



Syllabus for English 17

Course Information

Semester & Year: Spring 2023

Course ID & Section #: ENGL-17-E4652

Instructor's name: Dr. Sean Thomas

Day/Time of required meetings: Tuesday and Thursday, 10:05-11:30

Location: HU 115, Eureka Main Campus

Course units: 3

Textbook: *Norton Anthology of American Literature, Beginnings to 1865* (shorter 10th ed)

Instructor Contact Information

Office location: Science 216-H

Office hours: Tuesday 12-1

Phone number: (707) 476-4324

Email address: sean-thomas@redwoods.edu

Catalog Description

A survey of early American literature from pre-conquest and early contact, up to the Civil War. Students will read critically and analytically in genres ranging from transcribed oral legends through exploration and captivity narratives, religious tracts, letters, philosophical essays, diaries, novels, short stories, and poems.

Course Student Learning Outcomes

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

Recommended preparation

English 1A--College Composition

Students are advised that the following learning outcomes from College Composition are recommended preparation for English 17:

Outcomes

- 1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
- 2. Utilize flexible strategies for writing expository and argumentative college-level essays.
- 3. Incorporate primary and secondary sources into essays using appropriate documentation format.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and

accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

TBD: I approach writing and literature classes with an eye toward collaborative, co-created learning experiences. We will explore the nature of the literary survey, possible approaches to grading and evaluation, and consider individual interests and orientations during the first week of class.

UPDATE: The results of our collaborative efforts to co-create this semester's learning experience relative to assignments and evaluation are as follows:

Assignments

Reading

Facilitating your individual engagement with the reading material this semester is a priority in this class. As we discussed last week, our intention as a group is to focus on a sequence of required and self-selected readings this semester. Some students expressed an interest in reading comprehension or identification tests as a means of evaluating student performance in this class, and indeed there are times when such assessments might prove useful in a course like this. Our focus in this class, however, is on approaching the reading from an inquiry mindset, one that prioritizes the student's questions about and responses to the material we are studying. In that context, your responses to the reading, your participation in and contributions to class discussions, and your formal outside-of-class writing should be the priority this semester.

Reading requires time, plenty of it. In order to thrive in this class, please be sure to budget enough time each week to support your learning.

Reading Response Journal

We agreed that a reading response journal is also a requirement of this course. Because the time required to complete the readings for this course is significant, we will not use Canvas to post or collect

the reading journal entries. I recommend using a designated notebook for this work that you keep with you while reading and bring to each class meeting. The requirement for this component of the course is that you complete one reading response entry prior to each class meeting. I don't plan on collecting the journal or reviewing your entries other than just checking to see that you have done them; however, if you would like to discuss them individually with me, I would be happy to do so. A reading response journal can take many forms depending on your individual learning needs and interests, and in fact, your entries may vary widely in their substance and nature. Essentially, the journal is a space to pause and reflect on the material you encounter as we work through the semester. In my view, the journal should be used to support your efforts to read actively—that is to say, it should help you move beyond passive consumption of the words on the page and toward an interpretive or analytical relationship with the texts we are consuming. Practically speaking, the reading response journal has some value in helping you prepare for class and formal writing assignments since it will collect your questions and ideas for further inquiry and your other observations and function as a record of your responses to the material. There is no requirement to address all components of any given day's reading assignment in your journal; in fact, depth of thought in your reading journals is probably more important than breadth.

Formal Writing

This semester, folks chose a sequence of smaller formal writings rather than two longer essays. These will be composed outside of class and submitted on Canvas on Mondays according to a pre-determined schedule. According to the official English 17 course outline, this work should also conform to MLA standards of format and style and demonstrate that you are acquiring the knowledge and ability to engage in academic literary analysis. In my view, these smaller formal writings should be at least two pages in length and focus on one particular interpretive or analytical question raised by your reading journal work or emerging from our class discussions and activities. Ideally, this assignment will be integrated with and responsive to the directions we take with the material throughout the semester.

Feb. 6

Feb. 20

March 6

March 27

April 10

April 24

May 8

We have a total of seven pre-determined due dates for this work, but I require only six to satisfy the requirements of the course.

**A quick note about Canvas and doing the work for the class

My intention is to use Canvas to distribute information or materials, not as a place for class discussion or other work (aside from submitting our formal writings every other week as described below). If I contract COVID or another infectious ailment and am unable to come to campus for an extended period of time, then we might have to integrate Canvas discussion forums and lecture videos into our work to keep moving forward. I encourage masking and proactive absences from class to prevent the spread of viral illness. If you are sick, please contact me so I can support your keeping up with the material if you have to miss class.

Late work policy

Reading assignments and reading journal entries are to be completed before the day they appear on our class calendar. For example, the reading listed on, say, Feb 23, needs to be completed before that class meeting. For the formal writing assignments, they are due on the dates listed above; I am willing to extend that due date once or twice per person each semester on an individual basis, but I am unable to accommodate any extensions that stretch beyond two class meetings because you need to keep up with the reading requirement.

Participation

Active participation in class activities and discussions is mandatory in this class. If you have reservations about or particular challenges related to meeting this requirement, I am willing to explore other avenues for you to demonstrate your active engagement with the course material, but we need to make an explicit agreement about this so that we are on the same page. Please message me through Canvas or meet me in my office if you would like to discuss this.

Grading

Your final mark in this course will be based on your overall performance in class and evolution as a learner during the semester relative to the standard curricular expectations of the course. Throughout the semester, I will not attach alphabetical or numerical grades to your work, but I will provide you with ample verbal and written feedback.

At the mid-point and end of the term, I will have a conversation with each of you about your overall work in the class that considers primarily your formal writing and engagement with the material in class activities, your reading journal, and discussions. The final semester grade that you earn will be based upon our mutual holistic assessment of your performance in the class, and this will be determined individually and as transparently and supportively as possible.

The benchmarks for assessing whether you have satisfied the requirements of the course are established by our local curriculum and statewide course standard.

CR's learning outcomes are listed above at the beginning of this syllabus.

The statewide expectation is that by end of this course, you will be able to do the following:

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Demonstrate an understanding of appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation forms.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*

- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred

Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department-](#)

[Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran’s Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Schedule of Readings and Due Dates

Jan 17	Introduction to the curriculum	Reading N/A
Jan 19	Theme/Topic/Issue and reading selection work	Review the <i>Norton Introduction to American Literature</i> shorter 10th edition (NIAL)
Jan 24	“Native American Oral Literature”	NIAL: pp. 29-45
Jan 26	Cabeza de Vaca, from <i>Chronicle of the Narváez Expedition</i> ; John Smith, from <i>A Description of New England</i>	NIAL: pp 53-78
Jan 31	William Bradford “from <i>Of Plymouth Plantation</i> ; Anne Bradstreet, “Prologue,” “Contemplations,” “The Author to Her Book.”	NIAL: pp 79-100; 120-134
Feb 2	Mary Rowlandson, <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i>	NIAL: pp 138-158
	Formal Writing #1	Due in Canvas by Monday at 11:59 PM on Feb 6

Feb 7	Ben Franklin, "Remarks Concerning the Savages of North America" ; Samson Occom, <i>A Short Narrative of My Life</i> and selected hymns	NIAL: pp 197-200; 265-274
Feb 9	Ethnographic and Naturalist Writings; Crèvecoeur	NIAL: pp 275-300
Feb 14	Paine, Jefferson, selections from <i>The Federalist</i>	NIAL: pp 305-337
Feb 16	Native American Eloquence: Negotiation and Resistance	NIAL:; 425-438.
	Formal Writing #2 ** CR holiday	Due in Canvas by Monday at 11:59 PM on Feb 20
Feb 21	"An American Renaissance?"; Cooper, from <i>The Last of the Mohicans</i> ; Bryant selected poems; Apess, <i>An Indian's Looking-Glass for the White Man</i> .	NIAL: pp 439-457; 477-500
Feb 23	"Native Americans: Removal and Resistance"	NIAL: pp 580-599
Feb 28	Emerson, <i>Nature, Self-Reliance, the Poet</i> .	NIAL: pp. 500-532; 546-579
Mar 2	Hawthorne, "Young Goodman Brown," <i>The Birth-Mark</i> ; Poe, "The Raven," "The Fall of the House of Usher"; "The Tell-tale Heart"; "The Purloined Letter"; "The Philosophy of Composition"	NIAL: pp 617-626; 643-654; 664-667; 678-695; 701-714; 714-722
	Formal Writing #3	Due in Canvas by Monday at 11:59 PM on March 6

Mar 7	"Womens Rights and Women's Writing"; Fanny Fern; Margaret Fuller	NIAL: pp 727-741; NIAL: pp 746-765
Mar 9	Phyllis Wheatly, poetry	NIAL: pp 399-409
Mar 21	Olaudah Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written by Himself</i>	NIAL: pp 338-384
Mar 23	"Slavery Race and the Making of American Literature"; Lincoln	NIAL: pp 766-789; 723-726
	Formal Writing #4	Due in Canvas by Monday at 11:59 PM on March 27
Mar 28	Harriet Beecher Stowe, from <i>Uncle Tom's Cabin</i>	NIAL: pp 790-825
Mar 30	Harriet Jacobs, "Incidents in the Life of a Slave Girl"	NIAL: pp 830-878
Apr 4	Fredrick Douglass, <i>Narrative of the Life of Frederick Douglass, and American Slave, Written by Himself.</i>	NIAL: pp 970-1004
Apr 6	Fredrick Douglass, <i>Narrative of the Life of Frederick Douglass, and American Slave, Written by Himself.</i>	NIAL: pp 1004-1043
	Formal Writing #5	Due in Canvas by Monday at 11:59 PM on April 10
Apr 11	Thoreau, "Resistance to Civil Government"	NIAL: pp. 879-897

Apr 13	Thoreau, from <i>Walden</i>	NIAL: pp. 899-969
Apr 18	Whitman, preface to <i>Leaves of Grass</i> .	NIAL: pp. 1043-1061
Apr 20	Whitman, Song of Myself	NIAL: pp 1062-1106
	Formal Writing #6	Due in Canvas by Monday at 11:59 PM on April 24
Apr 25	Melville, "Bartleby the Scrivener"; "Benito Cereno"	NIAL: pp. 1128-1214
Apr 27	Frances Ellen Watkins Harper, selected poems; Emily Dickinson, selected poems	NIAL: pp. 1215-1249
May 2	Rebecca Harding Davis, "Life in the Iron Mills."	NIAL: pp. 1249-1277
May 4	"Songs and Poems from the Civil War"	NIAL: pp. 1278-1290
	Formal Writing #7 due	Due in Canvas by Monday at 11:59 PM on May 10.
May 11	Final exam period 10:45-12:45	