### Undergraduate Programs—COURSE CHANGE REQUEST

**DEPARTMENT:**

**COLLEGE:** HONORS COLLEGE

**COURSE PREFIX AND NUMBER:**
AML 2010

**CURRENT COURSE TITLE:** HONORS AMERICAN LITERATURE TO 1865

**CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):**

**TERMINATE COURSE (LIST FINAL ACTIVE TERM):**

**CHANGE TITLE TO:**

**CHANGE DESCRIPTION TO:**

**CHANGE PREFIX FROM:**

**TO:**

**CHANGE COURSE NO. FROM:**

**TO:**

**CHANGE CREDITS FROM:**

**TO:**

**CHANGE GRADING FROM:**

**CHANGE WAC/Gordon Rule Status**

ADD* __X___ REMOVE ______

**CHANGE GENERAL EDUCATION REQUIREMENTS**

ADD* ______ REMOVE ______

**CHANGE PREREQUISITES/Minimum Grades to:**

**CHANGE COREQUISITES to:**

**CHANGE REGISTRATION CONTROLS to:**

*WAC and General Education criteria must be clearly indicated in attached syllabus. For General Education, please attach General Education Course Approval Request: [www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php](http://www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php)

*Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**ATTACHMENT CHECKLIST**

- Syllabus (see guidelines for requirements: [www.fau.edu/academic/registrar/UUPCinfo/](http://www.fau.edu/academic/registrar/UUPCinfo/))
- Syllabus checklist (recommended)
- Written consent from all departments affected by changes
- WAC approval (if necessary)
- General Education approval (if necessary)

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Faculty contact, email and complete phone number: Michael Harrawood mharrawo@fau.edu  (561) 799-8617

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**Approved by:**

- Department Chair: ________________________________
- College Curriculum Chair: __________________________
- College Dean: ____________________________________
- UUPC Chair: ________________________________
- Provost: ________________________________

**Date:**

**ATTACHMENT CHECKLIST**

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Email this form and syllabus to mjenning@fau.edu one week before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

*FAUchange—Revised October 2011*
Doctor John Joseph Hess
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561-799-8649
Office Hours: Monday 1:00PM-5:00 PM and by appointment, HC 101

Course Description

This honors seminar is designed primarily for non-concentrators and students who are considering (or just beginning) an English Literature honors concentration. This survey of American literature through the Civil War introduces students to major traditions in the study of American literature, including such recurrent themes as race, gender, and definitions of “American” in American history, civil government, and literature. The development of a self-consciously national literature in a variety of genres will be explored in work by major writers like Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Washington Irving, Herman Melville, Edgar Allan Poe, Harriet Beecher Stowe, Walt Whitman, and others.

Required Texts


How You Will Get Your Grade:

This course partially fulfills the Writing Across the Curriculum (WAC) requirement for HC students. You must make a final grade of at least a C in order to receive writing credit. This means we will spend a lot of course time working on college writing, and that your grade will be based largely on your performance as a writer of college papers. We study literature in order to learn to talk, not just to read; and it turns out that the power to think depends on the resources of vocabulary, syntax, and of an individual’s power to put words together in a row. So, while we’re engaging with the words of other writers, we’ll also become writers ourselves and will be looking for that peculiar push-and-shove between “form” and “content” that will allow us to say some cool new things about what we’re doing.

I will grade your performance based on the following:

**Papers:** 50%

**Class Participation:** 25%

**Internet:** 25%

**Thesis papers:** Students will write four five-page papers, two of which will be revised in conference with the instructor, and one of which will be revised by peer-edit. I will grade these papers based on very specific criteria:

1. Cogency of analysis and effectiveness of argument;

2. Sentence mechanics;

3. Topic maintenance;

4. Transition and topic sentences;

5. Deployment of new vocabulary.
It is my practice NOT to give student prompts for college writing. Finding your topic and developing your argument is an important part of the skill set college writing asks you to acquire. But I’m more than happy to discuss your topic, in conference and in class, so don’t hesitate to ask for help as we go through this process. In recent years students have expressed increasingly a desire to “know” their grades and the method of their evaluation in detail. Here are some things to keep in mind while you work for this course: I will return each paper with very specific advice regarding the next exercise. Generally, we will be able to locate three specific technical issues that I will ask you to work on for the next paper. If you get better, your grade will get better. FAU provides several templates for daily grading, performance grids, bubble dots, and so on: if you really need me to grade you this way, I will of course. But this is a course in skill-acquisition and reading analysis, and I believe you will render the best performance and will get your optimal final grade if you work hard developing the leads I will provide on your exercises. At any time during the course I will be happy to discuss your performance and your current grade. If you’re at all concerned about my assessment of your work I urge you to speak with me about it.

**Writing Across the Curriculum (WAC) General Requirements:** This class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of enquiry and writing for various disciplines and professions. You must receive at least a “C” grade (not a C-) to receive WAC credit.

*If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.*

I will also grade the quality of your peer-edit. By mid-semester you ought to have an idea of what I’m looking for in your writing, and you ought to be able to help your fellow students with their work. Again, if your edit is cosmetic, if you write things like “interesting” or “great” or “unclear” in the margins and stop there, I will grade you accordingly. Before we get to this I will spend a lot of time, in class and in conference, going over what I expect here. So don’t worry about this yet.

**Assignments**

All written assignments are graded holistically in terms of creativity of thought, clarity of argument, textual support, logical organization, and basic mechanics.

1. **Attendance, weekly preparation, and class discussion:** 10% (100 possible points)

   You are required to attend each class session. You should complete all assigned readings in advance of each meeting (note: graded pop quizzes and essays will be given). Students are expected to read all assignments carefully and to offer substantial contributions to class discussion. Students are expected to engage each other in a respectful manner that is appropriate to a classroom environment.

2. **Assignment 1, Franklin *Autobiography* essay:** 10% (100 possible points)

   This 5 page assignment asks you to use critical reading skills, analytical writing, and appropriate vocabulary to construct an argument analyzing a formal or thematic element of Benjamin Franklin’s *Autobiography*.

3. **Required Assignment 1 revision:** 10% (100 possible points)

4. **Assignment 2, Emerson workshop essay:** 5% (50 possible points)

   You are required to complete a finished and polished 5 page argument about one of the assigned essays by Ralph Waldo Emerson. Do not treat this assignment as an incomplete draft. You will be required to upload a complete version of your essay to Blackboard before class. You must bring one physical copy of this assignment to class for the required peer workshop. Failure to upload your assignment to Blackboard before class or to attend this mandatory workshop with a complete final version of your paper will result in your automatic dismissal from this class meeting as well as a score of 0 on this assignment. This assignment will be graded for completion of the draft and workshop process.

5. **Required Assignment 2 revision:** 5% (50 possible points)
Using critical reading skills, analytical writing, appropriate vocabulary, and revision skills, you are required to revise your 5 page analysis of one of Emerson’s essays based on written peer workshop feedback. Failure to complete and submit a revision will result in a score of 0 on this assignment. Because this is a cumulative assignment, if you received a score of 0 for the required workshop, you will not be allowed to submit a workshop revision (and will therefore receive a score of 0 on both assignments).

6. Assignment 3, Hawthorne *The Scarlet Letter* essay: 10% (100 possible points)

This 5 page assignment asks you to use critical reading, analytical writing, and appropriate vocabulary to construct an argument that analyzes a formal or thematic element of Nathaniel Hawthorne’s *The Scarlet Letter*.

7. Assignment 4, Melville critical essay: 20% (200 possible points)

This 7-10 page essay requires you to begin a critical dialogue by incorporating into your own original argument about Herman Melville’s “Benito Cereno” at least two academic sources (critical essays that make arguments) that you have found on your own. Your sources must be relevant, appropriately used, and properly cited.

8. Midterm examination: 10% (100 possible points)

This in class midterm examination will include passages for identification (author, full work title, speaker, significance of the passage to the work as a whole) and a timed essay. To preserve the integrity of the examination it cannot be rescheduled. Failure to attend the midterm examination will result in a score of 0.

9. Final examination: 20% (200 possible points)

This final examination will include passages for identification (see above) selected from texts read throughout the semester as well as a timed essay. To preserve the integrity of the examination, it cannot be rescheduled. Failure to attend the final examination will result in a score of 0.

**Course policies**

**Attendance**

Course attendance is mandatory. Any student that misses five classes will automatically fail the course.

**Blackboard SafeAssign**

As part of this course you will be required to submit all written assignments through the SafeAssign feature of Blackboard, a program that submits your work for textual similarity review to an online reference database. Hard copies and e-mail attachments of work will not be accepted. For more on SafeAssign please refer to [http://www.fau.edu/irm/blackboard/safeassign.php](http://www.fau.edu/irm/blackboard/safeassign.php).

Because a generous extension policy is in place for this course, I will not accept late work. Blackboard SafeAssignments will be programmed to become unavailable three hours after the assignment due dates above. If your assignment has not been submitted through SafeAssign by that time (and you have not requested an extension on your paper) you will automatically receive a score of 0 on the assignment. You will not be allowed to make up missing or incomplete assignments.

**Extensions**

Paper deadline extensions may be granted, provided that requests are made in writing (via e-mail) at least 24 hours in advance of the assignment due date. You may receive up to 24 hours extension for each 24 hours in advance that you ask (two days in advance yields a 48 hour extension, etc.). You will not be eligible to receive a maximum extension greater than one week. Extension requests made less than 24 hours in advance will be granted only in exceptional circumstances.

Please note: extensions may be granted. You are not guaranteed extensions so be sure to limit your requests and plan your assignments well in advance. No written work will be accepted during exam week. Do not request an extension for a date later than the final course meeting. Any work submitted after that time will automatically receive a score of 0.

**Incomplete Work**

FAU change—Revised October 2011
All assignments submitted for credit must meet minimum assignment requirements outlined above or elaborated in the SafeAssignments posted to Blackboard. Failure to meet these minimum assignment requirements will result in a score of 0.

**Note of Honors Distinction:** This course differs substantially from the non-Honors version. First, the writing component of the course will be much more demanding, and will prepare students for upper-division college writing and for work on the **Honors Thesis.** Students will be exposed to vocabulary of a specifically theoretical nature, and will be expected to comprehend these new concepts and to deploy these new terms in their own critical thinking and writing. In addition, we will begin professionalizing our own readings and analyses of these texts. Students will be expected to familiarize themselves with the history and the ongoing critical and scholarly conversation about these works, and will give in-class presentations about critical history and about the living scholars in the field as it now stands. Students will also engage with the theoretical tools used by today’s reading community to study literature. Most importantly, this course will reflect the interdisciplinary nature of Honors education and will inculcate critical attitudes and skills that will teach you how to learn for yourself.

**Academic Integrity/Honor Code:** College writing demands that students assimilate and deploy new vocabulary, and demands the writing itself to reflect the student’s ability to use a new and professionalized sentence structure. Often, you will be encouraged to use new words and to frame sentences based on expressions you have heard in class or found in the readings. Plagiarism is something else: it is the passing off of someone else’s work as your own. FAU currently has a policy on Academic Integrity, which can be found here: [http://www.fau.edu/ctl/AcademicIntegrity.php](http://www.fau.edu/ctl/AcademicIntegrity.php)

The Wilkes Honors College developed an Honor Code collaboratively with the HC student body. You can find it here: [http://www.fau.edu/divdept/honcol/academics_honor_code.htm](http://www.fau.edu/divdept/honcol/academics_honor_code.htm)

Please understand that, like all your instructors, I take academic integrity very seriously and will prosecute any offenses.

**Students With Disabilities Act:** The Honors College is committed to providing equal opportunities for all students, and so am I. If you have any special needs in order to perform your best for this course, please make them known to me and I’ll do everything I can to help you with them. Please look at the FAU policy regarding this: [http://www.osd.fau.edu/Rights.htm](http://www.osd.fau.edu/Rights.htm).

**Schedule**

**Unit One: Early America (to 1700)**

**Week One**

Monday 8/20/12  Introduction: “Civil Government and Religious Life in the British Colonies”
- Anne Bradstreet and Phillis Wheatley, Selected Poems

Wednesday 8/22/12  Benjamin Franklin, *The Autobiography* [1791/1868], Part One (1-57)

**Unit Two: Colonial America and Republicanism (1700-1800)**

**Week Two**


Wednesday 8/29/12  Benjamin Franklin, *Autobiography*, Parts Three and Four (77-146)

**Unit Three: The Rise of American Literature (1800-1830)**

**Week Three**

Monday 9/3/12  University Holiday: No class

Wednesday 9/5/12  Washington Irving, “Rip Van Winkle” [1819] (951-965)

Friday 9/7/12  **Assignment 1 due via SafeAssign at 5:00 PM**
Week Four

Monday 9/10/12  James Fenimore Cooper, *The Last of the Mohicans* [1826] (excerpts 985-987, 1003-9)
Wednesday 9/12/12 Introduction, “American Literature 1820-1865” (929-950) **In-class review of Paper One for revision**
Friday 9/14/12 **Assignment 1 revision due via SafeAssign at 5:00 PM**  
**Note:** Extra office hours this week to discuss paper revisions

Unit Four: The “American Renaissance” (1830-1850)

Week Five

Monday 9/17/12  Ralph Waldo Emerson, *Nature* [1836] (excerpts 1106-1138)
Wednesday 9/19/12  Ralph Waldo Emerson, “The American Scholar” [1837] (1138-1151)  
Ralph Waldo Emerson, “Self-Reliance” [1841] (1163-1180)

Week Six

Monday 9/24/12  Ralph Waldo Emerson, “The Poet” [1844] (1180-1195)  
Walt Whitman, “Preface to *Leaves of Grass*” [1855] (2190-2209)  
Walt Whitman, “Song of Myself” [1860, 1881] (2210-2256)
Wednesday 9/26/12 **Assignment 2 due for in class workshop**

Week Seven

Monday 10/1/12  Edgar Allan Poe, “Annabel Lee” [1849] (1528-1532, 1542-1543)  
Edgar Allan Poe, “The Fall of the House of Usher” [1839] (1553-1565)  
Edgar Allan Poe, “William Wilson, a Tale” [1839] (1566-1579)
Wednesday 10/3/12  Nathaniel Hawthorne, “Young Goodman Brown” [1835] (1272-1275, 1289-1298)  
Nathaniel Hawthorne, “Wakefield” [1835] (1298-1303)  
**Assignment 2 revision due via SafeAssign by 5:00 PM**

Week Eight

Monday 10/8/12  **Midterm Examination**
Wednesday 10/10/12  Nathaniel Hawthorne, *The Scarlet Letter* [1850] (1352-1377)

Week Nine

Monday 10/15/12 Nathaniel Hawthorne, *The Scarlet Letter* (1377-1493)
Wednesday 10/17/12  Nathaniel Hawthorne, *The Scarlet Letter*

Week Ten

Monday 10/22/12 Herman Melville, “Benito Cereno” [1855, 1856] (2304-2308, 2405-2461)
Wednesday 10/24/12  Herman Melville, “Benito Cereno”
Friday 10/26/12  **Assignment 3 due via SafeAssign at 5:00 PM**  
**Unit Five: America’s “House Divided” (1850-1865)**

Week Eleven
Monday 10/29/12 Frederick Douglass, *Narrative of the Life of Frederick Douglass* [1845] (2060-2129)

Wednesday 10/31/12 Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Frederick Douglass, “What to the Slave is the Fourth of July?” [1852] (2140-2143)
William Lloyd Garrison, “To the Public” (1690-1692)
Abraham Lincoln, “A House Divided” [1858] (1627-1635)

**Week Twelve**

Monday 11/5/12 Frederick Douglass, “The Heroic Slave” [1853] (2143-2170)

Wednesday 11/7/12 Harriet Beecher Stowe, *Uncle Tom’s Cabin*, Volume I [1852] (excerpts, 1698-1758)

**Note:** Extra office hours this week to discuss Assignment 4

**Week Thirteen**

Monday 11/12/12 University Holiday: **No class**

Wednesday 11/14/12 Harriet Beecher Stowe, *Uncle Tom’s Cabin*, Volume II (excerpts 1758-1792)
Harriet Jacobs, *Incidents in the Life of a Slave Girl* [1861] (1808-1829)

Friday 11/16/12 **Assignment 4 due via SafeAssign by 5:00 PM**

**Week Fourteen**

Monday 11/19/12 Harriet Beecher Stowe, *Uncle Tom’s Cabin* (“Chapter XLV: Concluding Remarks”)

Henry David Thoreau, “Resistance to Civil Government” [1849] (1853-1872)
Herman Melville, *Battle Pieces* [1866] (excerpts 2461-2465)
Walt Whitman, *Drum-Taps* [1865] (excerpts 2275-2283)
Walt Whitman, “When Lilacs Last in the Dooryard Bloom’d” [1868] (2282-2289)

Wednesday 11/21/12

**Week Fifteen**

Monday 11/26/12 Conclusion

Emily Dickinson, Selected Poems (2554-2597)

TBA **Final Examination**