

This is the syllabus and course calendar for a two-term sequence in American Literature (22 weeks total). The class was taught in a traditional classroom two days a week, and in a computer lab with Web access one day a week (for an hour). "Digital Humanities Labs" were posted each week in the LMS Moodle. Detailed instructions for many student labs are in the *Keywords* artifact, "Thirteen Ways of Doing DH at the CC" and in the *Keywords* resource blog *Doing DH at the CC* <https://blogs.lanecc.edu/dhatthecc/teachingnotesfall2012/>

Survey of American Literature I: English 253
Lane Community College
Language, Literature and Communication
Course Information Sheet:
Course Registration # 31069
Class Meets M W 12-1:20 in CEN 423; Fridays 12-12:50 in 2/215
Instructor: Doc McGrail

Office Hours: MW 9:20-9:50 and 1:30-2; Tues Thurs 12-1 online, F by appointment.

Office: Center 449C

Email: mcgraila@lanecc.edu

Phone: 463-3317

Dates to Remember:

Classes Begin Monday, January 5, 2015.

Last day to receive a refund for classes: January 11, 2014, at 11:59 pm. NOT midnight. Refund information is <http://lanecc.edu/esfs/refunds>.

Monday, January 19, College Closed for Martin Luther King, Jr. Holiday. Doc McGrail may not be available for questions so plan accordingly.

Monday, February 16, College Closed for Presidents' Day Holiday. Doc McGrail may not be available for questions so plan accordingly.

Last Day for Schedule Changes (changing to a Withdraw or Audit or Dropping): February 27.

Final Exam: Monday, March 16th 12-1:50.

Accessibility and Accommodations:

To request assistance or accommodations related to disability, contact Disability Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), disabilityresources@lanecc.edu (e-mail), or stop by Building 1, Room 218.

Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

Emergency Evacuation:

Please follow instructors' directions in case of the need for an emergency evacuation.

Course Description

College-level reading and writing skills (a passing grade in WR 115 or placement into WR 121) are strongly recommended for success in this course.

Survey of American Literature acquaints students with representative works of important American writers, literary forms, and significant currents of thought. Primary emphasis is on reading and engaging with the literary materials, with an introduction to practices of literary interpretations. Questions of genre, authorship, aesthetics, and literary movements may be examined in their relationships to social, political, and intellectual movements of the United States. The course will draw on material from colonial settlement in the Americas through the Civil War period.

Course Outcomes:

- A. Be able to distinguish between connotation and denotation and demonstrate how the connotative language helps shape major points of a literary text.
- B. Demonstrate ability to use interpretive frameworks to investigate contextual meanings of literature.
- C. Recognize historical and mythological viewpoints and central themes and how these viewpoints establish different worldviews and value systems.
- D. Understand international influences on the United States, including immigration and power relations between countries.
- E. Understand the complexity of national issues and their influence on the literature, particularly political, educational, and religious goals, the use of different languages, the establishment of social goals, and legal and economic systems.
- F. Explore how the literature reflects and shapes perceptions of critical social issues such as slavery, treatment of Native Americans, attitudes toward immigrants, and the rights of women.
- G. Consider the role of community in literature, what are considered the center and the margins of community, and the boundaries between groups of people as well as what establishes a sense of belonging.
- H. Appreciate the different ways freedom is defined and established, including rights, choices, and civic order and responsibilities.
- I. Understand oneself better as an American, or a person living in America, and as a human being.
- J. Consider personal identity issues based on race, class, gender, religion, education, and sexual preference, and how those issues are addressed in literature.
- K. Experience different writers' sense of place, land and sense of home.
- L. Understand why certain American authors have been included in the literary canon and others excluded, specifically women and ethnic minorities.
- M. Develop an understanding of the major changes in literary genres and style, ***including the digital turn***, and why certain genres are studied in the academy and others excluded, and why certain stories are repeated each generation in different forms.

Teaching Method:

Here in the 21st century, reading and writing about literature is changing rapidly. In just the past decade alone, thousands of important literary texts of America have become available to the public that had previously been available only through personal visits to closed stacks in libraries and museums. This "digital revolution" has made possible a new way to read, think about and explore literary production and meaning and their relation to the development of an American national identity and challenges and tensions within it.

The "Digital Turn." This course is designed to be both a traditional literature course and a digital humanities course, which means that we will spend two days in a traditional classroom and one

day in the computer lab. Each week you will learn something new about digital collections, exhibits and methodologies and work collaboratively on tinkering with digital projects. (The “**Digital Humanities or DH Lab**” is our shorthand for this feature of the course). Your final exam is a capstone project in which you will find a digital document created in the time period of this course and analyze it, relating it to significant themes and texts in our course.

Active, Collaborative, Participatory. This course will be highly participatory. During class you will often be asked to share your “Two Quotes/Two Questions/One Good Answer” to begin the class discussions. You turn them in for credit. These cannot be made up. (1=D; 2=C; 3=B; 4=A). Once during the term you and your group will also lead class discussion.

Grading Policy:

This is an active and collaborative learning course, not a lecture course. Your grade will reflect the degree to which you actively contribute to the course and the degree to which you demonstrate your achievement of course outcomes through four major categories of work: written and oral participation; close reading notes; a major critical analysis paper; and a final digital document capstone project.

Attendance:

Attendance is **mandatory**. This class meets 3 days a week for ten weeks plus finals week. Your final grade will drop by a full letter grade for each absence over 3. (A grade of B+ or 87 would become a C+ or 77). By “attendance” I mean both mind and body being present and prepared for class: if you have not read the text for the class, you cannot participate. When you participate, it’s expected that you will contribute to the class and also support your peers’ participation by not dominating discussions or Attendance is required on Fridays for our digital humanities component (see me for exceptions to this requirement). The same absence policy applies.

Attendance Policy: If you are absent FOR ANY REASON WHATSOEVER (including illness, day-care issues, personal problems, etc.) I will record your absence. You need not explain your absence to me—you are an adult who makes your own decisions. However, when you have missed more than 3 classes, FOR ANY REASON WHATSOEVER, your final grade will go down by 5% for each class. (B+ would become a B etc.)

THIS INCLUDES OUR FRIDAY CLASSES IN THE LAB. Digital Fridays are not optional, but are part of the course. Any adjustments to this policy are at Doc McGrail’s discretion and must be cleared in advance.

Tardiness Policy: Promptness is a courtesy you express to your fellow students and instructor who arrived on time regardless of their busy schedules. If you arrive after I have read the roll, you will be marked Tardy. Three tardies = One Absence.

GRADING CRITERIA:

MAJOR ASSIGNMENT due DATES and GRADE SUMMARIES

(Remember that Digital Humanities Labs Assignments are due by 1 pm each Friday on Moodle and 2Q/2Q/1Good Answer are due each Mon and Wed except as noted on calendar)

DATE	ASSIGNMENT
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Variable Dates	Your Group Class Discussion Lead
Sunday Jan 11 in Moodle	Close Reading Note 1
Sunday Jan 26 In Moodle	Close Reading Note 2
Wed Feb 4 2 copies to class	Directed Summary
Sunday Feb 15 in Moodle	Mid Term Essay
Monday Feb 16 in Moodle	Proposal for Digital Document Project
Sunday Feb 22 in Moodle	Close Reading Note 3
Sunday March 1 in Moodle	Close Reading Note 4
Monday March 9 at Midnight in Moodle	Progress Report on Final Digital Document Project
Friday March 13 at Midnight in Moodle	Final Digital Document Project
Monday March 16 at NOON	Presentations of Final Digital Document Projects

Percentage of Grade	Assignment Category
25%	2q2q1Anser, DH Labs, In-Class Writing
10%	Group Class Discussion Lead (with write-up)
25%	Directed Summary/Mid-Term Essay, Scarlet Letter
25%	Close Reading Notes
15%	Final Digital Document (incl. proposal, progress report, and final submission/presentation)

Late Work Policy:

NO QUIZ MAKEUPS. Your lowest quiz grade is dropped, so if you miss a quiz, that will be your lowest grade.

2q2q1Anser papers cannot be made up. They are in-class work. One or two missed ones will not hurt your grade, but more than a few will bring your participation grade down.

Post your Close Reading Notes (“CRNs”) by the due date. “CRNs” lose 10 points per 24 hours late. If you can’t get onto Moodle, submit your CRN on paper by NOON of Monday’s class (the grace period).

To receive full credit for your final digital project, you must submit your proposal on time; submit your progress report on time; be present for those presentations of the rest of the class and present on time. There are no late presentations.

Digital Projects—that is, online writing and/or mixed media projects are required. To support your development of digital humanities skills, we will work in the Digital Humanities Lab for 50 minutes each Friday. These days will involve various kinds of electronic humanities texts: blog posts, Moodle forums, Live Tweets, Online archive and exhibit research and analysis, development of a TikiToki timeline, and other projects. Your culminating project will be the Digital Document Assignment (see full details in Moodle). This class is the first of its kind at Lane

for an American Literature Survey class, and so collaboration, tinkering, patience and creativity are all important.

Policy on plagiarism.

Any work that you submit must be your own. Close Reading Notes on the blog should be your response to the literature we read and to ongoing ideas being developed in our discussions and in the blogs. As you consult sources, either on the web or on paper, ***be sure to cite those sources***. (Ask Doc McGrail how to do this if you don't know how.) Talk to me if you are unsure what constitutes plagiarism. Plagiarized work will receive an F; you will flunk the course and most importantly (though not most obviously) you will not learn anything and will waste your time here.

Diversity Statement: The College is committed to diversity in all of its forms. In this class, it is expected that each member respect differences within our community which may include race, gender, religion, ethnicity, sexual orientation, class, ability, multiracial identities, learning, communication, leadership and motivational styles. Some of the texts we will be reading may not reflect your individual ideas and they need not in order for you to learn from them. You will be required to read, consider, think about, and write about EVERY text assigned. Developing understanding of difference begins with learning about others' ideas, not avoiding them. I do NOT assign alternative readings or assignments to students who are offended by what we read. ***Cultivating thoughtful uncertainty is an essential tacit outcome of any literature course***, and so we will approach all the texts in this class and each other with an open mind.

Note on Use of Technology:

The Moodle Companion Site for this course is an important resource for this course. The syllabus and course calendar, course announcements, resources, assignments and weekly Close Reading Notes drop boxes are in Moodle. If you will be unable to access Moodle on a regular basis (i.e., in enough time to work on your weekly posts), please contact Doc McGrail TODAY. We can make arrangements.

REQUIRED Texts and Course Materials:

The Norton Anthology of American Literature, Shorter Eighth Edition. If you get a different edition, be sure to check to see if all of our readings are in that edition and find a different source for readings that are not in that edition.

Nathaniel Hawthorne, *The Scarlet Letter*. You can find a used copy of this text at Smith Family Bookstore, at Tsunami Books, or at any other reputable bookseller. Be sure to get yours soon. I highly recommend the Norton version, although it's pricier.

A COURSE Twitter account. It's free and we can do this in our first DH Lab class on Friday. It's a really good idea to get an account just for this class. That way you can tweet and follow your peers without getting confused about other Twitter work or play you do. For example, I tweet @DocMcGrail for this class.

Weekly access to Moodle for posting. This means if you don't have WiFi at home or where you spend most of your time, you'll need to plan to get to Lane's computer labs each week before Monday at NOON to post your Close Reading Notes. If this poses a significant hardship for you,

YOU MUST SPEAK WITH DOC MCGRAIL in Week 1 of class or if your WiFi situation changes as soon as possible.

Schedule of Readings and Assignments

The course calendar is posted to Moodle in a separate document. The reading and assignment schedule are subject to adjustment according to our class discussions and progress. I will post announcements in the Moodle News feed—be sure to check your emails or the Moodle site for any changes in assignments.

SURVEY OF AMERICAN LITERATURE I: ENG 253

Doc McGrail WINTER ASSIGNMENT CALENDAR


MAJOR ASSIGNMENT due DATES and GRADE SUMMARIES
(Remember that Digital Humanities Labs Assignments are due by 1 pm each Friday on Moodle and 2Q/2Q/1Good Answer are due each Mon and Wed except as noted on calendar)

DATE	ASSIGNMENT
Variable Dates	Your Group Class Discussion Lead
Sunday Jan 11 in Moodle	Close Reading Note 1
Sunday Jan 26 In Moodle	Close Reading Note 2
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Monday Feb 16 in Moodle	Proposal for Digital Document Project
Sunday Feb 22 in Moodle	Close Reading Note 3
Sunday March 1 in Moodle	Close Reading Note 4
Monday March 9 at Midnight in Moodle	Progress Report on Final Digital Document Project
Friday March 13 at Midnight in Moodle	Final Digital Document Project
Monday March 16 at NOON	Presentations of Final Digital Document Projects

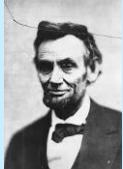
Percentage of Grade	Assignment Category
25%	2q2q1Answer, DH Labs, In-Class Writing
10%	Group Class Discussion Lead (with write-up)
25%	Directed Summary/Mid-Term Essay, Scarlet Letter
25%	Close Reading Notes
15%	Final Digital Document (incl. proposal, progress report, and final submission/presentation)

DATE	READING ASSIGNMENT	WRITTEN/DIGITAL ASSIGNMENT AND DUE DATE	IN CLASS ACTIVITY (subject to change—check Moodle for Announcements)
Week 1 Mon Jan 5	Read for Wednesday: pp. 3-23 in Norton Anthology of American Literature (“NAAL” in this document)		<ul style="list-style-type: none"> Introduction to the course and to each other.
Wed Jan 7	Read for Friday: Wm. Bradford “Of Plymouth Plantation” pp. 72-90,	For Sunday, January 11 th at Midnight (Grace period)	<ul style="list-style-type: none"> Discussion, Native American creation stories. Introduction to critical close

	NAAL; John Winthrop, "A Model of Christian Charity" 90-101 in NAAL.	Monday at NOON): Post your Close Reading Note in Moodle under "Week 2 Close Reading Note."	reading of texts for Close Reading Notes Assignments due Weeks 2-10 and 2Q/2Q 1 Good Answer
Fri Jan 9 We meet in 2/212 for Digital Humanities Labs on Fridays from 12-12:50	For Monday: Read Mary Rowlandson's Narrative of the Captivity.... Pp. 127-143. And article here by Susan Faludi.		<ul style="list-style-type: none"> • Introduction to Digital Humanities work for this class. • Discussion of Bradford and others. • Web Resource: Religion and the Founding of the American Republic http://www.loc.gov/exhibits/religion/rel01.html
Week 2 Mon Jan 12	For Wed: Finish Rowlandson and Mather if you're not done.	"Week 2 Close Reading Note."	<ul style="list-style-type: none"> • Discussion, Mary Rowlandson and Cotton Mather. Susan Faludi's thesis. • Turn in 2Quotes/2Questions/One Good Answer • Explanation of Group Class Leads/Discussion Starters (assignments/volunteers)
Wed Jan 14	For Friday : Read Jonathan Edwards, "Sinners in the Hands of an Angry God." Pontiac, "Speech at Detroit" 222-3; Occom, "From A Short Narrative of My Life pp. 224-227	For Monday, Jan 19th there is NO CLASS. Read the Ben Franklin documents on Moodle (not in our textbook) for Wednesday	<ul style="list-style-type: none"> • Discussion of Rowlandson and Mather continued. • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Jan 16 We meet in 2/212 for Digital Humanities Labs on Fridays from 12-12:50	For Monday: Read Benjamin Franklin essays in Moodle and respond in Moodle.		<ul style="list-style-type: none"> • DH Lab Edwards, Pontiac, Occom

Week 3 Mon Jan 19 Martin Luther King, Jr. Day 	For Wed Read Olaudah Equiano "The Interesting Narrative of the Life of Olaudah Equiano..." pp. 354-370	Ben Franklin essays posted in Moodle	<ul style="list-style-type: none"> No class today in honor of Dr. King.
Wed Jan 21	Read for Fri: Olaudah Equiano "The Interesting Narrative of the Life of Olaudah Equiano..." pp. 370-387	For Monday, Jan 26 at NOON: Post your Close Reading Note in Moodle under "Week 4 Close Reading Note."	<ul style="list-style-type: none"> Discussion, Equiano's narrative. Turn in 2Quotes/2Questions/One Good Answer Group Discussion Starters
Fri Jan 23 We meet in 2/212 for Digital Humanities Labs on Fridays from 12-12:50	For Monday: Read Anne Bradstreet Intro and poems pp. 110-126 in NAAL.		<ul style="list-style-type: none"> DH Lab Equiano
Week 4 Mon Jan 26	For Wed: Read Philip Freneau Intro and poems pp. 397-401; Phyllis Wheatley, Intro and poems 401-411	"Week 4 Close Reading Note."	<ul style="list-style-type: none"> Discussion, Anne Bradstreet Turn in 2Quotes/2Questions/One Good Answer Group Discussion Starters
Wed Jan 28	For Friday: Read James Fenimore Cooper, from <i>The Last of the Mohicans</i> pp. 482-490 and William Apess, Intro and "An Indian's Looking-Glass for the White Man" pp. 498-504.	Bring to Class on Wed Feb 4: Typed Directed Summary of critical article on <i>The Scarlet Letter</i>	<ul style="list-style-type: none"> Discussion, Freneau, Wheatley, Bradstreet. Turn in 2Quotes/2Questions/One Good Answer Group Discussion Starters
Fri Jan 30	For Monday: Read Nathaniel Hawthorne, <i>The Scarlet Letter</i> Ch. I-		<ul style="list-style-type: none"> DH Lab: Live Tweeting Cooper, Apess discussion.

	VIII.		
Week 5 Mon Feb 2	For Wednesday, Read Nathaniel Hawthorne, <i>The Scarlet Letter</i> Ch. VIII-XX		<ul style="list-style-type: none"> • Discussion, <i>Scarlet Letter</i> • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Wed Feb 4	For Friday: Read Nathaniel Hawthorne, <i>The Scarlet Letter</i> Ch. XX-finish.	Bring to class: 2 copies of Critical Essay Directed Summary on <i>Scarlet Letter</i>	<ul style="list-style-type: none"> • Discussion, <i>Scarlet Letter</i> • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Feb 6	For Monday: Catch up on reading		<ul style="list-style-type: none"> • DH Lab, <i>The Scarlet Letter</i>
Week 6 Mon Feb 9	For Wednesday: Read Edgar Allan Poe “The Philosophy of Composition”	No Reading Note Due. Mid-Term Critical Re-Reading of <i>Scarlet Letter</i> due in Moodle Sunday Feb 15 at Midnight (Grace period 12 Noon Monday)	<ul style="list-style-type: none"> • Final Discussion, <i>The Scarlet Letter</i> • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Wed Feb 11	Read for Friday: Abraham Lincoln Intro p. 745+ “Gettysburg Address” (747ff) and “Second Inaugural Address, March 4, 1865” (748ff) and Margaret Fuller, “The Great Lawsuit: Man vs. Men. Woman vs. Women” [Four Kinds of Equality] [The Great Radical Dualism]	For Monday, Feb No Class	<ul style="list-style-type: none"> • Discussion, Poe. • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Feb 13	Over the Weekend: Begin to Read <i>Uncle Tom’s Cabin: or, Life Among the Lowly</i> Intro and following: 779-800.		<ul style="list-style-type: none"> • DH Lab, Lincoln and Fuller
Week 7 Mon Feb 16 Presidents’ Day	For Wed: Read <i>Uncle Tom’s Cabin: or, Life Among the Lowly</i> Intro and following: 800-818.	Post in Moodle by Midnight tonight: Proposal for Final Digital Document Assignment	No Class today. But get started with <i>Uncle Tom’s Cabin</i>

			
Wed Feb 18		For Sunday, Feb 22 at Midnight (Grace period Monday 12 NOON): Post your Close Reading Note in Moodle under "Week 8 Close Reading Note."	<ul style="list-style-type: none"> • Discussion, <i>Uncle Tom's Cabin</i>. • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Feb 20	For Monday: Read Henry David Thoreau, Intro pp. 839-842 and <i>Walden, or Life in the Woods</i> PP. 901-907		<ul style="list-style-type: none"> • DH Lab, <i>Uncle Tom's Cabin</i>
Week 8 Mon Feb 23	For Wednesday, Read Henry David Thoreau, <i>Walden, o Life in the Woods</i> pp. 907-916	"Week 8 Close Reading Note."	<ul style="list-style-type: none"> • Finish up with <i>Uncle Tom's Cabin</i>. Discussion, Thoreau • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Wed Feb 25		For Sunday March 1 at midnight (Grace period Monday at NOON): Post your Close Reading Note in Moodle under "Week 9 Close Reading Note."	<ul style="list-style-type: none"> • Discussion, Thoreau • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Feb 27 Last day to make schedule changes—P/F, withdraw, audit etc.	For Monday: Read Ralph Waldo Emerson, "Nature" pp. 505-520 in NAAL.		<ul style="list-style-type: none"> • DH Lab, Thoreau
Week 9 Mon Mar 2	For Wednesday, Read Ralph Waldo Emerson, "Nature" pp. 520-536	"Week 9 Close Reading Note."	<ul style="list-style-type: none"> • Discussion, Emerson • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Wed Mar		For Sunday March 8	<ul style="list-style-type: none"> • Discussion, Emerson

4		midnight (Grace period March 9 at NOON): No close reading note; instead, post your progress report on your Final Digital Document	<ul style="list-style-type: none"> • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Fri Mar 6	For Monday: Read Intro to Emily Dickinson and choose 10 Dickinson poems to read and discuss in class.		<ul style="list-style-type: none"> • DH Lab, Emerson
Week 10 Mon Mar 9		“Progress Report, Final Digital Document due tonight at Midnight.”	<ul style="list-style-type: none"> • Discussion, Emily Dickinson life and poems. • Turn in 2Quotes/2Questions/One Good Answer • Group Discussion Starters
Wed Mar 11		For Friday, March 13 turn in Final Digital Document Report. For Monday, be on time for presentation.	Course synthesis.
Fri Mar 13			DH Lab: Last chance for questions about your final project presentation Monday.
Week 11 Mon Mar 16	FINAL PRESENTATIONS OF FINAL DIGITAL DOCUMENTS		

Please turn your cell phone OFF.

Survey of American Literature II: English 254

**Lane Community College
Language, Literature and Communication
Course Information Sheet:
Course Registration # 41266**

Class Meets M W 12-1:20 in CEN 423; Fridays 12-12:50 in 02/212

Instructor: Doc McGrail

Office Hours: MW 10:50-11:50 in Center 449C F 10:50-11:50 *online*. *Also:* Tues and Thursday 9-10 at Downtown Center

Office: Center 449C MWF and Downtown Center Rm 232

Phone: 463-3317

Dates to Remember:

April 6, 2014 at 11:59 pm.....Last day to receive refund.

<http://lanecc.edu/esfs/refunds>

May 2, 2013.....College Closed for Inservice

May 23th.....Deadline to make schedule changes (add/drop, withdraw, audit etc)

May 26.....Memorial Day Holiday. College Closed.

June 9 Final exam class period.

Accessibility and Accommodations: To request assistance or accommodations related to disability, contact Disability Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), disabilityresources@lanecc.edu (e-mail), or stop by Building 1, Room 218. Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

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Course Description

College-level reading and writing skills (a passing grade in WR 115 or placement into WR 121) are strongly recommended for success in this course.

Survey of American Literature acquaints students with representative works of important American writers, literary forms, and significant currents of thought. Primary emphasis is on reading and engaging with the literary materials, with an introduction to practices of

literary interpretations, including the impact of the digital turn in literary studies. Questions of genre, authorship, aesthetics, and literary movements may be examined in their relationships to social, political, and intellectual movements of the United States. The course will draw on material from end of the Civil War period to the present.

Course Outcomes:

A. Be able to distinguish between connotation and denotation and demonstrate how the connotative language helps shape major points of a literary text.
B. Demonstrate ability to use interpretive frameworks to investigate contextual meanings of literature.
C. Recognize historical and mythological viewpoints and central themes and how these viewpoints establish different worldviews and value systems.
D. Understand international influences on the United States, including immigration and power relations between countries.
E. Understand the complexity of national issues and their influence on the literature, particularly political, educational, and religious goals, the use of different languages, the establishment of social goals, and legal and economic systems.
F. Explore how the literature reflects and shapes perceptions of critical social issues such as slavery, treatment of Native Americans, attitudes toward immigrants, and the rights of women.
G. Consider the role of community in literature, what are considered the center and the margins of community, and the boundaries between groups of people as well as what establishes a sense of belonging.
H. Appreciate the different ways freedom is defined and established, including rights, choices, and civic order and responsibilities.
I. Understand oneself better as an American, or a person living in America, and as a human being.
J. Consider personal identity issues based on race, class, gender, religion, education, and sexual preference, and how those issues are addressed in literature.
K. Experience different writers' sense of place, land and sense of home.
L. Understand why certain American authors have been included in the literary canon and others excluded, specifically women and ethnic minorities.
M. Develop an understanding of the major changes in literary genres and style, <i>including the digital turn</i> , and why certain genres are studied in the academy and others excluded, and why certain stories are repeated each generation in different forms.

Teaching Method:

Here in the 21st century, reading and writing about literature is changing rapidly. In just

the past decade alone, thousands of important literary text of America have become available to the public that had previously been available only through personal visits to closed stacks in libraries and museums. This “digital revolution” has made possible a new way to read, think about and explore literary production and meaning and their relation to the development of an American national identity and challenges and tensions within it.

The “Digital Turn.” This course is designed to be both a traditional literature course and a digital humanities course, which means that we will spend two days in a traditional classroom and one day in the computer lab. Each week you will learn something new about digital collections, exhibits and methodologies and work collaboratively on tinkering with digital projects. (The “**Digital Humanities or DH Lab**” is our shorthand for this feature of the course). One major grade for the course will be research about a digital document from the 19th and early 20th century in America. You will describe and analyze the document and relate it to significant themes and texts in our course.

Active, Collaborative, Participatory. This course will be highly participatory. Most class periods will begin with your writing 100-word “Think Fast” reflections; you will be encouraged to share these to begin the class discussions and you will turn them in for a grade. After closer examinations of the texts and discussions, you will often write and share 100-word “Think Again” reflections. You will turn these in as well as part of your in-class writing grade. (Scores between 1 and 5).

Grading Policy:

This is an active and collaborative learning course, not a lecture course. Your grade will reflect the degree to which you actively contribute to the course and the degree to which you demonstrate your achievement of course outcomes through four major categories of work: written and oral participation in the traditional class and the digital humanities labs; pop quizzes; weekly close reading notes; final project.

Attendance:

Attendance is *mandatory*. This class meets 3 days a week for ten weeks plus finals week. Your final grade will drop by a full letter grade for each absence over 3. (A grade of B+ or 87 would become a C+ or 77). By “attendance” I mean both mind and body being present and prepared for class: if you have not read the text for the class, you cannot participate. When you participate, it’s expected that you will contribute to the class and also support your peers’ participation by not dominating discussions. Attendance is required on Fridays for our digital humanities component. The same absence policy applies.

Attendance Policy: If you are absent FOR ANY REASON WHATSOEVER (including illness, day-care issues, personal problems, etc.) I will record your absence. You need not explain your absence to me—you are an adult who makes your own decisions. However, when you have missed more than 3 classes, FOR ANY REASON WHATSOEVER, your final grade will go down by 10% for each class after 3 absences. (B+ would become a C+ etc.)

THIS INCLUDES OUR FRIDAY CLASSES IN THE LAB. Digital Fridays are not optional, but are part of the course.

Tardiness Policy: Promptness is a courtesy you express to your fellow students and instructor who arrived on time regardless of their busy schedules. If you arrive after I have read the roll, you will be marked Tardy. Three tardies = One Absence.

GRADING CRITERIA:

(Assumes adherence to attendance requirement..) Read all texts as assigned (there are no substitute readings). Read with a dictionary (bring in words you discover to class). You must complete the mid-term project and the final project in addition to other coursework in order to pass this class.

1. **In-Class Writing:** “Think Fast” and “Think Again” responses and Digital Humanities posts in Moodle, Twitter, Blog or other electronic format (10%)
2. **Unannounced Pop Quizzes** (30%)
3. **Reading Responses** (30%)
4. **Mid-Term Project** (15%)
5. **Final Project** (15%)

Late Work Policy:

NO QUIZ MAKEUPS. Your lowest quiz grade is dropped, so if you miss a quiz, that will be your lowest grade.

“Think Fast” and “Think Again” papers cannot be made up. They are in-class work. One or two missed ones will not hurt your grade, but more than a few will bring your participation grade down.

Reading Responses are due at 12 Noon in class. They must be typed. Be prepared to share them in class.

Digital Projects—that is, online writing and/or mixed media projects are required. To support your development of digital humanities skills, we will work in the Digital Humanities Lab for 50 minutes each Friday. These days will involve various kinds of electronic production: blog posts, Moodle forums, Live Tweets, Online archive and exhibit research and analysis, development of a TikiToki timeline, and other projects. This class is the first of its kind at Lane for an American Literature Survey class, and so collaboration, tinkering, patience and creativity are all important.

Policy on plagiarism.

Any work that you submit must be your own. Close Reading Notes on the blog should be your response to the literature we read and to ongoing ideas being developed in our discussions and in the blogs. As you consult sources, either on the web or on paper, ***be sure to cite those sources***. The easiest way to do so on blogs is to provide a hot link. (Ask Doc McGrail how to do this if you don’t know how.) Talk to me if you are unsure what constitutes plagiarism. Plagiarized work will receive an F; you will flunk the course and

most importantly (though not most obviously) you will not learn anything and will waste your time here.

“Copy and Paste” plagiarism is the simplest to detect because search engines are able to detect word combinations. But there are other kinds of intellectual dishonesty: reading others’ ideas and simply restating those ideas in your own words without citing your source is plagiarism. If you visit sites such as Cliff Notes and Spark Notes, remember that everyone else in the class also has access to these sites, and so you should not use what you find there to get credit for in-class writing. If you do use such sites as starting places, be sure to cite them and then push your own thinking beyond these sites, adding to the ideas you find there rather than simply passing them off as your own.

Diversity Statement: The College is committed to diversity in all of its forms. In this class, it is expected that each member respect differences within our community which may include race, gender, religion, ethnicity, sexual orientation, class, ability, multiracial identities, learning, communication, leadership and motivational styles. Some of the texts we will be reading may not reflect your individual ideas and they need not in order for you to learn from them. You will be required to read, consider, think about, and write about EVERY text assigned. Developing understanding of difference begins with learning about others’ ideas, not avoiding them. I do NOT assign alternative readings or assignments to students who are offended by what we read. *Cultivating thoughtful uncertainty is an essential tacit outcome of any literature course*, and so we will approach all the texts in this class and each other with an open mind.

Note on Use of Technology:

My Course Blog: <http://docmcgrailsamericanliteraturesurvey.blogspot.com/>

The Moodle Companion Site for this course is an important resource for this course. The syllabus and course calendar, course announcements, resources, assignments and weekly Close Reading Notes drop boxes are in Moodle. If you will be unable to access Moodle on a regular basis (i.e., in enough time to work on your weekly posts), **please contact Doc McGrail TODAY. We can make arrangements.**

REQUIRED Texts and Course Materials:

The Norton Anthology of American Literature, Shorter Eighth Edition. If you get a different edition, be sure to check to see if all of our readings are in that edition and find a different source for readings that are not in that edition.

A COURSE Twitter account. It’s free and we can do this in our first DH Lab class on Friday. It’s a really good idea to get an account just for this class. That way you can tweet and follow your peers without getting confused about other Twitter work or play you do. For example, I tweet @DocMcGrail for this class. I also encourage you to maintain your internet privacy: choose an avatar and name that identifies you to those in our class without sharing other personal information: “@Oliver254AmLit” for example.

A COURSE Blogger account for a course-dedicated blog. It's free. We'll do this in our first DH Lab class on Friday.

Weekly access to Moodle for posting. This means if you don't have internet or WiFi at home or where you spend most of your time, you'll need to plan to get to Lane's computer labs each week before Monday at NOON to post your Close Reading Notes. If this poses a significant hardship for you, **YOU MUST SPEAK WITH DOC MCGRAIL in Week 1 of class or if your WiFi situation changes as soon as possible.**

Schedule of Readings and Assignments

Posted to Moodle in a separate link. The reading and assignment schedule are subject to change. I will post announcements in the Moodle News feed—be sure to check your emails or the Moodle site for any changes in assignments.

Class Cancellation

If for some reason I need to cancel class suddenly, I will email you so it's a good idea to check your email in the morning.

If You Miss Class

I will post documents from class on our Moodle site and so you can keep up with what you missed by checking on Moodle and also with your classmates. You are responsible for work we do in class even if you miss class.

SURVEY OF AMERICAN LITERATURE I: ENG 254 Doc McGrail SPRING 2014 ASSIGNMENT CALENDAR			
DATE	READING DUE TODAY	WRITTEN/DIGITAL ASSIGNMENT AND DUE DATE	IN CLASS ACTIVITY (subject to change—check Moodle for Announcements)
Week 1 Monday March 31	Read for Wednesday Sarah Orne Jewett, “A White Heron” Abraham Cahan, “A Sweat-Shop Romance”		<i>New York</i> film Walt Whitman, “Crossing Brooklyn Ferry” “Think Fast” participation “Think Again” participation
Wednesday April 2	Read for Friday: Walt Whitman, <i>Song of Myself</i> pp. 24-66 in NAAL	For Monday at NOON: Post your Close Reading Note in Moodle under “Week 2 Close Reading Note.”	Discussion, Jewett and Cahan “Think Fast” participation “Think Again” participation
Fri April 4	For Monday: Read Ch. 1-15 in <i>The Adventures of Huckleberry Finn</i>	Post your Close Reading Note for Week 2 in Moodle	Introduction to Digital Humanities work for this class. Meet in 16/222 NOT in Cen 423 each Friday.
Week 2 Mon April 7	For Wed: Read Ch. 16-20 in <i>Huck Finn</i>	“Week 2 Close Reading Note.”	Discussion, <i>Huck Finn</i> “Think Fast” participation “Think Again” participation
Wed April 9	For Friday: Read Ch. 21-25 in <i>Huck Finn</i>	For Monday at NOON: Post your Close Reading Note in Moodle under “Week 3 Close Reading Note.”	Discussion, <i>Huck Finn</i> “Think Fast” participation “Think Again” participation
Fri April 11	For Monday: Finish <i>Huck Finn</i>		DH Lab 16/222
Week 3 Mon April 14	For Wed: Read “Critical Controversy: Race and the Ending of <i>Adventures of Huckleberry Finn</i> .”	Post your Close Reading Note for Week 3 in Moodle	
Wed April 16	Read for Fri: “Realism and Naturalism” pp. 548-566 in NAAL. Wm. Dean Howells,	For Monday at NOON: Post your Close Reading Note in Moodle under	Discussion, Critical Responses “Think Fast” participation “Think Again” participation

	Henry James, Frank Norris, Theodore Dreiser and Jack London	"Week 4 Close Reading Note."	
Fri April 18	For Monday: Read <i>Daisy Miller: a Study</i> pp. 325-364 in NAAL.		DH Lab
Week 4 Mon April 21	No reading assignment for Wednesday. <i>Daisy Miller cont'd.</i>	"Week 4 Close Reading Note."	Discussion, <i>Daisy Miller</i> "Think Fast" participation "Think Again" participation
Wed April 23	For Friday, Read "Up from Slavery" pp. 449-457 in NAAL by Booker T. Washington and "The Souls of Black Folk" pp. 531-547 in NAAL by W.E.B. DuBois	For Monday at NOON: Post your Close Reading Note in Moodle under "Week 5 Close Reading Note."	Discussion, <i>Daisy Miller</i> "Think Fast" participation "Think Again" participation
Fri 25 April	For Monday: Read Sui Sin Far "Mrs. Spring Fragrance" and Zitkala Ša from <i>Impressions of an Indian Childhood</i> : "My Mother" "The Legends" and "The Big Red Apples"	Mid-Term Project Proposal Due Tonight at Midnight (post to Moodle)	DH Lab
Week 5 Mon April 28	For Wednesday, Read Introduction to American Literature 1914-1945, pp. 653-670	"Week 5 Close Reading Note."	Discussion, Sin Far, Sa "Think Fast" participation "Think Again" participation
Wed April 30	Read for Monday: Gertrude Stein <i>Tender Buttons</i> 714-726 and "Modernist Manifestoes" 794-808 and Marianne Moore "Poetry" p. 814-15	For Monday at NOON: Post your Close Reading Note in Moodle under "Week 6 Close Reading Note."	Discussion, American Lit and the Wars "Think Fast" participation "Think Again" participation
Fri May 2	No class—college closed		
Week 6 Mon May 5	For Wednesday Read Wallace Stevens, pp 766-776 and William Carlos Williams 777-786; "The Love Song of J. Alfred Prufrock" by T. S. Eliot, Robert	"Week 6 Close Reading Note." Mid-Term Project Due Friday at midnight (post to Moodle)	Discussion, Modernisms "Think Fast" participation "Think Again" participation

	Frost, "The Pasture" "Mowing" "Mending Wall"		
Wed May 7	For Friday Langston Hughes, "The Negro Speaks of Rivers" "Mother to Son" "I, Too" "Theme for English B"	For Monday at NOON: Post your Close Reading Note in Moodle under "Week 7 Close Reading Note."	Discussion, Stevens, Williams, Eliot, Frost "Think Fast" participation "Think Again" participation
Fri May 9	For Mon read Arthur Miller, <i>Death of a Salesman</i>	Mid-Term Project Due at midnight (post to Moodle)	DH Lab
Week 7 Mon May 12	For Wednesday, read James Baldwin, "Going to Meet the Man" and Flannery O'Connor, "Good Country People"	Post your responses in Moodle by NOON.	Discussion, <i>Death of a Salesman</i>
Wed May 14	For Friday, read Gwendolyn Brooks 1309-1313 in NAAL.	For Monday at NOON: Post your Close Reading Note in Moodle under "Week 8 Close Reading Note."	Discussion, Miller, Baldwin, O'Connor "Think Fast" participation "Think Again" participation
Fri May 16	For Monday read Allen Ginsberg, "Howl"		DH Lab
Week 8 Mon May 19	For Wednesday, Read John Updike "Separating" and Philip Roth "Defender of the Faith"	"Week 8 Close Reading Note."	Discussion, Ginsberg "Think Fast" participation "Think Again" participation
Wed May 21	For Friday read Adrienne Rich, "Storm Warnings" and "Diving into the Wreck"	For Monday at NOON: Post your Close Reading Note in Moodle under "Week 9 Close Reading Note."	Discussion, Updike, Roth "Think Fast" participation "Think Again" participation
Fri May 23	For Wednesday read Toni Morrison, "Recitatif"	Proposal Due for Final Project tonight at Midnight	DH Lab
Week 9 Mon May 26	No class—Memorial Day Holiday	"Week 9 Close Reading Note."	
Wed May	For Friday, read Robert	For Monday, at	Discussion, Morrison

28	Hayden, "Middle Passage" 1186-1191	NOON: Post your Close Reading Note in Moodle under "Week 10 Close Reading Note."	"Think Fast" participation "Think Again" participation
Fri May 30	For Monday: Catch up day. No new reading scheduled. For <i>Wednesday</i> read "What you Pawn I Will Redeem" by Sherman Alexie		DH Lab
Week 10 Mon June 2			FINAL PRESENTATIONS I Discussion and synthesis "Think Fast" participation "Think Again" participation
Wed June 4		For Friday, be sure to turn in your Final Project.	FINAL PRESENTATIONS II Discussion, Alexie "Think Fast" participation "Think Again" participation
Fri June 6		Final Projects due uploaded to Moodle at midnight.	FINAL PRESENTATIONS III
Week 11 Mon June 9	FINAL PRESENTATIONS. FINAL SYNTHESIS ESSAYS DUE.		