Mount Wachusett Community College
Gardner, Massachusetts
ENG 289 American Romanticism
ENG 201 Honors English
Associate Professor David Wyman

Required Texts
The Norton Anthology of American Literature (Vol. B) Nina Baym, general editor

Additional Course Materials
Access to a computer; a notebook for class; pens and pencils
Handout “Declaration of Rights and Sentiments”

Office Hours
My office is Room 368. I’m available during posted office hours and by appointment. You can also reach me by phone: 630-9366 or email: d_wyman@mwcc.mass.edu

Course Description
ENG 289 American Romanticism
3 credits
This course is a study of significant American writing of the 19th century, a time of exploration and experimentation, which scholars have referred to as The American Renaissance. The course emphasizes textual analysis and the examination of the relationship of representative works to historical, social, and intellectual developments. Included are works by such authors as Emerson, Thoreau, Whitman, Fuller, Hawthorne, Dickinson, Douglass, Stowe & Melville. Prerequisite: ENG102 or permission of instructor/division dean. Fall.

Course Description
ENG 201 Honors English
3 credits
This course is designed to improve the student’s ability to think through writing. A range of intellectual tasks appropriate to honors-level students, including close textual analysis, interpretation and evaluation of literary works (both fiction and non-fiction) will form the core of the course. A research project is required. Prerequisites: ENG 101, ENG 102, and permission of the Honors Program coordinator. Fall.

Course Objectives
The goal of this course is to introduce you to the some of the significant American literature of the 19th century. This class will emphasize close readings of the texts focusing on both the aesthetic and cultural contexts of the works, as well as their continuing relevance to us today. Writing assignments promoting analysis and interpretation will give you the opportunity to explore ideas and themes in the literature.
Course Objectives (continued)
As a result of active participation in this course, students will be able to identify and define major themes and key concepts in 19th century American literature, from approximately 1830-1885 and recognize the contributions of significant writers to early American literature, and—

1 To write interpretively about literature with an understanding of literary conventions.

2 To develop research and information literacy skills through writing essays requiring exploration of academic sources of literary criticism.

3 To incorporate and integrate ideas found through research into one’s own writing through appropriate citation and documentation.

4 To understand literature as an art form and as an attempt to render the human experience in language.

5 To identify common and culturally specific themes in literature by writers of different races, genders, and ethnic backgrounds.

6 To engage curiosity, stimulate imagination, and provide pleasurable reading.

Teaching & Learning: Everyone is expected to attend class regularly and to prepare for each session by completing assigned readings. This course will be conducted as a working seminar, with all participants contributing to its content and instruction. Students will present research findings, engage in various co-teaching activities with the instructor, make a class presentation as part of a team, offer essays in progress for workshop, and complete two researched-based critical essays. Other forms of writing and active learning exercises emphasizing student success skills may also be included.

Grading Policy Your grade for this course will be based on the following:

Essay 1...........................................................................30%
A researched-based critical essay approximately 7-8 pages.

Essay 2...........................................................................25%
A researched-based critical essay approximately 5-6 pages.

Class Presentation.........................................................5%
Working in teams you will present on an important historical or cultural event of the time period we are studying. Topics may include 1848 Seneca Falls Convention, The Underground Railroad, The Trail of Tears, Brooke Farm.

Collaborative Teaching.....................................................10%
Everyone will take a turn at preparing for a particular class in advance and leading the discussion through a mini-lecture, hands-on activities, handouts, etc. A separate handout will be distributed in class. The due date is whenever your topic is scheduled on the syllabus.

Class Participation.........................................................15%
Final Exam.................................................................15%
A note on writing assignments
Honors English is a writing-intensive course and students will be expected to produce written work that meets or exceeds all acceptable standards for research and writing at the college level.

Grading Standards for English Composition
In the evaluation of a student’s writing, the following elements are recognized as the basic criteria for evaluation:

Correct essay form: introduction, body, conclusion

1. an identifiable thesis or central idea
2. sufficient content to explain or describe the thesis
3. overall organization leading in a clear direction
4. well developed and coherent paragraphs
5. observance of major grammatical conventions
6. correctly constructed sentences, free of fragments and run-ons
7. correct and appropriate diction/voice

& meet the specific objectives of each assignment

Specific Grade Descriptions
A - outstanding achievement. This student’s writing would include all the above criteria and in addition would demonstrate originality of thought and sophistication of style.

B - above average. This student’s writing would demonstrate the achievement of the above, with no more than minimal errors, and it would include a thesis which is not only clear but significant.

C - average. This student’s writing would include all the major criteria, with only occasional deviations from major grammatical conventions. Certain strengths may compensate for other weaknesses.

D - this grade indicates that the student is passing but doing poor work. Serious difficulties in any of the above without compensating strengths in other areas would constitute a D.

F - a failing grade: below standard and unacceptable. Students who, at the end of the semester, still demonstrate critical difficulties in the above areas would generally be considered failing students.

Disclaimer
Essays must be handed in; email submissions will not be accepted. Essays must be handed in on the day they are due; absence is not an excuse for handing in an essay late. A grade (5 points) will be deducted for each day a writing assignment is late. All essays must be typed or word-processed and double-spaced, using MLA format, 12 point Times New Roman (font). An essay that is plagiarized will result in a grade of zero (0). If you cannot make it to class on a day a paper is due, you may send it as a Word attachment to an email. This must arrive at my email by the beginning of class on the day it is due and you must bring a paper copy to the next class—or five (5) points will be deducted for every day it is late.
Attendance
Attendance is an important part of this class. I expect everyone to attend class, arriving on time and staying until the end of class. If you miss class, you are responsible for the work missed. Two absences are allowed without penalty (which constitutes one full week of class) but 2 points will be deducted from the final grade for each absence beyond that. Excessive absences may result in your withdrawal. Also, excessive lateness (3) will be counted as an absence: being late twice = 1 absence. Students are expected to keep track of their own absences. If you are absent the day an assignment is due, it is still your responsibility to get the assignment in on time.

Withdrawal
Instructor reserves the right to withdraw students who
1. Have four or more absences
2. Fail to participate in writing workshops
3. Fail to exhibit appropriate classroom/workshop behavior

Student Responsibilities
Academic freedom involves both the freedom to teach and to learn. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community--students, faculty, and staff members. Also please refer to the student handbook policy on academic honesty, especially plagiarism; an essay that is plagiarized will result in a grade of zero (0).

Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Counselor for Students with Disabilities in room 135, extension 120, as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Technology Rule: Technology—cell phones, computers, etc.—is not allowed in class; if you are caught using any device in class, the first time you will be asked to put it away, the second time you will be asked to leave class and receive an ABSENT for the day.

Academic Support Center & MWCC Library
I also encourage you to visit the Academic Support Center in the MWCC Library. Tutors are available on a drop-in basis; no appointment is necessary. In one-on-one conferences, tutors can help you with your writing at any stage of the writing process. You can also access writing tutors via eTutoring. The ASC web page and the MWCC Library web page contain excellent resources that can help you with your assignments as well.
Schedule of Assignments—Fall 2014

Note: Readings are listed on the day they are due. Assignments are subject to change. In addition to these, I will assign additional readings that you should be prepared to discuss in class. All readings are from The Norton Anthology of American Literature Vol. B

WEEK 1
Introduction/Syllabus…Set up Class Presentation Assignment

WEEK 2
Emerson Nature 214 - 243


WEEK 3
Thoreau Walden CH 1-6

Thoreau Walden CH 1-6

WEEK 4
Thoreau Walden CH 7 – 12

Thoreau Walden CH 7 – 12

WEEK 5
Thoreau Walden CH 13 – 18

Thoreau Walden CH 13 – 18

Essay 1 Assigned

WEEK 6
MWCC Library Literary Research for Essay 1

Class Presentations / Essay 1 Workshop / schedule writing conferences

WEEK 7
Walt Whitman “Song of Myself” (selections) 1330, “Crossing Brooklyn Ferry” 1383

Fuller “The Great Lawsuit” 743 - 777

WEEK 8
Hawthorne The Scarlet Letter CH 1-6

Hawthorne The Scarlet Letter CH 1 -6
WEEK 9
Hawthorne *The Scarlet Letter* CH 7 – 12
**Draft Essay 1 due today**

Hawthorne *The Scarlet Letter* CH 7 - 12

WEEK 10
Hawthorne *The Scarlet Letter* CH 13 - 17

Hawthorne *The Scarlet Letter* CH 13 – 17

WEEK 11
Hawthorne *The Scarlet Letter* CH 18 – 24

Hawthorne *The Scarlet Letter* CH 18 – 24
**Essay 1 Due**

WEEK 12
Dickinson Selected Poems 1663

Dickinson Selected Poems 1663
**Essay 2 Assigned**

WEEK 12
**Writing Workshop Essay 2 / MWCC Library 071**

**Writing Workshop Essay 2 / MWCC Library 071**

WEEK 13
Douglass *The Narrative of the Life of Frederick Douglass* (Preface) 1174 – 1235

Douglass *The Narrative of the Life of Frederick Douglass* (Preface) 1174 – 1235

WEEK 14
Stowe (selections) *Uncle Tom’s Cabin* 807

Melville “Bartleby, the Scrivener” 1483 - 1509

WEEK 15
**Review for the final**

**Essay 2 Due**