance and treaties
 - ix. Westward expansion
 - x. Literary nationalism
 - xi. Industrialization (press, technology, wealth)
 - b. Variety of genres and forms
 - i. Prose, such as novels, short fiction, narratives, and nonfiction
 - ii. Poetry, such as narrative poems, lyric, and songs
 - iii. Speeches and addresses
 - c. Texts and key authors may include, but are not limited:
 - i. Washington Irving's "Rip Van Winkle" (1819)
 - ii. William Apess "An Indian's Looking-Glass for the White Man"
 - iii. Black Hawk's "Life of Ma-ka-tai-me-she-kia-kiak, or Black Hawk"
 - iv. Petalesharo "Speech of the Pawnee Speech"
 - v. Ralph Waldo Emerson's "Nature"
 - vi. The Cherokee Memorials, 1829
 - vii. Nathaniel Hawthorne "Young Goodman Brown"
 - viii. Henry Wadsworth Longfellow "A Psalm of Life"
 - ix. Edgar Allan Poe "The Raven"
 - x. Margaret Fuller "The Great Lawsuit: Man versus Men. Woman vs. Women"
 - xi. Angelina E. Grimke "Slavery and the Boston Riot"
 - xii. Sojourner Truth "Ain't I a Woman?"
 - xiii. Harriet Jacobs "Incidents in the Life of a Slave Girl"
 - xiv. Harriet Beecher Stowe *Uncle Tom's Cabin*
 - xv. Henry David Thoreau *Walden*
 - xvi. Frederick Douglass *Narrative of the Life of Frederick Douglass, an American Slave*
 - xvii. Walt Whitman's "Song of Myself"
 - xviii. Emily Dickinson's "Because I Could Not Stop for Death"
 - xix. Rebecca Harding Davis "Life in the Iron Mills"
 - xx. Louisa May Alcott *Little Women*

Honors Content

The topics to be included in the honors section of the course, American Literature: Pre-Colonial to 1865, are generally the same as those covered in the LIT 207 course as a whole; however, in the honors section, honors students, in consultation with the instructor, will select topics and/or primary texts to cover in addition to those assigned in the regular section and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness. Honors students will be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional texts assigned in the honors section. Sample topics may include analyzing a novel by an early American ethnic writer to consider how the novel functions as an example of the Romantic period or The Great Awakening, as well as how it functions as an aspect of the literary traditions of the ethnic culture from which it comes; reading more widely of an author's works than the samples given in the anthology to consider how the author's works reflect the historical and literary movements from which it comes; reading more widely from cultural or social movements such as The Cult of True Womanhood, or specific literary genres of the period such as Captivity Narratives, sermons, poetry, or creation stories to consider how texts from that movement or genre reflects the concepts inherent to that movement, genre, and historical underpinnings of early American culture.

Methods of Instruction

Method

Discussion

Integration

In class discussions will require students to assess the uses of literary techniques, devices, and strategies in primary sources from pre-colonial and early American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and abilities. For example, students might work in small groups to organize guided discussions to examine implied metaphors, personification, or the trickster as a cultural hero in oral traditions using the Winnebago Trickster Cycle.

DE Adaptations for MOI

Using the CMS discussions boards, instructors will post accessible primary texts from pre-colonial and early American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability. The materials will be accompanied with questions asking students to assess the uses of literary techniques, devices, and strategies. For example, students might examine implied metaphors, personification, or the trickster as a cultural hero in oral traditions using the Winnebago Trickster Cycle in discussion board. In addition to asking students to engage in peer-to-peer interactions, the instructor will participate in the discussion thread and/or offer overall guidance and feedback in an announcement in the CMS.

Method

Film/video Viewing and Discussion

Integration

Films and videos concerning themes and ideas from intellectual, political, and historical movements of the pre-colonial and early American period especially as they connect to race, ethnicity, gender, sexuality, language, will be assigned. Students will participate in class discussions to explore connections they see between the themes in the videos and assigned literature as well as authors of the period. For example, students will watch the 2019 film *Harriet* and read "Incidents in the Life of a Slave Girl." Then, they will participate in a class discussion to explore how the women navigate legal and social power dynamics as well as how they enact power. The instructor will participate in the discussion, offer context, and pose probing questions. All materials will meet accessibility requirements.

DE Adaptations for MOI

Films and videos concerning themes and ideas from intellectual, political, and historical movements of the pre-colonial and early American period especially as they connect to race, ethnicity, gender, sexuality, language, and ability will be posted in the CMS or linked from the MSJC library. Using the CMS discussion feature or video conferencing applications, students will discuss what connections they see between the themes in the videos and assigned literature as well as authors of the period. For example, students will watch the 2019 film *Harriet* and read "Incidents in the Life of a Slave Girl." Then, they will participate in a discussion board to explore how the women navigate legal and social power dynamics as well as how they enact power. The instructor will participate in the discussion or offer summative comments via video conferencing apps, CMS discussion thread, or CMS announcements. All materials will meet accessibility requirements.

Method

In-class Exercises

Integration

The instructor will design low-stakes activities asking students to work individually or in small groups to: analyze pre-colonial and early American texts; identify the uses of literary techniques, devices, and strategies; apply themes and ideas from intellectual and historical movements; identify literary genres and generic conventions; and/or participate in scaffolded writing activities that help students produce thesis-driven critical analyses.

DE Adaptations for MOI

Using the CMS assignment or discussion feature, video conferencing apps, or applications designed for collaborative purposes, the instructor will design low-stakes activities asking students to work individually or in small groups to: analyze pre-colonial and early American texts; identify the uses of literary techniques, devices, and strategies; apply themes and ideas from intellectual and historical movements; identify literary genres and generic conventions; and/or participate in scaffolded writing activities that help students produce thesis-driven critical analyses. All materials will meet accessibility requirements.

Method

Lecture

Integration

Instructors will deliver lectures concerning early American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability within their historical and political contexts as well as ideas from intellectual and historical movements as they relate to specific works of pre-colonial and early American literature. Additionally, lectures might introduce genres and generic conventions within pre-colonial and early American literature, writing strategies, and research strategies.

DE Adaptations for MOI

Using accessible videos, audio, and/or text in the CMS or video conferencing applications, instructors will deliver lectures concerning early American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability within their historical and political contexts as well as ideas from intellectual and historical movements as they relate to specific works of pre-colonial and early American literature. Additionally, lectures might introduce genres and generic conventions within pre-colonial and early American literature, writing strategies, and research strategies.

Method

Individual Projects

Integration

Individually or in groups, students will create presentations to analyze of of literary techniques, devices, and strategies in excerpts of pre-colonial and early American literature and/or explore themes and ideas from intellectual and historical movements as they relate to specific works of pre-colonial and early American literature. For example, students might present an analysis of a substantial passage from the assigned text, or a summary and discussion of the reading in terms of the author's socio-political, historical, biographical and literary significance.

DE Adaptations for MOI

Student will deliver presentations via the CMS or video conferencing applications to analyze of of literary techniques, devices, and strategies in excerpts of pre-colonial and early American literature and/or explore of themes and ideas from intellectual and historical movements as they relate to specific works of pre-colonial and early American literature. For example, students might present an analysis of a substantial passage from the assigned text, or a summary and discussion of the reading in terms of the author's historical, biographical and literary significance. Ensuing class discussions will take place via the CMS discussion board or video conferencing application. All instructor posted materials will meet accessibility requirements.

Additional Methods of Instruction for Honors

Throughout the semester students will meet (a minimum of three times) individually with the instructor or as a small group of honors students to discuss content related to the requirements for the honors section of the course or for individual honors projects for the course.

Additional honors activities may include directed readings and questions posed by the instructor. Honors students may then lead a small group discussion of the directed readings. Honors students might also engage in peer review activities if the honors section has more than one student enrolled.

Depending on the course content and research topics, a field trip to facilities, such as the Huntington Library, may provide honors students with additional opportunities for first-hand exploration of primary texts.

Methods of Evaluation**Method**

Exams/Tests

Integration

Midterm and final examinations ask students to identify social, political, or historical context of pre-colonial and early American literature excerpts, to examine literary techniques, and/or devices in excerpts of pre-colonial and early American literature, and/or to explore the socio-political implications of literature excerpts, especially as they relate to race, ethnicity, gender, sexuality, language, and ability.

DE Adaptations for MOE

Midterm and final examinations asking students to identify social, political, or historical context of pre-colonial and early American literature excerpts, to examine literary techniques, and/or devices in excerpts of pre-colonial and early American literature, and/or to explore the socio-political implications of literature excerpts, especially as they relate to race, ethnicity, gender, sexuality, language, and ability will be delivered via the CMS. These will be auto-graded and/or evaluated by the instructor using rubrics and/or and comments posted using CMS. Students will be assessed on knowledge, content, and format. Any material for students and communications will meet accessibility guidelines. Feedback will be provided in a timely manner, typically within two weeks of the submission deadline.

Method

Class Performance

Integration

In-class performance will include examinations of literary techniques, devices, language choice and strategies as well as analysis and discussion of pre-colonial and early American literature from authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability, within their ethnic and cultural groups in an historical and political contexts. The performances will ascertain students' comprehension of the texts assigned as well as their relation to the historical context, societal concerns, and other texts studied.

DE Adaptations for MOE

Using the CMS, students will post written responses pre-colonial and early American literature from a variety of authors and interact in discussion via a discussion board to demonstrate comprehension of assigned texts and contexts. Student will receive detailed feedback from their instructor. Students will be assessed on knowledge, content, and format.

Any material for students and communications will (or must) meet accessibility guidelines.

Method

Papers

Integration

Students will submit thesis driven critical analyses that draw from primary and secondary texts. Essays will be evaluated on the development of an original and provocative thesis statement, the progression of the argument as it stems from the thesis, well-developed paragraphs that integrate evidence from primary texts and secondary sources and that offer analysis/explanation of how the sources contribute to the driving argument, and correct MLA formatting and source integration.

DE Adaptations for MOE

Students will submit thesis driven critical analyses that draw from primary and secondary texts. Essays will be evaluated on the development of an original and provocative thesis statement, the progression of the argument as it stems from the thesis, well-developed paragraphs that integrate evidence from primary texts and secondary sources and that offer analysis/explanation of how the sources contribute to the driving argument, and correct MLA formatting and source integration. Students will submit essays via the assignments feature of the CMS where instructors will offer feedback within a timely manner (typically two weeks) using rubrics, annotated feedback, and/or summative comments.

Method

Oral Presentation

Integration

Student presentations that demonstrate students' ability to understand the literature as well as critically analyze the assigned literature in relation to critical, historical and/or biographical information, as well as societal concerns (including race, gender, and other diversity subjects); students' ability to research and document sources properly will affect their presentation and thus will also be evaluated using annotations and summative comments.

DE Adaptations for MOE

Using the CMS, students may record their presentations of pre-colonial and early American literature and its contexts using Studio and present to class; instructors may also have live Zoom sessions for students to make their presentations. Students will be assessed on their knowledge of authors, literary works, and relevant societal concerns.

Any material for students and communications will (or must) meet accessibility guidelines.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments. The enrichment assignments will be assessed according to standards for LIT 207 students. In keeping with these standards, instructors will assess the essay's content, organization, facility with language, and mechanics as well as the depth of analysis and insight, the use and appropriateness of outside sources, and the effectiveness of communication, as shown through diction and syntax. In addition, honors students will be evaluated on the depth of their analysis and insight, the types and utilization of outside sources, and the effectiveness of communication, displayed through diction and syntax.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

To develop ideas for next week's class discussion, write a paragraph or two comparing the accounts of early European contact with Indigenous Americans that are told by Columbus and Powhatan. What rhetorical strategies and literary devices do these texts use to appeal to their respective audiences? How do these texts reflect their given historical and social contexts? Use direct references to the readings including MLA formatted in-text citations to support your claims.

How assignment will be adapted in online format

Using the CMS, post a discussion board entry that answers each of the following in a few sentences using specific references from the readings (with MLA formatted in-text citations) to support your claims.

1. How do the accounts of early European contact with Indigenous Americans that are told by Columbus and Powhatan compare and contrast?
2. What rhetorical strategies and literary devices do these texts use to appeal to their respective audiences?
3. How do these texts reflect their given historical and social contexts?
4. Leave an open-ended question on the readings (what struck or confused or inspired you in the texts) for your peers to engage with.

You will need to post at least three times: your original post should be approximately 250 words, and your responses to at least two different peers should add an additional 250 words to the conversation. Take care to engage with your peers' open-ended questions and their general comments as a whole. Feel free to respectfully disagree, to ask further questions, and to push each others' interpretations of the texts further. As with all discussions in this class, the purpose is to develop a back and forth conversation about the course readings.

Feedback will be provided using the tools in the CMS.

Discussions will be evaluated for critical analysis of chosen readings/authors. Instructor will then evaluate submissions using the CMS grading tools in a timely manner.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Part 1: The Presentation

To complete this assignment, you will create and give a slide presentation on one American author from before 1865 that we are covering this semester. You are tasked with covering the author you signed-up for in Presentation Sign Up Sheet. Make sure to check the presentation schedule for your author and due date.

Each student will create and give a mini-presentation on one author and their historical and biographical context. Using PowerPoint or Google slide presentations, include at least the following:

Slide 1: Cover w/ name and title of presentation

Slide 2 (can add another slide if needed to cover the timeline): Timeline including important historical and biographical events in the life of the author

Slide 3: List of major works by the author

Slide 4: General genres, themes, and style used by the author and the critical reception of the author

Slide 5: 2-3 guiding questions for peers to engage with (must be focused on the author, context, or authors' assigned reading for the week)

Slide 6: Works Cited

Additionally, presentations should be visually pleasing (using images and neatly organized text), should provide accurate historical/biographical information, and should use at least two reputable secondary sources which must be cited.

Part 2: In Class Discussion

Presentations will be used to frame in class discussion for the day they are given. Audience members will be expected to and earn points for participation in the discussion which will led by the student presenter.

Due dates vary.

How assignment will be adapted in online format

Part 1: The Presentation

To complete this assignment, you will create and submit to the CMS a slide presentation on one American author from before 1865 that we are covering this semester. Submit your slide presentation to the Presentation assignment link in the CMS. The author you're responsible to cover is indicated on the Presentation Sign Up Sheet. Make sure to check the presentation schedule for your author and due date.

Each student will create and post a mini-presentation on one author and their historical and biographical context. Using PowerPoint or Google slide presentations, include at least the following:

Slide 1: Cover w/ name and title of presentation

Slide 2 (can add another slide if needed to cover the timeline): Timeline including important historical and biographical events in the life of the author

Slide 3: List of major works by the author

Slide 4: General genres, themes, and style used by the author and the critical reception of the author

Slide 5: 2-3 guiding questions for peers to engage with (must be focused on the author, context, or authors' assigned reading for the week)

Slide 6: Works Cited

Additionally, presentations should be visually pleasing (using images and neatly organized text), should provide accurate historical/biographical information, and should use at least two reputable secondary sources which must be cited. Due dates vary.

Part 2: The Workshop

Welcome to your first student-driven workshop. This is a place for students to learn from other students about biographical and other contextual information that might shed light on the week's readings. Presentations will be posted to ensure students have time to engage with your peers' work. Please be kind, be polite, be respectful, and be involved.

If it is not your presentation week: Herein you will find student presentations. For each of the presentations posted, non-presenters will read the slides and answer the questions the student left at the end of the presentation. Feel free to engage with one another, ask additional questions, and/or explain how this material helps you understand the week's readings more deeply. You are required to respond to the questions listed in each posted presentation by replying to each at least once, though additional responses are smiled upon. You should also leave additional questions for the presenters and your peers.

If it is your presentation week: Presenters will answer the questions posed by the other presenters of the week and respond to their peers who engage with their questions. Presenters do not have to respond to every student (if, for example, many students have similar posts, they can post one general response to the group and then address the more nuanced/different questions as needed), but they should be actively engaged in the workshop.

The instructor will then evaluate submissions using the CMS grading tools in a timely manner.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

We previously read Judith Sargent Murray's "On the Equality of the Sexes," which was written in 1790, 61 years before Sojourner Truth gave her famous speech "Ain't I a Woman?." For this week's 1 page reading response, read and respond to Sojourner Truth's speech, considering the following:

1. How do Truth's questions and appeals in her speech contrast with those used in Murray's article, and how might each woman's differing historical, economic, and racial contexts contribute to the differences between each author's call for equal rights?

Make sure to quote from each text and use MLA formatted in-text citations.

How assignment will be adapted in online format

We previously read Judith Sargent Murray's "On the Equality of the Sexes," which was written in 1790, 61 years before Sojourner Truth gave her famous speech "Ain't I a Woman?." This week and in previous weeks, you also read a number of sources covering the historical and political contexts for each author's work. For this week's 1 page reading response, read and respond to Sojourner Truth's speech, considering the following:

1. How do Truth's questions and appeals in her speech contrast with those used in Murray's article, and how might each woman's differing historical, economic, and racial contexts contribute to the differences between each author's call for equal rights?

Make sure to quote from Murray and Truth's texts and to use MLA formatted in-text citations. You can also quote the contextual sources as needed to support your claims (again, please cite). Use the CMS to submit your response to the Reading Response assignment link in this week's module.



Responses will be assessed for MLA formatting and citations, strength of comparison, integrating of supporting evidence, and addressing the question above. The CMS' tools will be used to assess and feedback will be provided in a timely manner.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 6-8 page essay on the following topic: What role do sexual identity and gender have in early American poetry? Use both primary sources and outside research to support your claims. Essay will be graded on content, research, MLA format, critical analysis, and sources. Instructor will then evaluate submissions using the CMS grading tools in a timely manner. Essay will be graded within a timely manner.

How assignment will be adapted in online format

Using the CMS, write a 6-8 page essay on the following topic: What role do sexual identity and gender have in early American poetry? Use both primary sources and outside research to support your claims. Essay will be graded on content, research, MLA format, critical analysis, and sources. Instructor will then evaluate submissions using the CMS grading tools in a timely manner. Essay will be graded within a timely manner.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Frederick Douglass' Narrative of the Life of Frederick Douglass, an American Slave and be prepared to take a quiz and/or post discussion responses on the theme, narrative style, facts, and details of the reading.

How assignment will be adapted in online format

Read Frederick Douglass' Narrative of the Life of Frederick Douglass, an American Slave and be prepared to take a quiz and/or post discussion responses via the CMS on the theme, narrative style, facts, and details of the reading.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 6-8 page essay on the following topic: Several authors focus on idea of the self-made man. What does this mean exactly? Does this definition exclude any race or gender?



How assignment will be adapted in online format

Using the CMS, write a 6-8 page essay on the following topic: Several authors focus on idea of the self-made man. What does this mean exactly? Does this definition exclude any race or gender? Use both primary sources and outside research to support your claims. Essay will be graded on content, research, MLA format, critical analysis, and sources. Instructor will then evaluate submissions using the CMS grading tools in a timely manner. Essay will be graded within a timely manner.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

For this think, write, share activity, please consider the following and write a paragraph explaining your answer. Be prepared to share. What similarities do you see between the works of Thomas Jefferson, Alexander Hamilton and James Madison, and Thomas Paine? How do they differ? Who do you most agree with and why?

How assignment will be adapted in online format

In this discussion board, write a 250 word paragraph that explains the following questions:

1. What similarities do you see between the works of Thomas Jefferson, Alexander Hamilton and James Madison, and Thomas Paine?
2. How do they differ?
3. Who do you most agree with and why?
4. Leave an open ended question on the readings for your peers to engage with.

After posting your own answer, respond to two peers. Take care to engage with your peers' open-ended questions and their general comments as a whole. Feel free to respectfully disagree, to ask further questions, and to push each others' interpretations of the texts further. As with all discussions in this class, the purpose is to develop a back and forth conversation about the course readings.

Feedback will be provided using the tools in the CMS.

Discussions will be evaluated for critical analysis of chosen readings/authors. Instructor will then evaluate submissions using the CMS grading tools in a timely manner.

Honors Assignments**Assignment**

Honors students will complete the regular section requirements and be graded first in accordance with the criteria used for the regular section.

In addition, to receive honors credit, each student must complete either option 1 or option 2 and may complete options 3, 4, and/or 5 at the discretion of the instructor.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This sets the stage for the required and optional honors assignments, demonstrating that students will go above and beyond the requirements of the non-honors section.

Assignment

Option 1. Identify one of the controversial issues addressed in early American literature and develop a 2,000 word (8 pages, not including Works Cited page) thesis-driven research paper that investigates multiple perspectives on this issue and develops an original and nuanced argument on this subject. This research paper must analyze at least three pieces of literature from the early American period to gain a diverse perspective of the issue being explored. In addition to the primary texts being explored to identify and investigate the issue, at least seven additional scholarly sources, including but not limited to academic journal articles, are required. Literary theory and/or credible literary criticism may also be used to meet the source requirement. This essay must employ MLA citation and formatting methods.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This is a substantial research paper that asks students to conduct college-level research utilizing 10 sources (3 primary and 7 secondary texts).

Assignment

Option 2. Write one additional research paper, consisting of a minimum of 2,000 words (8 pages, not including Works Cited page), that engages with one or more additional readings of length, not assigned to the class, on a specific topic (e.g., a collection of early American poems, early American epistolary novels, early American serialized novels, a collection of short fiction published in early American periodicals, early American captivity narratives, early American feminist and political tracts and texts, abolitionist literature, etc.) or of a particular author (e.g. Frederick Douglass' speeches and narrative, Emily Dickinson's poetry, etc.). This paper will be an original and nuanced thesis-driven argument that furthers scholarship on the readings. For example, a student might read Hannah Webster Foster's epistolary novel, *The Coquette*, and analyze it alongside contemporaneous periodical articles in 18th century American gossip magazines to make an argument about the interplay between news stories in the periodical press and fiction. In addition to the primary texts being explored, at least seven additional scholarly sources, including but not limited to academic journal articles, are required. Literary theory and/or credible literary criticism may also be used to meet the source requirement. This essay must employ MLA citation and formatting methods.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This paper requires students to read a substantial primary text and to conduct research to gather an additional seven scholarly sources. Being that this period is historical and removed, substantial texts will likely be rigorous and require contextual research.

Assignment

Option 3: Students will share their research in a fifteen minute conference style presentation. Students will present the research they conducted for options 1 or 2, using a well-organized and visually pleasing slideshow or video to present their materials to their peers in class. Students will cite all sources using MLA citation methods and adhere to the same research requirements as option 1 or option 2.

Required or Optional

Optional

Honors Core Values

Leadership



Justify how the assignment reflects the Leadership Core Value

Students will take on a leadership role in the classroom, instructing their peers on the topic they've researched to deepen their peers' knowledge.

Assignment

Option 4: For honors sections with more than one student, students may participate in a roundtable panel on a common theme or text from the early American period. Students will research a specific aspect of a theme or text and engage with their classmates in a panel-style question and answer session. Students will submit an MLA formatted one to two page write up and Works Cited page that demonstrates what they learned from their research and each other. Research will include three to five scholarly sources.

Required or Optional

Optional

Honors Core Values

Engagement
Leadership

Justify how the assignment reflects the Engagement Core Value

Students will engage with their peers, assuming the role of panelist to share their knowledge with their classmates.

Justify how the assignment reflects the Leadership Core Value

Students will lead the discussion and expose their peers to new sources and concepts.

Assignment

Option 5: Students may write short one to two page reflective "change" papers or blog-style entries that draw connections between what they are learning from the additional early American literature in the honors section to modern day issues that affect their lives, focusing on how these texts might provide insights for causing change. For example, students might be asked to reflect on how American social and political norms stemming from this period's literature resonate in our modern context and how moments of successful and unsuccessful resistance in the past can help inform change in the present.

Required or Optional

Optional

Honors Core Values

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Students would be asked to think about how they can use what they learn from the past to cause change in the present.

Course Materials**Textbooks**

The Norton Anthology of American Literature: Beginnings to 1865, Volume 1, Shorter Tenth Edition, ed. Robert S. Levine, 2022 (ISBN: 978-1-324-04371-3)

The Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself, 2016 (ISBN: 978-0-393-26544-6)

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course takes into consideration diversity and inclusion including gender, race, sexuality, religion, mental health, and learning styles. In the objectives, we focus on the necessity of teaching diverse content from multicultural and intersectional perspectives across all three genres. We explain how the literature and classroom community offer opportunities to foster empathy, expose variant interpretations, healthy discussions, and exhibit diverse societal concerns. We revised the assignments so that all of them include diverse texts as examples and include methods for different learning styles, such as active reading, lecture, discussion boards, and self-reflection.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support the revisions to the objectives, the course content includes explicit language detailing the need to analyze primary sources from sociocultural perspectives, specifically as it pertains to race, gender identity, sexual orientation, religion, cultural differences, and learning styles. We've included discussions that asks instructors to consider cultural, economic, political, and gender- based positioning, including how they might shift based on intersectional perspectives. In addition, the assignments address different learning styles.

The methods of instruction align with the objectives; for example, class activities, active learning, reading, lecture, and discussion boards allot space for exploring gender, race, sexuality, religion, mental health, and learning styles including formative and summative assessments that align with the course objectives. The sample assignments ensure one uses at least one diverse text.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as small groups so that students will have regular opportunities to engage in peer-to-peer and discussions designed to foster community and encourage students to experience variant interpretations of the literature under analysis. Students might also work in small groups in the CMS online or in-class to create presentations on diverse authors, critical literary approaches, and/or socio-historical contexts of literature to draw connections between literature and larger societal concerns; engage in role-play activities such as author presentations through videoconferencing software or in-class to critically analyze texts through close-reading.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions by asking students to apply literary analysis and/or theoretical lenses, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns, connect works or themes, and examine texts through an intersectional lens.

Explain how the course will incorporate student-to-content interaction.

To learn literary concepts, theoretical approaches, and writing strategies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course encourages thinking flexibly, considering varying interpretations, and learning how to navigate difficult readings and topics by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multi-cultural perspectives of literature. Through discussions and assignments, we assign students to ask questions about literature as well as how they approach their assignments and analysis. Through readings, lectures, activities, and discussions, we encourage students to explore connections between literature and societal concerns to demonstrate how literature can be a vehicle for analyzing the contemporary socio-historical context and comparing the current society's expectations to those in the readings. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom. Either in discussions or exams, we ask students to reflect how their perspectives have changed and focus on what they have learned.