**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** EN 371 American Literature II: Emergent National Voices (1800-1865)

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): In rotation with the other American Literature survey courses (EN 370, EN 372, EN 373, and EN 376)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

EN 371 covers major texts, authors, and literary movements in the United States between 1800-1865. Students will explore works by diverse authors and the relationships among and between the texts and their cultural contexts. Students will look at how American authors worked to develop a distinctly American literary tradition during these years as well as how the texts responded to and even shaped national discourses about identity, ethnicity, race, gender, land, and religion.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

EN 371 requires students to read a variety of essays, poems, short stories, and novels from a range of U.S. authors. They analyze these texts through lenses of history, form, and structure. Through these activities the students will fulfill the requirements of both Critical Thinking (analytical reading and writing) and Human Expression (research, reading, and writing about U.S. literature).

Students in this course will examine literature from early 19th century to the Civil War, including the American literary Renaissance, transcendentalism, slave narratives, and the rise of the sentimental novel.

**Critical Thinking Component:**

* **Evidence:** Students are assessed on their understanding of various concepts, themes, and literary forms by responding to the reading of the text and class discussion. In forming a response, students should demonstrate an ability to closely read and analyze text, then provide an argument in terms of their understanding of a specific American literary text while using textual evidence as support.
* **Integrate:** Students are asked to consider their assumptions about American literature, whether those are based on personal experiences or cultural teachings (positive or negative), when reading and discussing literary texts. Throughout the semester, students are taught to consider how varying approaches can lead to different, often contradictory, interpretations of a text.
* **Evaluate:** Students are required to apply varying literary – critical methods in analyzing the text and draw conclusions, in terms of meaning and expression, particularly when considering audience, purpose, and technique. For example, when examining slave narratives, students can apply a literary-historical lens or a new critical or feminist lens, comparing and contrasting how these theories add to their understanding of the literature and the human experience.

**Human Expression Component:**

* **Knowledge of Aesthetic Role:** Students will demonstrate their understanding of the role of aesthetic in the human experience by incorporating evidence of literary expression, for example in forum postings and/or analytical essays. Considerations of race, gender, and socioeconomic position will be discussed in class or in postings. Likewise, students will examine how literary texts from the early and mid-19th century present concepts of beauty, art, and taste in America.
* **Innovative Thinking: For this** outcome dimension, students will construct and share questions expressing creativity and experience in class discussions and/or postings. For example, in reading a text such as *Walden: Or Life in the Woods,* students will consider how Walden’s position of privilege influenced how he represented nature in his writing.
* **Acknowledges Contradictions:** For thisoutcome dimension, students will demonstrate consideration of contradictory interpretations of early and mid-19th century American writings in their written analyses of texts.
* **The following are examples of various means of assessment for both Critical Thinking and Human Expression:**
  + **Discussion question responses:** Students will respond to prompts on assigned readings, focusing on textual analysis and their impressions of a given book, narrative, or passage. By means of this assessment, students will display their working knowledge of concepts, themes, and terminology relevant to the discussion.
  + **Essays:** Essays may be assigned covering a number of different topics, along with varying approaches to American literature of the pre-Civil war U.S. and how it is analyzed. For example, the student might be asked to examine a text such as *Last of the Mohicans* and use research to make a claim about its representation of Native American experiences. Again, to be successful, students must demonstrate a working knowledge of literary forms, concepts, themes, and terminology, but also their skill in written expression, their ability to analyze text, and how they utilize textual evidence to support their thesis.

C. Describe the target audience (level, student groups, etc.)

Any student of Sophomore standing who has passed through “EN 211” with a grade of C or higher.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

EN 371 fulfills major and minor requirements and has functioned to fulfill the division II Liberal Studies requirement.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Quality of information will be assessed through, most importantly, evidence-based writing assignments, as well as through other classroom activities, which may include presentations, creative work, or tests.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | The ability to integrate insight and modes of reasoning will be assessed, most importantly, through the writing assignments indicated above, as well as through in-class activities such as presentations, discussion or group work.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class... |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | The ability to evaluate information and ideas, in accordance with research and analysis principles established, will be assessed, most importantly, through the writing assignments indicated above, as well as through other classroom activities, which may include presentations or tests.  **Frequency:** at least 2 times  We expect a 75-80% proficiency rate because this is an upper-level class... |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Students will demonstrate comprehension of the role of the aesthetic in human experience by engaging with U.S. literature from 1800-1865 in a variety of ways, including analytical essays, presentations, discussions, and/or exams.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | Students will demonstrate innovative thinking by applying core concepts from lectures and readings to primary texts through analytical essays, presentations, exams, and/or creative assignments.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class.. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | Students will integrate alternate interpretations or contradictory perspectives and ideas through class discussions and group work, as well as through analytical essays and/or exams.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class.. |

**English 371: American Literature 1800-1865**

**Winter 2014**

**Tuesday/Thursday 10-11:40 am, Jamrich 220**

**Professor Amy T. Hamilton**

**Email: amyhamil@nmu.edu**

**Office Phone: 227-1724**

**Office: Gries Hall 257**

**Office Hours: Tuesday/Thursday 1-3:30 and by appointment**

**Course Objectives:**

* Students will be able to analyze early 19th-century American literature within appropriate cultural contexts.
* Students will locate and apply appropriate contextual information to a course text in a research paper.
* Students will demonstrate knowledge of an American author through the development of a classroom presentation.
* Students will demonstrate familiarity with the conventions of literary analysis through a midterm essay.

**Course Description:**

This course examines some of the important genres and movements of early 19th-century American literature. We will explore works by diverse authors and discuss the relationships among the texts and between the texts and their cultural contexts. We will look at how American authors worked to develop a distinctly American literary tradition during these years as well as how the texts responded to and even shaped national discourses about identity, ethnicity, race, gender, land, and religion.

This course requires a heavy reading load. You will be expected to keep up with the reading and come to each class having completed the reading required for that day. Falling behind on the reading will undoubtedly impact both your Daily Response grade and your Participation and Attendance grade.

Required Texts:

*The Last of the Mohicans,* James Fenimore Cooper

*Hobomok,* Lydia Maria Child

*Six Weeks in the Sioux Tepees,* Sarah Wakefield

*Through Dakota Eyes,* Gary Anderson

*Nature and Other Essays,* Ralph Waldo Emerson

*Walden: Or Life in the Woods,* Henry David Thoreau

*Woman in the Nineteenth Century,* Margaret Fuller

*Twelve Years a Slave,* Solomon Northup

**Assignments are graded as follows:**

    93-100=A  
        90-92=A-  
        87-89=B+  
        83-86=B  
        80-82=B-  
        77-79=C+  
        73-76=C  
        70-72=C-  
 67-69=D+  
 63-66=D  
 60-62=D-  
 Below 60=F

**Breakdown of Course Grade:**

Daily responses……………..….15%

Author Presentation……………15%

Midterm Essay…………………20%

Seminar Paper………….………30%

Participation………………..…..10%

Attendance……………………...10%

**Daily Responses:** At the beginning of each class you will be presented with a discussion question based on the reading assigned for that day. You will have 10-15 minutes to write a response to the question. Your daily responses will be graded cumulatively and may not be made up, you will, however, be able to miss two responses with no impact to your grade.

**Author Presentation:** You will prepare one 10-15 minute presentation on one of the course authors. Your presentation will focus on the author’s biography, their other literary works, the relationship between their work and that of other authors working at that time, or the relationship between their work and the cultural context in which they were working. You will sign up for an author and a topic during the first week of class.

**Midterm Essay:** You will write one 4-5 page essay in response to one of a set of prompts handed out mid-semester. We will discuss this assignment in more detail in class.

**Seminar Paper:** You will write one 8-10 page seminar paper. This essay should be an in-depth investigation of one or two of the course texts. You should do some outside research for this essay – we will discuss the research component in class. Your essay should reflect the careful reading, writing, and discussion you have practiced throughout the semester.

**Participation:** Much of this course will be discussion oriented. As a result, you are all required to participate in course discussions. To earn an “A” for participation you must participate *every* class you attend.

**Attendance:** Attendance grade breaks down as follows (absences accrued for documented, school-sanctioned activities or absences for which you obtain a doctor’s note will not count toward your absence total):

0-2 absences: 100%

3 absence: 92%

4 absences: 88%

5 absences: 85%

6 absences: 81%

7 absences: 78%

8 absences: 75%

9 absences: 71%

10 absences: 68%

11 absences: 65%

12 absences: 61%

13 absences: 58%

14 absences: 55%  
 Etc.

**Course Policies:**

**Missed or Late Assignments:** *Daily Responses* must be completed in class on the day they are assigned. You may **not** make up missed responses.

*Essays* are due on the day indicated on the syllabus. Late essays will accrue a penalty for each day they are late (at least 3% per day), **unless** you speak with me **before** the due date and we arrange for an extension.

You **must** be present for your *Presentation.* A missed presentation will earn a zero and will undoubtedly negatively impact your course grade. If you anticipate a problem, talk with me **immediately** so that we can reschedule.

**Attendance:** You are expected to be in class each day we meet. If you miss a class, you are expected to notify me and contact one of your classmates for any missed notes, assignments, or information. Your participation and attendance score will be impacted if you miss class more than a couple of times (see breakdown above).

**Syllabus and Daily Schedule:** The Daily Schedule may be adjusted over the course of the semester in response to classroom needs or unexpected events. I will notify you of any changes in class and via email.

**Plagiarism and Academic Honesty:** All of the work you turn in is expected to be wholly original to you and any use of other people’s ideas **must** be properly cited. **Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course.** Please refer to your student handbook for further information about plagiarism.

**Laptop Use:** Because this course will primarily be discussion oriented and your participation is required, I *strongly* suggest that you keep your laptop closed during class. The days when we are discussing texts posted on EduCAT you may use your computers, though I do recommend printing those texts off so that you can work with a hard copy.

**ADA:** If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Daily Schedule**

**Schedule may change with advance notice – please pay attention to updates given in class and via email/EduCAT.**

***Always* come to class prepared and bring the assigned reading for that day.**

Week 1:

**January 14:** *In Class:* Introductions.  
 *Before Next Class:* Purchase course texts. Read “Early Nineteenth Century: 1800-1865”   
 *Heath Anthology* p.1539-1574 (on EduCAT)

**January 16:** *In Class:* Discuss reading. Sign up for Author Presentations.  
 *Before Next Class:* Read Handsome Lake and William Appess (on EduCAT)

Week 2:

**January 21:** *In Class:* Discuss Handsome Lake and William Appess

*Before Next Class:* Read Jane Johnston Schoolcraft and John Rollin Ridge (on EduCAT)

**January 23:** *In Class:* Discuss Schoolcraft.  
 *Before Next Class:* Read Cooper p. ix-xxviii, 1-71

Week 3:

**January 28:** *In Class:* Discuss *The Last of the Mohicans*

*Before Next Class:* Read Cooper p. 72-155

**January 30:** *In Class:* Discuss *The Last of the Mohicans*

*Before Next Class:* Read Cooper p. 156-254

Week 4

**February 4:** *In Class:* Discuss *The Last of the Mohicans.* Begin viewing *The Last of the Mohicans*

*Before Next Class*: Complete Cooper.

**February 6:** *In Class:* View *The Last of the Mohicans*

*Before Next Class:* Read Child p. ix-xxxviii, 3-50

Week 5:

**February 11:** *In Class:* Discuss film and *Hobomok*

*Before Next Class:* Read Child p. 51-99

**February 13:** *In Class:* Discuss *Hobomok*

*Before Next Class:* Read Child p. 100-150

Week 6:

**February 18:** *In Class:* Discuss *Hobomok*

*Before Next Class:* Read Intro to American Romanticism and Irving (on EduCAT)

**February 20:** *In Class:* Discuss American Romanticism and Irving

*Before Next Class:* Read Poe and Hawthorne (on EduCAT)

Week 7:

**February 25:** *In Class:* Discuss Poe and Hawthorne

*Before Next Class:* Read Melville (on EduCAT)

**February 27:** *In Class:* Discuss Melville

*Before Next Class:* Read Wakefield p. TBA

**\*\*\*Midterm Essay due via email by 5pm Friday, February 28\*\*\***

Week 8:

**MIDSEMESTER BREAK: NO CLASS**

Week 9:

**March 11:** *In Class:* Discuss *Six Weeks in Sioux Tepees*

*Before Next Class:* Complete Wakefield

**March 13:** *In Class:* Discuss *Six Weeks in Sioux Tepees*

*Before Next Class:* Read Anderson p. TBA

Week 10:

**March 18:** *In Class:* Discuss *Through Dakota Eyes*

*Before Next Class:* Read Anderson p. TBA

**March 20:** *In Class:* Discuss *Through Dakota Eyes*

*Before Next Class:* Read Intro to Transcendentalism (on EduCAT) and Emerson p.1-33

Week 11:

**March 25:** *In Class:* Discuss Transcendentalism and Emerson

*Before Next Class:* Read Emerson p. 71-118, 149-164.

**March 27:** *In Class:* Discuss Emerson

*Before Next Class:* Read Fuller p. 1-98

Week 12:

**April 1:** *In Class:* Discuss Fuller

*Before Next Class:* Read Thoreau p. 51-104, 167-204

**April 3:** *In Class:* Discuss Thoreau

*Before Next Class:* Read Northup p. 1-74

Week 13:

**April 8:** *In Class:* Discuss *Twelve Years a Slave*

*Before Next Class:* Read Northup p. 75-139

**April 10:** *In Class:* Discuss *Twelve Years a Slave*

*Before Next Class:* Read Northup p.140-196, 198-217

Week 14:

**April 15:** *In Class:* Discuss *Twelve Years a Slave.* Begin viewing *Twelve Years a Slave*

*Before Next Class:* Catch up on any missed reading.

**April 17:** *In Class:* View *Twelve Years a Slave.*

*Before Next Class:* Read Whitman and Dickinson (on EduCAT)

Week 15:

**April 22:** *In Class:* Discuss film. Discuss Whitman and Dickinson.

*Before Next Class:* Work on Seminar Paper

**April 24:** *In Class:* Tie up loose ends.

Week 16:

**Seminar Paper due. Details TBA.**