

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School EMP / A&S

Date March 13, 2024

Course No. or Level English 261

Title Early British Literature Survey

Semester hours 3

Clock hours: Lecture 3 Laboratory 0

Prerequisites English 102 with a grade of C or higher

Enrollment expectation: 25 students per semester

Indicate any course for which this course is a (an)

**Modification:**

The proposal modifies English 261, Survey of British Literature to allow for a greater focus on works written before 1785.

Name of person preparing course description: Christopher D. Johnson

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/Department approval

**Catalog description:**

**261 Early British Literature Survey** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 9th century to 1785; provides an introductory foundation for further study.

**Prerequisite:**

English 102 with a grade of C or higher.

**Purpose:**

1. **For Whom(generally)?**: English 261 will serve as a general education literature course for all majors. Having piloted the content as a themed section of English 250, the department recognizes that the material serves a variety of students very well. Additionally, English 261 will serve as a foundations course for English majors and minors.
2. **What should the course do for the student?**: Like all literature courses, English 261 will teach students to become better readers and more precise writers. Through the close analysis of a variety of literary genres, students will learn to interpret poems, plays, and prose fiction.

They will also learn to share their discoveries in carefully argued essays. Additionally, the course will expose students to a wide range of literary texts and provide a literary history from the Anglo-Saxon period through the early-modern period.

3. **Teaching method planned:** Lecture, discussion, and small group.
4. **Textbook and/or materials planned (including electronic/multimedia):** *The Norton Anthology of British Literature*, vols. 1-3.
5. **Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course).** Over the course of the semester, students will read a variety of literary texts, starting with the Anglo-Saxon epic poem *Beowulf*. From there students will read representative works in Medieval and early modern literature, including, *Gawain and the Green Knight*, selections from Geoffrey Chaucer's *The Canterbury Tales*, Shakespearean sonnets and plays, representative metaphysical and cavalier poems, selections from *Paradise Lost*, *Oroonoko*, and representative examples of Restoration and eighteenth-century satire, including *Gulliver's Travels*.  
  
In addition to daily reading quizzes, students will complete two essays. The first will be a formalist reading of a sonnet of their choice. The second will be a thematic comparison that will involve secondary research. Students will also complete midterm and final examinations.
6. **Grading Components:** 1. Daily quizzes (20%), Formalist essay (20%), Comparative essay (20%), midterm examination (20%), final examination (20%).

**See sample syllabus for more details.**

English 261  
Early British Literature Survey

Christopher D. Johnson

FH 115  
[cjohnson@fmarion.edu](mailto:cjohnson@fmarion.edu)  
Office: 000

**Texts:**

*The Norton Anthology of English Literature*, vols. 1-3, 10<sup>th</sup> Edition.

**Requirements:**

1. Daily reading quizzes. Each class will begin with a short quiz on the assigned reading. Students who miss class will not be able to make up quizzes. However, I will drop the three lowest grades from the average. Collective the quiz grades will be worth 20% of the final grade.
2. Exams: There will be two examinations throughout the semester. Each examination will count for 20% of the final grade. Exams will include definitions of terms and concepts and will require you to apply some of those terms and concepts to passages from texts we have read and discussed.
3. Papers: There will be two 1,500 words papers. Each paper will be worth 20% of the final grade.

**Grading:**

All quizzes, tests, and assignments will be assigned a letter grade. When calculating final grades, I will convert letter grades to numbers using the scale below.

A=4.0  
B+=3.5  
B=3.0  
C+=2.5  
C=2.0  
D+=1.5  
D=1  
F=0

The numeric value for each assignment will be multiplied by the percentages specified above and added together, resulting in a final number that will determine the final grade based on the scale below.

4.0-3.75= A  
3.74-3.25=B+  
3.24-2.75=B  
2.74-2.25=C+  
2.24-1.75=C  
1.74-1.25=D+  
1.24-0.75=D  
0.74-0.00=F

**Attendance:**

All students are expected to attend every class. Students who miss more than five class meetings can expect to be dropped. Students who are late will be marked absent at my discretion.

**Late Work:**

Unless prior arrangements have been made, late work will not be accepted.

**Academic Honesty:**

If you cheat, you will fail the class. No warnings; no negotiations. If you have any questions concerning cheating, plagiarism, collusion, etc., please see me before I fail you. Please remember: AI text generators, such as Chat GPT produce garbage essays that are easily recognized. Trust me. Since each AI generated text is unique, it is difficult if not impossible to prove their origin. As a result, I typically cannot charge a student with academic dishonesty if they use AI programs. However, AI generated essays rarely if ever address the actual assignment and almost always earn a grade of F.

**FMU Non-Discrimination Policy:**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

***Assigned Reading:***

**Week 1**

The Middle Ages, 1: 3-26 *Beowulf*, 1: 42-109.

**Week 2**

*Beowulf*, continued

The Canterbury Tales, 1: 256-261; "The General Prologue," 1: 261-282.

**Week 3**

"The Miller's Tale," 1: 282-298, "The Pardoner's Tale," 1: 328-343.

**Week 4**

"Sir Gawain and the Green Knight", 1: 201-256.

## **Week 5**

*The Second Shepherd's Play*, 1: 467-494

*Everyman*, 1: 558-580.

"The Sixteenth Century," 2: 3-36.

Sir Philip Sidney, *Astrophil and Stella*, (1) 2: 586, (49) 595, (71) 597;

## **Week 6**

Edmund Spenser, *Amoretti*, (65) 2: 489, (68) 489, (79) 491.

William Shakespeare, (73) 2: 729, (116) 734, (130) 736.

Christopher Marlowe, *The Tragical History of the Life and Death of Dr. Faustus*, 2: 679-716.

## **Week 7**

William Shakespeare, *Twelfth Night*, 2: 739-802

***Formalist Analysis (Essay #1) due .***

## **Week 8,**

William Shakespeare, *Twelfth Night*, 2: 739-802

## ***Midterm Examination***

## **Week 9**

"The Early Seventeenth Century," 2: 891-917; "John Donne, "A Valediction: Forbidding Mourning," 2: 935 "The Flea," 2: 923; "Good Friday, 1613. Riding Westward," 2: 965 Andrew Marvell, "To His Coy Mistress," 2: 1346.

## **Week 10**

John Milton, *Paradise Lost*, Book 1, 2: 1493-1514.

## **Week 11**

*Paradise Lost*, Book 2, 2:1514-1537

"The Restoration and Eighteenth Century," 3: 3-32. Mary Astell, "Some Reflections Upon Marriage," 3:248 Lady Mary Wortley Montagu, "Epistle from Mrs. Yonge to her Husband," 3: 633

**Week 12**

Aphra Behn, *Oroonoko. or the Royal Slave*, 3: 139

**Week 13**

Jonathan Swift, *Gulliver's Travels*, Part 1, 3: 278-322

**Week 14**

Jonathan Swift, *Gulliver's Travels*, Part 4, 3: 407-454

Alexander Pope, "The Rape of the Lock," 3: 506

**Comparative Analysis (Essay # 2)**

**Week 15**

Thomas Gray, "Elegy Written in a Country Churchyard," 3: 998

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School EMP / A&S

Date March 13, 2024

Course No. or Level English 262

Title Early American Literature Survey

Semester hours 3

Clock hours: Lecture 3 Laboratory 0

Prerequisites English 102 with a grade of C or higher

Enrollment expectation: 25 students per semester

Indicate any course for which this course is a (an)

**Modification:**

The proposal modifies English 262, Survey of American Literature to allow for a greater focus on works written before 1865.

Name of person preparing course description: Edwins, C. Johnson, and Smolen-Morton

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/Department approval

**Catalog description:**

**262 Early American Literature Survey (3)** (Prerequisite: 102 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th century to 1865; provides an introductory foundation for further study.

**Prerequisite:**

English 102 with a grade of C or higher.

**Purpose:**

1. **For Whom (generally)?**: English 262 will serve as a general education literature course for all majors. Having piloted the content as a themed section of English 250, the department recognizes that the material serves a variety of students very well. Additionally, English 262 will serve as a foundations course for English majors and minors.
2. **What should the course do for the student?**: Like all literature courses, English 262 will teach students to become better readers and more precise writers. Through the close analysis of a variety of American authors, students will learn to interpret poems, plays, prose fiction,

and non-fiction. They will also learn to share their discoveries in carefully argued essays. Additionally, the course will expose students to a wide range of literary texts and provide a literary history from the colonial period to the end of the Civil War.

3. **Teaching method planned:** Lecture, discussion, and small group.

**Textbook and/or materials planned (including electronic/multimedia):** Levine, Robert S., gen. ed. *The Norton Anthology of American Literature: Beginnings to 1865* (Shorter 10<sup>th</sup> edition). Norton, 2023.

4. **Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course).** In this course, students will read, discuss, and demonstrate analytical and evaluative understanding of the literature produced in or about America from the beginnings of American history to the years of the Civil War. We will discuss historical and cultural contexts of the literature produced during this time as we read a varied sampling of that literature. Often students will have opportunities to write responses to the literature or demonstrate their knowledge of it through quizzes, exams, or class discussion.

**Grading Components:** The final grade for the course will be based on a 1000 point system to be distributed as follows:

Short Papers-----	300 points (150 points each)
Exam 1-----	200 points
Exam 2-----	200 points
Quizzes-----	150 points
Class Participation-----	<u>50 points</u>
	1000 points

**See sample syllabus for more details.**



## English 262: Early American Literature Survey

Instructor: Dr. Jo Angela Edwins  
Office: 101 Founders Hall

Office Phone: 661-1499  
E-mail: [jedwins@fmarion.edu](mailto:jedwins@fmarion.edu)

### *Text:*

Levine, Robert S., gen. ed. *The Norton Anthology of American Literature: Beginnings to 1865* (Shorter 10<sup>th</sup> edition). Norton, 2023.

### *Prerequisite:*

You must have passed both English 101 and 102 with a C before enrolling in English 262.

### *Course Goals:*

In this course, you will read, discuss, and demonstrate analytical and evaluative understanding of the literature produced in or about America from the beginnings of American history to the years of the Civil War. We will discuss historical and cultural contexts of the literature produced during this time as we read a varied sampling of that literature. Often you will have opportunities to write responses to the literature or demonstrate your knowledge of it through quizzes, exams, or class discussion.

### *Prerequisite:*

You must have completed English 102 or its equivalent with a grade of C or higher before enrolling in English 262.

### *Exams and Papers:*

This course will include two exams and two short, formal papers that should not be researched (4-6 pages). The exams will include various types of short-answer, in-class questions, which will be modeled by class quizzes. The final will not be cumulative. Topic assignment sheets for the papers will be distributed at least 2 weeks before the papers will be due.

### *Late Work:*

Only in cases of serious, provable emergencies for which you provide me with documentation will I give extensions on the short papers, and you are expected to contact me ASAP to inform me of such circumstances in order to receive an extension. Otherwise, **late papers will be docked a full letter grade for each calendar day they are late**; in other words, a paper due on a Wednesday and submitted on a Friday will be docked two letter grades. **I will not accept papers that are more than 72 hours late unless emergency arrangements have not been made. Similarly, missed exams can only be made up if you provide me with documentation of a legitimate emergency, and they must be made up within three days of missing the exam barring a long-term medical emergency.** Also, note that I do NOT accept any assignments submitted exclusively via the web.

### *Quizzes/Short Writings:*

To allow an opportunity for you to "test-run" sample exam questions, and to make sure everyone stays up-to-date with reading assignments, I will distribute occasional **unannounced quizzes**, which will be administered at the beginning of class and cannot be made up for any reason, so it would be in your best interest to arrive to class nearly every day, on time, and prepared. NOTE: Quizzes will cover everything we've read and discussed, including terminology, since the last quiz.

Your quiz grades will be averaged together to make up your overall quiz grade for the course. Because quizzes cannot be made up, I will drop your lowest two quiz grades before averaging the remaining grades to determine your overall quiz average at the end of the term.

**Attendance:**

Regular attendance is mandatory. A large group of diverse people with diverse ideas is a must if classroom discussions are to succeed and be of benefit to the entire class. **You will be allowed seven absences this semester. I begin counting absences on the second day of classes for ALL students, regardless of when the course is added to any given student's schedule. Late arrivals (after I've taken roll) or early departures (leaving any time before class is dismissed) count as ½ an absence each and are calculated as part of your allowed number. If you miss more than 10 minutes of any given class, it will count as a full absence from the class. If you appear to be sleeping during class, even for a moment, it will count as an absence. There is no difference between excused and unexcused absences. Upon the eighth absence, you will be dropped from the course.** Also, keep in mind that frequent unannounced in-class work will make up an integral part of your grade. These assignments CANNOT be made up under any circumstance. If you miss class regularly, your grade will definitely be affected for the worse. You will also be responsible for any changes or new assignments added to the syllabus, even if those changes are made on days when you are not in class.

**Class Participation:**

Of course, I hope you will participate in class as actively as you can. However, your class participation involves refraining from certain discourteous behaviors. Everyone in this class begins with a perfect class participation grade, but your behavior in the classroom can cause that grade to decrease. Moving in and out of your seat during class time, putting your head down in class, insulting me or other class members, letting your cell phone ring in class, chatting with neighbors in class, reading or writing unrelated materials in class, or various similar discourteous behaviors can cause your class participation grade to plummet. Consider yourself warned.

**Grading:**

Your final grade for the course will be based on a 1000 point system to be distributed as follows:

Short Papers-----	300 points (150 points each)
Exam 1-----	200 points
Exam 2-----	200 points
Quizzes-----	150 points
Class Participation-----	<u>50 points</u>
	1000 points

Final grades will be distributed as follows: A=900-1000 points; B+=870-899; B=800-869; C+=770-799; C= 700-769; D+=670-699; D=600-669; F=below 600. Grades on individual assignments will abide by the percentages reflected in the final grade point distribution.

**Academic Integrity:**

A crucial factor in receiving a quality education involves learning to take credit for your own work and giving credit where it's due for work that does not originate with you. Plagiarism includes lifting passages from a text (book, professional journal, website, friend's paper, etc.) without placing quotation marks around direct quotations and properly citing internally and in a Works Cited page the source of this material; it includes paraphrasing ideas that are not common knowledge which are derived from other sources; it includes receiving excessive help in writing your paper from anyone, including friends, family members, or writing tutors; it includes using AI-generated text and representing it as your own writing. Cheating involves obtaining and reproducing answers for a test or quiz in any way other than your own memory or another universally-to-the-class sanctioned method for producing test answers. **For this course,**

**if you plagiarize a paper, you will automatically receive a 0 (F) on that paper. If you are caught cheating on an exam, you will receive a 0 for the full exam grade. If you are caught cheating on a quiz, you will receive a 0 for the entire quiz portion of the course grade (15% of the final course grade). Recall that, if you already have a record of academic dishonesty at FMU and you are caught plagiarizing or cheating again, more serious penalties apply (suspension or expulsion from the university). If you are ever uncertain about what constitutes academic dishonesty, please speak with your instructor!**

***Students with Disabilities/FMU Nondiscrimination Policy:***

If you have or believe you have a disability and have not already met with the Director of Counseling and Testing at FMU, you may wish to contact her about registering for their services so appropriate accommodations can be provided for you. You may reach the Director by calling the Counseling and Testing Center at 661-1840. If you have already registered for these services and will need special accommodations for any aspect of this course, I urge you to speak to me as soon as possible.

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

***A Few More Notes:***

- If you submit a paper separate from the rest of the class, there is the small but real chance it might be misplaced, so save all your work, try to submit all work with the rest of the class if you can, and—if you cannot—notify me by e-mail in advance AND attach a copy of the work to the e-mail (but do turn it in in hard copy also). NOTE: *Never slide papers under my door!* Leave them in my department mailbox in the main English department office (FH 155).
- Due to time restrictions and the organic progression of any given class in any given semester, some assignments mentioned above or noted on the course calendar below may be altered over the course of the semester. You are responsible for keeping up with changes as they are made.
- CHECK YOUR FMU E-MAIL REGULARLY. When I send messages to the class, or sometimes to individuals, I will use the Blackboard/Colleague e-mail function to do so; such e-mails are sent to your [g.fmarion.edu](mailto:g.fmarion.edu) address. There have been occasions when I have sent crucial information to students that impacted their grades later via e-mail, and when you do not check your e-mail, you're responsible for the results.
- I will allow you to access readings on Blackboard during class via a tablet or laptop. However, I will NOT allow you to use your phone to access readings! And if I notice you are getting distracted (or distracting others) by use of any electronic device, your class participation grade will plummet drastically, and you will no longer be able to use the device in the classroom.
- Keep in mind that the Writing Center, in FH 114C, is more than willing to help you with your papers! Check out their website by going to the FMU homepage and scrolling down the Quick Links menu.

**English 262: Early American Literature Survey  
Course Calendar**

*Note:* Assignments and due dates are subject to change on relatively short notice. It is your responsibility to keep up with changes as they are made! Page numbers refer to the Levine anthology.

<b>W</b>	<b>1/14</b>	Course/class introductions
<b>F</b>	<b>1/16</b>	Columbus, "Letter...Regarding the First Voyage" (32-33); de las Casas, "The Devastation of the Indies" (36-39); Cabeza de Vaca, "The Relation" (44-48)
<b>M</b>	<b>1/19</b>	Dr. Martin Luther King, Jr. Holiday—NO CLASSES
<b>W</b>	<b>1/21</b>	Bradford, <i>Of Plymouth Plantation</i> , Book I, Ch. I (105-106); Ch. IX (114-116); Book II [Difficult Beginnings] (121-123); [The First Thanksgiving] through [Prosperity Weakens Community] (126-130); [A Horrible Truth] (136-137)
<b>F</b>	<b>1/23</b>	Morton, from <i>New English Canaan</i> (139-146); Winthrop, from <i>The Journal of John Winthrop</i> (159-167)
<b>M</b>	<b>1/26</b>	Bradstreet, "The Prologue" (188-189); "The Author to Her Book" (204-205); "A Letter to Her Husband" (206-207); "Upon the Burning of Our House" (212-213); Taylor, "Psalm Two" (268-269); "Upon Wedlock, and Death of Children" (283-284)
<b>W</b>	<b>1/28</b>	Mather, from <i>The Wonders of the Invisible World</i> (308-313); Edwards, "Sinners in the Hands of an Angry God" (425-436)
<b>F</b>	<b>1/30</b>	St. John de Crèvecoeur, <i>Letters from an American Farmer</i> , Letter III and Letter IX (596-609)
<b>M</b>	<b>2/2</b>	Franklin, from <i>The Autobiography</i> (first full ¶ 488- first full ¶ 524)
<b>W</b>	<b>2/4</b>	Adams and Adams, <i>Letters</i> (617-629 and handout)
<b>F</b>	<b>2/6</b>	Multimedia day—contents TBA
<b>M</b>	<b>2/9</b>	Jefferson, <i>Notes on the State of Virginia</i> (651-665); Freneau, "The Wild Honey Suckle" (744-745); "The Indian Burying Ground" (745-746); "To Sir Toby" (746-748)
<b>W</b>	<b>2/11</b>	Equiano, <i>Narrative of the Life...</i> , Ch.. IV-VII (689-709)
<b>F</b>	<b>2/13</b>	Murray, from "On the Equality of the Sexes" (726-733)
<b>M</b>	<b>2/16</b>	Wheatley, "On Being Brought from Africa to America" (752-753); "To the University of Cambridge, in New England" (755-756); "On the Death of the Rev. Mr. George Whitefield" (756-757); "To S. M., a Young Painter, on Seeing His Works" (760-761)
<b>W</b>	<b>2/18</b>	Irving, "The Legend of Sleepy Hollow" (965-985)
<b>F</b>	<b>2/20</b>	Sedgwick, from <i>Hope Leslie</i> (1011-1028)
<b>M</b>	<b>2/23</b>	Hawthorne, "The Minister's Black Veil" (1311-1320); SHORT PAPER ONE DUE
<b>W</b>	<b>2/25</b>	Hawthorne, <i>The Scarlet Letter</i> (1352-1384)
<b>F</b>	<b>2/27</b>	Hawthorne, <i>The Scarlet Letter</i> (1384-1421)

M	3/2	Hawthorne, <i>The Scarlet Letter</i> (1421-1459)
W	3/4	Hawthorne, <i>The Scarlet Letter</i> (1459-1493)
F	3/6	Wrap-up of <i>The Scarlet Letter</i> ; Midterm Exam Review
M	3/9	<b>MIDTERM EXAM</b>
W	3/11	Emerson, "The American Scholar," (1138-1151); "Self-Reliance" (1163-1180)
F	3/13	Thoreau, from <i>Walden</i> , "Where I Lived, and What I Lived For" (1914-1924); "The Pond in Winter" (2018-2027); "Conclusion" (2038-2046)
M-F	3/16-3/20	SPRING BREAK—NO CLASSES
M	3/23	Bryan, "Thanatopsis" (1045-1047); "The Prairies" (1048-1051); Schoolcraft, "Sweet Willy" (1060-1061); "To the Pine Tree" (1061-1062)
W	3/25	Longfellow, "The Slave Singing at Midnight" (1498-1499); "The Jewish Cemetery at Newport" (1502-1504)
F	3/27	Poe, "The Fall of the House of Usher" (1553-1565)
M	3/30	Poe, "The Masque of the Red Death" (1585-1589); "The Cask of Amontillado" (1612-1616)
W	4/1	Grimké, from <i>Appeal to the Christian Women of the South</i> (1692-1695); Truth, "Ain't I a Woman?" (handout)
F	4/3	Stowe, from <i>Uncle Tom's Cabin</i> (Chs. I, III, & VII—1701-1721)
M	4/6	Jacobs, from <i>Incidents in the Life of a Slave Girl</i> (1812-1829)
W	4/8	Fuller, from <i>The Great Lawsuit</i> (1640-1659); Fern, from <i>Ruth Hall</i> (1803-1807)
F	4/10	Instructor Conference—CLASS CANCELLED (Get started on next week's reading!)
M	4/13	Douglass, <i>Narrative of the Life...</i> (2064-2087)
W	4/15	Douglass, <i>Narrative of the Life...</i> (2087-2116)
F	4/17	Douglass, <i>Narrative of the Life...</i> (2116-2129)
M	4/20	Melville, "Bartleby the Scrivener" (2363-2389)
W	4/22	Whitman, "Crossing Brooklyn Ferry" (2263-2267); "Out of the Cradle Endlessly Rocking" (2267-2272); SHORT PAPER TWO DUE
F	4/24	Dickinson, poems 112, 236, 260, 269, 409, 479, 519, 620, 1263 (Franklin's numbers)
M	4/27	Final Exam Review

**FINAL EXAM: FRIDAY, MAY 1, 11:45-1:45, FH 215A**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** English, Modern Language, and Philosophy **Date** 5 March 2024

**Course No. or Level** ENGL 263 **Title** Late British Literature Survey

**Semester hours** 3 **Clock hours: Lecture**

**Prerequisites** ENGL 102 with a C or higher

**Enrollment expectation:** 25

**Indicate any course for which this course is a (an)**

**Addition:** The proposal adds English 263, to allow for a greater focus on works written after 1785.

**Name of person preparing course description:** Shawn Smolen-Morton and Catherine England

**Department Chairperson's/Dean's Signature** 

**Provost's Signature** 

**Date of Implementation** F'2024

**Date of School/Department approval** March 5, 2024

**Catalog description:**

263 Late British Literature Survey (3) (Prerequisite: 102 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 1785 to the present; provides an introductory foundation for further study.

**Prerequisite: ENGL 102 with C or higher C**

**Purpose:** To give an overview of British authors, periods, and texts from 1785 to the present so that students can prepare for more advanced study and expand their literary as well as historical and cultural knowledge.

**Note:** This material was originally in the ENGL 308N course that covered all of British literature in one course, but we have divided that extensive survey so that students may move through the history of British literature at a more effective pace for learning and retention.

1. **For Whom (generally)?:** Mostly majors/minors in English-liberal arts or English teaching certificate with some non-majors who would like more specialized knowledge in literary studies. Having piloted the content as a themed section of English 250, the department recognizes that the material serves a variety of students very well.

Additionally, English 261 will serve as a foundations course for English majors and minors.

**2. What should the course do for the student?:** The course should prepare students for more advanced study in English liberal arts by exposing them to the key authors, periods, and texts in British literature from 1785 to the present. This should help future teachers, for example, prepare for PRAXIS, which covers many of the authors covered in this course. ENGL 263 should help any student with general cultural knowledge and literary analysis. This course would prepare the English major/minor by enhancing cultural and historical knowledge in a broad way about British literature as well as providing them with opportunities to practice and improve literary analysis skills.

**3. Teaching method planned:** Lectures and discussion will be the backbone of this course. Group work, presentations, writing assignments, and exams will be used periodically as individual faculty members determine best suits the needs of their class.

**4. Textbook and/or materials planned (including electronic/multimedia):** *The Norton Anthology of English Literature*: volumes D, E, and F. 10<sup>th</sup> edition will be the most often used text. Instructors may also assign a novel(s) and bring in multimedia to enhance lecture and discussion.

**5. Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course).** We will cover the Romantic, Victorian, and Twentieth Century, examining major authors and texts from each period and discussing historical and cultural context. Please see syllabus for more details.

**6. Grading Components:**

Major Essay 1 on the Romantics: 20%

Major Essay 2 on the Victorians: 20%

Midterm Exam: 20%

Final Exam (cumulative): 15% [includes an essay on Twentieth-Century authors]

Reading Comprehension Quizzes: 10%

Discussion Leader Presentation: 5%

Participation: 10%

**See sample syllabus for more details.**

## English 263: Late British Literature Survey

**Instructor:** Dr. Catherine England

**Email:** cengland@fmarion.edu

**Office:** Founders Hall 119

**Office Hours:** TTH 12:35-1:35 – also available by appointment for Zoom/phone conferences throughout week

### Course Description

This 200-level English course surveys later British literature's major authors and key texts from the Romantic, Victorian, and Modern periods. This course's extensive readings in famous, engaging texts will provide you with an introductory foundation to British literature that will expand your general education in culture, history, and literature while also preparing you for any future study in English that you may wish to peruse.

### Materials

You should purchase the following books in **print and bring them to class**:

- ◆ *The Norton Anthology of English Literature*: volumes D, E, and F. 10<sup>th</sup> edition
- ◆ Charlotte Brontë's *Jane Eyre*

### Objectives

1. You will learn about the basic qualities of poetry, fiction, and drama
2. You will practice active reading and critical thinking skills.
3. You will write analytically about important British literary works while using appropriate terminology.
4. You will practice connecting literature to its historical and cultural context.

### Assignments

Major Essay 1: 20%

Major Essay 2: 20%

Midterm Exam: 20%

Final Exam (cumulative): 15%

Quizzes (lowest 3 dropped at end of term): 10%

Discussion Leader: 5%

Participation: 10%

### Attendance & Community Health

My advice is to attend all classes when you are healthy and free of Covid-19 symptoms or symptoms associated with other infectious diseases. If you have symptoms or have been exposed to a case of Covid-19, do **NOT** attend class, and notify me. **No matter how many absences you have had in the past, you should NOT attend class when you have had a fever, which is characterized by sweating, chills, and weakness, within the last 24 hours or any other symptom of Covid-19.** If you are sick and miss a quiz or exam, then appropriate arrangements will be made in consultation with me. If a student misses 6 classes without communicating with me or having a responsible reason for their absences, they will be dropped from the course. For the good of community health, please properly wear a face mask at all times. You are encouraged to receive a Covid-19 vaccine or booster.



## Academic Honesty

All students in this course must comply with FMU's Honor Code. If you commit plagiarism on an assignment, you will receive a zero, and your work will be brought to the attention of the English Department Chair.

Remember that academic honesty is based upon a few simple principles:

1. If you quote a source's words, follow these three steps: use quotations marks around the source's words, place a parenthetical citation shortly after the quote, and cite the source in your works cited page.
2. If you summarize or paraphrase a source's ideas, you acknowledge this by including a parenthetical citation and citing the source on your works cited page.
3. Whenever you write for a class, your work should be newly created for that specific class.
4. All of your written work should be of your own invention.

## Grades

I post all grades on Blackboard. If you have questions, please email me.

The following are possible final grades for the course: A (90-100), B+ (87-89), B (80-86), C+ (77-79), C, (70-76), D+ (67-69), D (60-66), and F (0-59).

## Late Work

Written assignments are due at their designated times. **I will only accept your two major essays late; all other assignments must be turned in on time to receive any credit.** If I receive an assignment late on its due date, it will be penalized five points. Otherwise, I will penalize late assignments ten points per day (including weekends) until I have received the assignment.

## Extensions

Under certain circumstances, I will give an individual student an extension for a major essay. Any requests for extensions should be submitted twenty-four hours before the assignment is due. I reserve the right to grant or deny extensions depending on the situation.

## Formatting

First impressions are important. Make sure you follow all formatting guidelines. All work completed outside of class must be word-processed and double-spaced using the twelve-point Times New Roman typeface and margins of about one inch. Include a MLA heading on the first page of all of your assignments; this heading must include your full name, my name, the course number and section number, and the date the assignment is due (you must format the date in this way: 1 March 2022). You should also place your last name and page number in right, top corner of the MS Word Header for all pages. Make sure that everything is in the correct font, including the page number. If you have any questions about format, ask them before your first assignment.

## **Participation**

Your participation is extremely important to me. I respect all of your voices and want them to be part of this class. Participating by speaking in class, taking notes, listening attentively, etc. will help you feel more engaged and give you practice thinking through our course material.

## **Email and Blackboard**

You must have a working FMU email address. I expect that you check your email as least once every day for possible announcements. Please do not hesitate to send me a message if you have questions. All emails should be short, clear, and polite.

All students are expected to be able to access this class's Blackboard site and use it appropriately throughout the semester.

## **The Writing Center**

FMU has a helpful Writing Center that is free to students, faculty, and staff. It is located on the first floor of Founders Hall in room 114C. The phone number is 661-1528. I strongly recommend you use this resource: <https://fmarion.mywconline.com/index.php>.

## **Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please speak with me as soon as possible.

## **FMU Non-Discrimination Policy**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

## **Program Assessment**

In order to evaluate and improve the courses within the English Department at Francis Marion University, student essays, final exams, or portfolios may be used for program assessment; student names will be removed, and documents will be read by English faculty. If you do not want your work to be used in this review, inform your instructor within the first two weeks of classes. The program assessment, your participation, or decision not to participate will not affect your course grade.

## GRADING RUBRIC

	Excellent A	Good B	Average C	Weak D	Unacceptable F
<b>Focus and Thesis (F)</b>	Focus is clear, appropriate, sophisticated, & original. Thesis is written-well. Page count is met well.	Focus is clear and thoughtful with some potential unfulfilled. Thesis is clear, but often imperfect. Page count is met.	Overall focus is vague or unoriginal. Thesis is vague, general, obvious, and/or poorly written. Page count may not be met.	Focus is general. Thesis is very weak, reveals poor understanding of the topic's possibilities. Paper is usually short.	Reveals lack of understanding of material. No thesis. Does not fulfill requirements of the assignment. Paper is usually very short.
<b>Organization (O)</b>	Essay has clear and convincing logic with excellent paragraphing & smooth transitions.	Essay is clear and convincing overall with some awkward paragraphing or transitions.	Essay is clearly divided into paragraphs, but the logic of their order is unclear. Other transitions are often awkward.	Essay is confusing and has poor transitions and unclear logic. Paragraphs may have more than one idea.	There is little sense of organization; paragraphs do not flow logically. Sections of essay often missing.
<b>Content (C)</b>	Essay is interesting & complex. Any length requirement is met fully. If appropriate, the paper will be researched well.	It is complex and interesting. Some ideas are unclear or need development. Length is good. Research is present, if appropriate.	Ideas may be general, repetitive, vague, or lacking complexity. Connections among ideas may be unclear. Paper may be brief. Research may not be thorough or integrated well.	Ideas are often unsupported, unexplained, general, repetitive, vague, or simplistic. Paper is usually short. Research may not be adequate or well integrated.	Ideas are not developed into an argument; there is little critical thinking or reasoning. Paper is usually very short. Research tends to be absent or skimpy.
<b>Diction (D)</b>	Prose is clear, direct, precise, sophisticated, and confident. Paper's voice is appropriate for audience.	Prose is often clear and precise. Sometimes the phrasing is awkward or lacks sophistication.	Paper's ideas may be unclear, or the sentence structure may be simple. The language may be repetitive, general, or vague.	The prose is often unclear, general, or inaccurate. Simple sentence structure and repetitive language is frequent.	Language is so confusing, vague, general, or inaccurate that the ideas are unclear.
<b>Mechanics (M)</b>	There are very few errors in format, grammar, spelling, and punctuation. Required citations are present and correct.	There may be a few errors in format, grammar, spelling, and punctuation, but they do not disrupt the paper's clarity or flow. Citations are present and mostly accurate.	Your paper has some errors: for example, subject/verb agreement, comma splices, sentence fragments, spelling, etc. Format may be inaccurate. Citations may be incorrect or occasionally absent.	There are numerous errors that may make ideas unclear or the paper hard to read: for example, s/v agreement, comma splices, fragments, or spelling. Citation & format mistakes often frequent.	Writing has severe problems with grammar & punctuation. Ideas are unclear, & the author's credibility is undercut. Format & citations often poor. All papers without a required Works Cited page receive this evaluation.

### Course Schedule

- The following schedule lists assignments **on the days they are due**.
- You should **read the introduction to each author / text**, even if those page numbers are not listed.
- Only the first page of each literary text is listed, not the entire page range.
- This schedule is tentative. I will adjust it as needed.

#### Week 1: Romantics Begin Small: The “free-born mouse” and the “gallant child”

**Tu 1/11** Introduction to the course.

**Read in Class:** Vol. D: Anna Letitia Barbauld (39)  
“The Mouse’s Petition” (40)

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**Th 1/13** **Read:** “The Romantic Period 1785-1832” (3 – 27)

Charlotte Smith (54)  
“On being Cautioned against Walking on a Headland Overlooking the Sea,  
Because It was Frequented by a Lunatic” (58)

*Friday, 1/14 is the last day to add/drop*

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#### Week 2: “Beware of fainting fits ... One fatal swoon cost me my life”

**Tu 1/18** **Read:** William Blake (122)

From *Songs of Innocence and Experience*

*Songs of Innocence*

“The Lamb” (129)

“The Chimney Sweeper” (131)

*Songs of Experience*

“The Chimney Sweeper” (137)

“The Tyger” (139)

“London” (141)

“And did those feet” (172)

\*\* Please View Blake’s Coordinating Images on Blackboard \*\*

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**Th 1/20** **Read:** Jane Austen (551)

*Love and Friendship* (553).

**Quiz**

**Schedule:** Sign up to be a discussion leader day today.

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**Week 3: William Wordsworth: "W. W. never more will trouble you, trouble you"<sup>1</sup>**

**Tu 1/25**      **Read:** William Wordsworth (280)  
                     From *Lyrical Ballads*  
                             "We Are Seven" (288)  
                             "Tintern Abbey" (299)  
                             "Preface to *Lyrical Ballads*" (303)  
                             "She Dwelt among the Untrodden Ways" (316)

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**Th 1/27**      **Read:** Samuel Taylor Coleridge (441)  
                             "The Rime of the Ancient Mariner" (448)  
                             "Christabel" (467)  
  
                     **Quiz**

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**Week 4: "Poets are the unacknowledged legislators of the world"<sup>2</sup>**

**Tu 2/1**      **Read:** Lord Byron (608)  
                             "She Walks in Beauty" (613)  
                             "So We'll Go No More A Roving" (616)  
  
                     Percy Bysshe Shelley (763)  
                             "Ozymandias" (790)  
                             "England in 1819" (805)  
  
                     **Recommended:** Begin *Jane Eyre*.

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**Th 2/3**      **Read:** John Keats (950)  
                             "The Eve of St. Agnes" (961)  
                             "Ode on a Grecian Urn" (979)

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**Week 5: Concluding the Romantics**

**Tu 2/8**      **Read:** Students' choice and midterm exam review.  
  
                     **Due: Major Essay 1**  
                     **Extra Credit Due:** Kelly Link Image (up to 30 quiz points)

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**Th 2/10**      **Midterm Exam**

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<sup>1</sup> From John Hamilton Reynolds' poem "Peter Bell" (1819).

<sup>2</sup> From P. B. Shelley's essay "A Defense of Poetry" (1819).

**Week 6: Victorians and the Domestic Ideal: "Home is yet wherever she is"**

**Tu 2/15**      **Read:** Vol. E The Victorian Age (3-27) and Ruskin's "From *Of Queens' Gardens*" (660)

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**Th 2/17**      **Read:** Christina Rossetti (535)  
    *Goblin Market* (542)

   Charlotte Brontë  
    *Jane Eyre*, Vol. 1. Ch. 1-11 (Separate book)

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**Week 7: The Victorian Novel, "a heterogeneous thing"**

**Tu 2/22**      **Read:** *Jane Eyre*, Vol. 1. Ch. 12-15 and Vol. 2. Ch. 16-17

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**Th 2/24**      **Read:** *Jane Eyre*, Vol 2. Ch. 18-26  
**Quiz**

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**Week 8: Servants and Masters: "we stood at God's feet, equal, -- as we are!"**

**Tu 3/1**      **Read:** *Jane Eyre*, Vol. 3. Ch. 27-38

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**Th 3/3**      **Read:** Gilbert's "A Dialogue of Soul and Self: Plain Jane's Progress" (Blackboard handout)

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**Week 9: Victorians and the Imagined Past of "Many-Towered Camelot"**

**Tu 3/8**      **Read:** Robert Browning (321)  
    "Porphyria's Lover" (324)  
    "My Last Duchess" (328)

   Elizabeth Barrett Browning (109)  
    "The Cry of the Children" (110)

**Campus Event:** Consider attending in-person appearances by Kelly Link at 2:30 and 7:30 on campus today.

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**Th 3/10**      **Read:** Alfred, Lord Tennyson (142)  
    "The Lady of Shalott" (147)  
    "Mariana" (145)  
    "Ulysses" (156)  
    "The Charge of the Light Brigade" (221)

   \*\* Please View Coordinating Pre-Raphaelite Images on Blackboard \*\*



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**Week 13: Modernism: "the center cannot hold"**

**Tu 4/5**      **Read:** William Butler Yeats (209)  
                                 "The Stolen Child" (212)  
                                 "Easter, 1916" (221)  
                                 "The Second Coming" (227)

**Due:** Major Essay 2

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**Th 4/7**      **Read:** James Joyce (404)  
                                 "Araby" (407)

                         Virginia Woolf (270)  
                                 "The Mark on the Wall" (272)

**Quiz**

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**Week 14: Still Unsatisfied: Cream Puffs and the "Hunger to Be More Serious"**

**Tu 4/12**      **Read:** Katherine Mansfield (697)  
                                 "The Garden Party" (711)

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**Th 4/14**      **Read:** Philip Larkin (923)  
                                 "Church Going" (924)

                         Seamus Heaney (1093)  
                                 "Digging" (1095)

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**Week 15: Final Thoughts**

**Tu 4/19**      **Read:** Selection(s) (TBD)

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**Th 4/21**      **Last Day of Class:** Students' Choice and Review for Final Exam

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**FRIDAY 4/29**      **Final Exam Day 3 - 5 pm**



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School EMP / A&S

Date March 13, 2024

Course No. or Level English 264

Title Late American Literature Survey

Semester hours 3

Clock hours: Lecture 3 Laboratory 0

Prerequisites English 102 with a grade of C or higher

Enrollment expectation: 25 students per semester

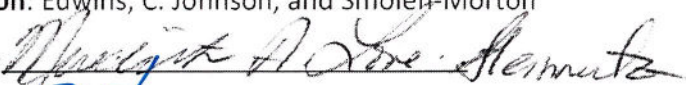
Indicate any course for which this course is a (an)

**ADDITION:**

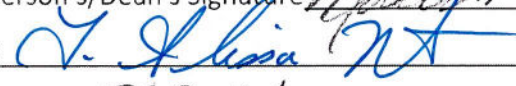
The proposal adds English 264, Survey of American Literature to allow for a greater focus on works written after 1865.

Name of person preparing course description: Edwins, C. Johnson, and Smolen-Morton

Department Chairperson's/Dean's Signature



Provost's Signature



Date of Implementation

F'2024

Date of School/Department approval

March 5, 2024

**Catalog description:**

**264 Late American Literature Survey** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from 1865 to the present; provides an introductory foundation for further study.

**Prerequisite:**

English 102 with a grade of C or higher.

**Purpose:**

1. **For Whom (generally)?:** English 264 will serve as a general education literature course for all majors. Having piloted the content as a themed section of English 250, the department recognizes that the material serves a variety of students very well. Additionally, English 264 will serve as a foundations course for English majors and minors.
2. **What should the course do for the student?:** Like all literature courses, English 264 will teach students to become better readers and more precise writers. Through the close analysis of a variety of American authors, students will learn to interpret poems, plays, prose fiction.

and non-fiction. They will also learn to share their discoveries in carefully argued essays. Additionally, the course will expose students to a wide range of literary texts and provide a literary history from the end of the Civil War to the present.

3. **Teaching method planned:** Lecture, discussion, and small group.

**Textbook and/or materials planned (including electronic/multimedia):**

- Levine, Robert, gen. ed. *The Norton Anthology of American Literature: 1865-The Present*. (Shorter 10<sup>th</sup> edition). Norton, 2023.
- Chopin, Kate. *The Awakening*. Dover Thrift, 2022 (originally published 1899).
- Williams, Tennessee. *A Streetcar Named Desire*. New York: New Directions, 2004 (originally published 1947).

**Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course).**

English 264 provides students with a survey of works by American authors publishing since the Civil War, an event that radically changed American culture. Students will read, analyze, and write critically about various pieces of fiction, poetry, and drama from this period. We will relate the literature that we read to historical, political, and other sociocultural events and movements relevant to the literature's contexts.

**Grading Components:** The final grade for the course will be based on a 1000 point system to

be distributed as follows:

Short Papers-----	300 points (150 points each)
Exam 1-----	200 points
Exam 2-----	200 points
Quizzes-----	150 points
Class Participation-----	<u>50 points</u>
	1000 points

**See sample syllabus for more details.**

## ENGLISH 264: LATE AMERICAN LITERATURE SURVEY

Instructor: Dr. Jo Angela Edwins

Office: 101 Founders Hall

Office Phone: 661-1499

e-mail: jedwins@fmarion.edu

Office Hours: MTW 9:00-10:00, W 12:00-12:30, or by appointment

### *Texts:*

- Levine, Robert, gen. ed. *The Norton Anthology of American Literature: 1865-The Present*. (Shorter 10<sup>th</sup> edition). Norton, 2023.
- Chopin, Kate. *The Awakening*. Dover Thrift, 2022 (originally published 1899).
- Williams, Tennessee. *A Streetcar Named Desire*. New York: New Directions, 2004 (originally published 1947).
- Class readings posted on Blackboard.

### *Course Goals:*

English 264 is designed to provide students with a survey of works by American authors publishing since 1865. Students will be expected to read, analyze, and write critically about various pieces of fiction, poetry, and drama from this period. We will relate the literature that we read to historical, political, and other sociocultural events and movements relevant to the literature's contexts. This course depends not only on lecture but on meaningful class discussions and occasional in-class group activities about the works that we study. Students will demonstrate their knowledge of the material we study through class discussion, quizzes, two exams, and two short papers.

### *Prerequisite:*

You must have passed both English 101 and 102 with a C before enrolling in English 264.

### *Exams and Major Paper:*

This course will include two exams and two short papers that demonstrate analysis of a thematic concern of one or two literary pieces produced in the United States since 1865. Upon approval from your instructor, you may write about a work or works not discussed in class. An assignment sheet listing guidelines and various options for the paper will be distributed in the near future.

**Late Papers:** Only in cases of extreme, documented emergencies will I accept an out-of-class exam essay or major paper late without penalty, and regardless of the circumstances, I will not accept it any later than 48 hours past the assigned due date. If a major paper is submitted late and no emergency arrangements have been made with me, it will lose a letter grade for each 24-hour period that it is late, starting at the start of class on the original due date. Again, I will accept no late papers more than 48 hours past the start of class on the assigned due date, and be aware that I do not accept electronic submission of assignments. (Note: As explained below, I do not accept short responses late under any circumstances.)

### *Quizzes:*

To allow an opportunity for you to "test-run" sample exam questions, and to make sure everyone stays up-to-date with reading assignments, I will distribute occasional unannounced

quizzes, which will be graded on a ten-point scale. Quizzes will be administered at the beginning of class and cannot be made up for any reason, so it would be in your best interest to arrive to class every day, on time, and prepared. NOTE: Quizzes will cover everything we've read and discussed, including terminology, since the last quiz.

Your quiz grades will be averaged together to make up one component of your overall grade for the course. Because quizzes cannot be made up, I will drop your two lowest quiz grades before averaging the remaining grades to determine your overall quiz average at the end of the term.

*Attendance:*

Regular attendance is mandatory. A large group of diverse people with diverse ideas is a must if classroom discussions are to succeed and be of benefit to the entire class. **You will be allowed seven absences this semester. I begin counting absences on the second day of classes for ALL students, regardless of when the course is added to any given student's schedule. Late arrivals (after I've taken roll) or early departures (leaving any time before class is dismissed) count as ½ an absence each and are calculated as part of your allowed number. If you miss more than 10 minutes of any given class, it will count as a full absence from the class. If you appear to be sleeping during class, even for a moment, it will count as an absence. There is no difference between excused and unexcused absences. Upon the eighth absence, you will be dropped from the course.** Also, keep in mind that frequent unannounced in-class work will make up an integral part of your grade. These assignments CANNOT be made up under any circumstance. If you miss class regularly, your grade will definitely be affected for the worse. You will also be responsible for any changes or new assignments added to the syllabus, even if those changes are made on days when you are not in class.

*Class Participation:*

You are expected to attend class regularly and participate as actively as you can. However, class participation involves much more than these responsibilities. Everyone in this class begins with a perfect class participation grade, but your behavior in the classroom can cause that grade to decrease. Moving in and out of class during class time, sleeping in class, insulting me or other class members, using your cell phone in class, chatting with neighbors in class, reading or writing unrelated materials in class, or various similar discourteous behaviors can cause your class participation grade to plummet. Consider yourself warned.

*Grading:*

Your final grade for the course will be based on a 1000 point system outlined below:

Short Papers-----	300 points (150 points each)
Exam 1-----	200 points
Exam 2-----	200 points
Quizzes-----	150 points
Class Participation-----	<u>50 points</u>
	1000 points

Grades will be distributed as follows: A=900-1000 points; B+=870-899; B=800-869; C+=770-799; C= 700-769; D+=670-699; D=600-669; F=below 600. Percentages reflected in these point values will apply to all graded assignments this term.

#### *Plagiarism:*

A crucial factor in receiving a quality education involves learning to take credit for your own work and giving credit where it's due for work that does not originate with you. Plagiarism includes lifting passages from a text (book, professional journal, website, friend's paper, etc.) without placing quotation marks around direct quotations and properly citing internally and in a Works Cited page the source of this material; it includes paraphrasing ideas that are not common knowledge which are derived from other sources; it includes receiving excessive help in writing your paper from anyone, including friends, family members, or writing tutors; it includes using AI-generated text and representing it as your own writing. Cheating involves obtaining and reproducing answers for a test or quiz in any way other than your own memory or another universally-to-the-class sanctioned method for producing test answers. **For this course, if you plagiarize a paper, you will automatically receive a 0 (F) on that paper. If you are caught cheating on an exam, you will receive a 0 for the full exam grade. If you are caught cheating on a quiz, you will receive a 0 for the entire quiz portion of the course grade (15% of the final course grade). Recall that, if you already have a record of academic dishonesty at FMU and you are caught plagiarizing or cheating again, more serious penalties apply (suspension or expulsion from the university).** If you are ever uncertain about what constitutes academic dishonesty, please speak with your instructor!

#### *Students with Disabilities:*

If you have or believe you have a disability and have not already met with the Director of Counseling and Testing at FMU, you may wish to contact her about registering for their services so appropriate accommodations can be provided for you. You may reach the Director by calling the Counseling and Testing Center at 661-1840. If you have already registered for these services and will need special accommodations for any aspect of this course, I urge you to speak to me as soon as possible.

#### *A Few More Notes:*

Worth repeating: save *all* work you submit to me on a reliable computer storage device which you keep the *entire* semester, especially if you submit any work to me at a different time or place from the rest of the class. For any number of reasons, I may not begin grading a set of papers immediately after I collect them, and if you submit a paper separate from the rest of the class, there is the small but real chance it might be misplaced, so save all your work, and try to submit all work with the rest of the class if you can. NOTE: *Never slide papers under my door!* Leave them in my department mailbox in the main English department office (FH 155).

CHECK YOUR FMU E-MAIL REGULARLY. When I send messages to the class as a whole, or sometimes to individuals, I may use the Blackboard e-mail function to do so, and such e-mails are sent to your g.fmarion.edu address. There have been occasions when I have sent crucial information to students that impacted their grades later via e-mail, and when you do not check your e-mail, you're responsible for the results.

Due to time restrictions and the organic progression of any given class in any given semester, some assignments mentioned above or noted on the course calendar below may be altered over the course of the semester.

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## English 264: Early American Literature Survey

### Course Calendar

*Note:* Assignments and due dates are subject to change on relatively short notice. It is your responsibility to keep up with changes as they are made! Page numbers refer to the Levine anthology.

<b>W</b>	<b>1/14</b>	Course/class introductions
<b>F</b>	<b>1/16</b>	Bierce, "Chickamauga"
<b>M</b>	<b>1/19</b>	Dr. Martin Luther King, Jr. Holiday—NO CLASSES
<b>W</b>	<b>1/21</b>	Twain, <i>Adventures of Huckleberry Finn</i> (in the textbook)
<b>F</b>	<b>1/23</b>	Twain, <i>Adventures of Huckleberry Finn</i>
<b>M</b>	<b>1/26</b>	Twain, <i>Adventures of Huckleberry Finn</i>
<b>W</b>	<b>1/28</b>	Howells, "Editha"
<b>F</b>	<b>1/30</b>	James, <i>Daisy Miller</i>
<b>M</b>	<b>2/2</b>	Chesnutt, "The Passing of Grandison"
<b>W</b>	<b>2/4</b>	Chopin, <i>The Awakening</i>
<b>F</b>	<b>2/6</b>	Chopin, <i>The Awakening</i>
<b>M</b>	<b>2/9</b>	Chopin, <i>The Awakening</i> (finish); Dunbar, "We Wear The Mask"
<b>W</b>	<b>2/11</b>	Gilman, "The Yellow Wallpaper"
<b>F</b>	<b>2/13</b>	Frost, "The Road Not Taken"; "Mending Wall"
<b>M</b>	<b>2/16</b>	Hughes, "Harlem"; "The Negro Speaks of Rivers"
<b>W</b>	<b>2/18</b>	Hurston, "Sweat"
<b>F</b>	<b>2/20</b>	Eliot, <i>The Waste Land</i>
<b>M</b>	<b>2/23</b>	Fitzgerald, "Babylon Revisited"; SHORT PAPER ONE DUE
<b>W</b>	<b>2/25</b>	Stevens, "The Snow Man"; "The Idea of Order in Key West"

- F 2/27 Williams, "The Red Wheelbarrow"; "The Young Housewife"
- M 3/2 H.D., "Leda"; "Helen"
- W 3/4 Hemingway, "A Clean, Well-Lighted Place"; MIDTERM REVIEW
- F 3/6 **MIDTERM EXAM**
- M 3/9 Faulkner, "A Rose for Emily"
- W 3/11 Steinbeck, "The Chrysanthemums"
- F 3/13 Roethke, "My Papa's Waltz"; Brooks, "We Real Cool"
- M-F 3/16-3/20 SPRING BREAK—NO CLASSES
- M 3/23 Williams, *A Streetcar Named Desire*
- W 3/25 Williams, *A Streetcar Named Desire*
- F 3/27 Williams, *A Streetcar Named Desire*
- M 3/30 Bishop, "One Art"; "In the Waiting Room"
- W 4/1 Baldwin, "Going to Meet the Man"
- F 4/3 O'Connor, "A Good Man Is Hard to Find"
- M 4/6 Rich, "Diving into the Wreck"
- W 4/8 Plath, "Daddy"; Sexton, "The Starry Night"
- F 4/10 Instructor Conference—CLASS CANCELLED (Get started on next week's reading!)
- M 4/13 Carver, "Cathedral"
- W 4/15 Kingston, "No Name Woman"
- F 4/17 Harjo, "Call It Fear"; BB—"She Had Some Horses"
- M 4/20 Lahiri, "Sexy"
- W 4/22 Spiegelman, from *Maus*; SHORT PAPER TWO DUE
- F 4/24 Catch-up day
- M 4/27 Final Exam Review

**FINAL EXAM: FRIDAY, MAY 1, 11:45-1:45, FH 215A**