SURVEY OF AMERICAN LITERATURE
ENG 254
4 Credits
No Prerequisites

Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added requiring students to consult at least one outside source as research for the essay. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic.
This course continues to meet bacc core requirements for Literature and the Arts and Western Culture.

The 4 credit version will:
- add instruction in research (digital and print resources) appropriate to introductory study in American literature;
- add 5-7 page critical essay;
- add a primary text.
The core syllabus (texts) is the generic three credit version the last time the course was taught, but outcomes and assignments are updated.

Course Description:
Readings from American literature presented in chronological sequence, with emphasis on major writers. Whitman through Dreiser and Wharton.

Student Learning Outcomes:
- Identify key authors and texts of the period (1855-1914)
- Analyze and identify central literary genres and conventions during the 19th century.
- Account for and explain historical trends and issues that affected the development of American literature and culture during this era.
- Demonstrate general skills in reading comprehension, critical thinking, literary analysis, research (digital and print sources) and academic writing in the humanities.

This course meets the requirements for bacc core courses in Literature and the Arts and Western Culture.

Learning Outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about American literary traditions.
Learning Outcomes for Western Culture:
1. Describe the origins and evolution of important features of Western culture.
2. Differentiate and describe events, movements, ideas or artistic achievements of Western culture.
3. Demonstrate interrelationships or connections with other subject areas.
4. Analyze events, movements, ideas or artistic achievements of Western culture in a broad context.
5. Compare past and present American culture and institutions, and make future predictions,
6. Formulate a viewpoint on contemporary American society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking about American literature in cultural contexts.

Evaluation of student performance:
Midterm exam (25%), one 5-7-page critical essay incorporating research from at least one secondary source (50%), and a final examination (25%).

Required Texts: Mark Twain, Tales, Speeches, Essays, and Sketches (Penguin); Walt Whitman, Selected Poems (Dover Thrift); Charles W. Chesnutt, The Marrow of Tradition (Bedford/St. Martin’s); Constance Ward, ed., Great Short Stories by American Women (Dover Thrift); Emily Dickinson, Selected Poems (Everyman).

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct: http://oregonstate.edu/admin/stucon/achon.htm

SCHEDULE OF ASSIGNE READINGS

Week One: Mark Twain: “Early Days” (308-22); “Jim Smiley and His Jumping Frog” (13-19); “The Christmas Fireside” (20-23); “Cannibalism in the Cars” (28-36)

“Story of the Good Little Boy” 48-52); “The Story of the Old Ram” (68-72); “A True Story” (80-84)

Week Two: Mark Twain: “Old Times on the Mississippi” (90-109); “The Private History of a Campaign That Failed” (163-83); “Pudd’nhead Wilson’s Calendar” (195-99); “Pudd’nhead Wilson’s New Calendar” (200-205)

“My First Lie” (256-63); “To the Person Sitting in Darkness” (264-81); “Corn-Pone Opinions” (282-87); “A Dog’s Tale” (288-98); “Eve Speaks” (299-301); “Seventieth Birthday Speech” (302-07)
Week Three: Walt Whitman: “I Hear America Singing” (1); “I Sing the Body Electric” (12-19); “Song of the Open Road” (30-38);
“Crossing Brooklyn Ferry” (39-44); “A Noiseless Patient Spider” (113)

Week Four: Walt Whitman: “Song of the Broad-Axe” (45-54); “Song of the Redwood Tree” (54-58); “A Song of the Rolling Earth” (61-69); “Out of the Cradle, Endlessly Rocking” (73-78);
“Beat! Beat! Drums” (78-79)
“The Wound Dresser” (79-81); “When Lilacs Last in the Door-Yard Bloom’d” (82-89); “O Captain! My Captain!” (89-90)

Week Five: Charles W. Chesnutt: The Marrow of Tradition, “Introduction: Cultural History and Historical Background” (3-26); “Chronology of Chesnutt’s Life and Times” (27-40); Chapters I—XI (45-111)
Midterm exam

Week Six: Charles W. Chesnutt: The Marrow of Tradition, The Marrow of Tradition, Chapters XII—XXVII (112-188)
The Marrow of Tradition, Chapters XXVIII--XXXVII (188-246)

Week Seven: Emily Dickinson Poems (pp. 3-31)
Emily Dickinson Poems (pp. 32-59)

Week Eight: Emily Dickinson Poems (pp. 60-90)

Week Nine: Great Short Stories by American Women: Kate Chopin, “The Storm” (90-94); Rebecca Harding Davis, “Life in the Iron-Mills” (2-34)
Great Short Stories by American Women: Sarah Orne Jewett, “A White Heron” (51-60); Mary E. Wilkins Freeman, “A New England Nun” (61-72)

Week Ten: Great Short Stories by American Women: Louisa May Alcott, “Transcendental Wild Oats” (36-49)
Charlotte Perkins Gilman, “The Yellow Wall-Paper” (74-87)