# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>COURSE NUMBER:</th>
<th>AML 2010</th>
<th>COURSE TITLE:</th>
<th>American Literature I</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>English</td>
<td><strong>REQUIRED TEXT:</strong></td>
<td>The Heath Anthology of American Literature, 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplies:</td>
<td>3 small blue books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An active email account (Account must have student's name in it).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Money for photocopying (Approx. $6.00)</td>
<td></td>
</tr>
<tr>
<td>COLLEGE:</td>
<td>Arts and Sciences</td>
<td><strong>TERM/YEAR:</strong></td>
<td>Fall 2008</td>
</tr>
<tr>
<td>FACULTY NAME:</td>
<td>Veronica A. Yon</td>
<td><strong>TELEPHONE:</strong></td>
<td></td>
</tr>
<tr>
<td>OFFICE LOCATION:</td>
<td>206 Tucker Hall</td>
<td><strong>E-MAIL:</strong></td>
<td><a href="mailto:veronica.yon@famu.edu">veronica.yon@famu.edu</a></td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>LIT 2010</td>
<td><strong>CLASS MEETING TIMES:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OFFICE HOURS:</strong></td>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00-12:15</td>
<td>.</td>
</tr>
</tbody>
</table>
In addition to fulfilling the course objectives listed above, this course addresses the Florida A & M University Academic Learning Compact (ALC) for English (BA/BS). As outlined below, students in AML 2010 will demonstrate "1. Satisfactory knowledge of subject content. 2. Proficiency in written and oral skills 3. Critical thinking and analytical skills within the subject content area as well as other disciplines, 4. Satisfactory achievement in technological skill development and comprehension, and 5. Satisfactory development of interpersonal skills among diverse, interdisciplinary groups." (For a detailed description of the ALC Methods of Assessment and Criteria for Success, visit the FAMU Academic Learning Compact website: www.famu.eduassessment.

### Assignment/Standard Matrix

<table>
<thead>
<tr>
<th>Assignment/Standard Matrix</th>
<th>Behavioral Objective</th>
<th>INTASC</th>
<th>NCTE/IRA</th>
<th>FPEAPS</th>
<th>FTCE</th>
<th>PEU</th>
<th>Uniformed Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations</td>
<td>Present thorough oral critiques of scholarly articles.</td>
<td>6.13, 6.1, 4.6, 21, 6.31</td>
<td>1.3, 7, 8, 12</td>
<td>1.1: 1a, 1 j, 1 k, 1 l, 1m, 2.1: 2c, 2 i, 2e, 2g, 2 j, 2 k, 3.1: 3 b, 3 c, 3 l, 3 j, 3 k, 3 l, 3.2, 4.1: 4a, 4 b, 4 c, 4 g, 4 j, 4.2 5.1: 5 a, 5 b, 5 d, 5 e, 5 j, 5 k, 5.2, 6.1, 6.2, 7.1: 7a, 7 b, 7 g, 8.1: 8a, 8 b, 8 c, 8 d, 8 e, 8 f, 8.2, 9.1: 9 e, 9 f, 9 g, 9 h, 9 i, 9 k, 9 l, 9 m, 10.1 11.1, 12.1: 12 a, 12 b, 12 c, 12 d, 12 e, 12 j, 12 k, 12 l</td>
<td>1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 4.1-4.5, 5.1, 5.2, 7.1-7.5</td>
<td>4.5, 5.1, 5.3</td>
<td>9</td>
</tr>
<tr>
<td>Journal</td>
<td>Write comprehensive critiques of scholarly articles.</td>
<td>3, 5</td>
<td></td>
<td>1.1: 1a, 1 j, 1 k, 1 l, 1 m, 2.1: 2 c, 2 i, 2 e, 2 g, 2 j, 2 k, 3.1: 3 b, 3 c, 3 l, 3 j, 3 k, 3 l, 3.2, 4.1: 4 b, 4 c, 4 g, 4 j, 4.2 5.1: 5 a, 5 b, 5 d, 5 e, 5 j, 5 k, 5.2, 6.1, 6.2, 7.1: 7 b, 7 g, 8.1: 8 a, 8 b, 8 c, 8 d, 8 e, 8 f, 9.1: 9 f, 9 g, 9 h, 9 i, 9 k, 9 l, 9 m, 10.1 11.1, 12.1: 12 b, 12 c, 12 e, 12 j, 12 l</td>
<td>1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 4.1-4.5, 5.1, 5.2, 7.1-7.5</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Develop a 2-3 page(s) annotated bibliography</td>
<td>1.13,1.2 1, 1.23</td>
<td>7,8</td>
<td>1.1: 1a, 1j, 1 k, 1 l, 1m, 2.1: 2c, 2 i, 2e, 2g, 2 j, 2 k, 3.1: 3 b, 3 c, 3 l, 3 j, 3 k, 3 l, 3.2, 4.1: 4 b, 4 c, 4 g, 4 j, 4.2 5.1: 5 a, 5 b,5 d, 5 e, 5 k, 5.2, 6.1, 6.2, 7.1: 7 b, 7 g, 8.1 8a, 8 b, 8 c, 8d, 8 e, 8 f, 9.1: 9 f, 9 g, 9 i, 9 k, 9 l, 9 m, 10.1 11.1,12.1:12.b, 12.c, 12 e, 12 j, 12 k, 12 l</td>
<td>1.1, 1.3, 1.5.2.1.1, 2.3, 2.4, 3.2, 4.1-4.5, 5.1, 5.2, 7.1-7.5</td>
<td>2.5,4.5</td>
<td>11</td>
</tr>
</tbody>
</table>

| Final Examination | Respond to exam questions which must be written a blue book. | 1.2,3,4,5 6,7,8,9,10 | 1.1: 1a, 1j, 1 k, 1 l, 1m, 2.1: 2c, 2 i, 2e, 2g, 2 j, 2 k, 3.1: 3 b, 3 c, 3 l, 3 j, 3 k, 3 l, 3.2, 4.1: 4 b, 4 c, 4 g, 4 j, 4.2 5.1: 5 a, 5 b,5 d, 5 e, 5 k, 5.2, 6.1, 6.2, 7.1: 7 b, 7 g, 8.1 8a, 8 b, 8 c, 8d, 8 e, 8 f, 9.1: 9 f, 9 g, 9 i, 9 k, 9 l, 9 m, 10.1 11.1,12.1:12.b, 12.c, 12 e, 12 j, 12 k, 12 l | 1.1, 1.3, 1.5.2.1.1, 2.3, 2.4, 3.2, 4.1-4.5, 5.1, 5.2, 7.1-7.5 | 1.5,2.1,2.2 2.6,2.7.3, 1-3.5,4.1 - 4.5,5.1,5.2 ,5.3,5.5, 6.5,7 | 11 |

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**

1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. 1.PRE.a Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

1.PRE.k Reviews assessment data and identifies students' strengths and weaknesses.

1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.

3. **COMMUNICATION**
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.PRE.c Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

2.PRE.i Provides opportunities for students to receive constructive feedback on individual work and behavior.

2.PRE.j Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

2.PRE.k Develops short- and long-term personal and professional goals relating to communication.

4. CONTINUOUS IMPROVEMENT

3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.b Participates in and supports the overall school improvement process.

3.PRE.c Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

3.PRE.j Seeks to increase her/his own professional growth by participating in training and other professional development experiences.

3.PRE.k Has observed others in the role of steward and can demonstrate some of the skills involved.

3.PRE.l Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

4. CRITICAL THINKING

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.b Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities.

4.PRE.c Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4.PRE.g Demonstrates and models the use of higher-order thinking abilities.

4.PRE.j Uses technology and other appropriate tools in the learning environment.

5. DIVERSITY

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5.PRE.b Fosters a learning environment in which all students are treated equitably.

5.PRE.d Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

5.PRE.e Has a repertoire of teaching techniques and strategies to effectively instruct all students.

5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

6. ETHICS

6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. HUMAN DEVELOPMENT AND LEARNING

7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.
7.PRE.b Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.PRE.g Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.

8. KNOWLEDGE OF SUBJECT MATTER
8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.
8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.
8.PRE.d Acquires currency in her/his subject field.
8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.
8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.
8.PRE.b Increases subject matter knowledge in order to integrate the learning activities.
8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.
8.PRE.d Acquires currency in her/his subject field.
8.PRE.e Has planned and conducted collaborative lessons with colleagues from other fields.
8.PRE.f Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. LEARNING ENVIRONMENTS
9.PRE.f Provides opportunities for students to be accountable for their own behavior.
9.PRE.g Provides a safe place to take risks.
9.PRE.k Arranges and manages the physical environment to facilitate student learning outcomes.
9.PRE.l Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
9.PRE.m Provides clear directions for instructional activities and routines.

10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.
10.PRE.b Uses technology tools on a personal basis.
10.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
10.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
10.PRE.k Uses technology to collaborate with others.
10.PRE.l Develops professional goals relating to technology integration.

11. ROLE OF THE TEACHER
11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

12. TECHNOLOGY
12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.
12.PRE.b Uses technology tools on a personal basis.
12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.
12.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
12.PRE.k Uses technology to collaborate with others.
12.PRE.l Develops professional goals relating to technology integration.
National Council of Teachers of English (NCTE) - Standards for the English Language Arts
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Florida Teacher Certification Examination (FTC E) Subject Area Examination (SAE) Competencies and Skills - FTCE

Description of Florida Teacher Competencies for English 6-12

I. Gain knowledge of the English language and methods for effective teaching, and be able to:
   1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
   3. Apply knowledge of standard written English.
   5. Identify methods of effectively assessing language skills.

II. Gain knowledge of writing and methods for effective teaching, and be able to:
   1. Identify and apply techniques to develop a supportive classroom environment for writing.
   3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
   4. Select individual, peer, and group activities that support writing processes.

III. Gain knowledge of the use of the reading process to construct meaning from a wide range of selections, and be able to:
   2. Select effective strategies to analyze text (e.g., word structure, context clues).

IV. Gain knowledge of literature and methods for effective teaching, and be able to:
   1. Identify various literary devices in both fiction and nonfiction.
2. Identify the characteristics of various literary genres, movements, and critical approaches.

3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.

4. Identify major authors representative of the diversity of American culture.

5. Identify principal periods of British literature and American literature, major authors, and representative works.

V. Gain knowledge of listening, viewing, and speaking as methods for acquiring critical literacy, and be able to:

1. Identify effective speaking skills for various occasions, audiences, and purposes.

2. Identify effective strategies and techniques for listening.

VII. Acquire the Ability to write well on a selection from poetry or prose, including fiction or nonfiction, and be able to:

1. Analyze a given selection.

2. Demonstrate the ability to organize ideas around a focal point.

3. Exhibit conventions of standard written English.

4. Incorporate relevant content, using ample evidence.

5. Use elements of style that enhance the reader’s interest and understanding.

Topical Outline
The Literary Canon
Native Americans and European Views of the New World Spanish, French, and English Arrivals in America
English Settlers
Eighteenth Century
Voices of Revolution and Nationalism Contested Visions, American Voices Early Nineteenth Century
American Versions of Transcendentalism
Issues and Conflicts in Antebellum America (Slave Narratives)
The Development of Narrative
The Emergence of American Poetic Voices

Teaching Method
Student Participation/Discussion/Presentations Journaling
Improvement Grades
Interdisciplinary Learning/Research Extracurricular Learning
Activities Informal Class Atmosphere

Course Evaluation
Attendance 10%
Class Participation 10%
Midterm 15%
Journal 25%
Annotated Bibliography & Presentation 20%
Final Examination 20%

Grading
All essays and tests will be calculated according to the following chart:
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>3.50</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>76-74</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>66-64</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>63-60</td>
<td>D-</td>
<td>0.75</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approved/Revised 10130107
ATTENDANCE: In order to comply with University regulations, ensure accurate record keeping, and facilitate a stable learning environment, students will not be allowed to attend another section of this course, even when multiple sections are taught by the same professor. In other words, students must attend the section for which they are registered.

Absences that qualify as excused must be "excused by the dean or the director of the unit in which the student is enrolled." Acceptable excuses are outlined in the Catalog as follows: "(a) participation in recognized university activities, (b) personal illness properly certified [notes from the health center will not be accepted], or (c) emergencies caused by circumstances over which the student has no immediate control" (34).

PARTICIPATION: The students' participation grade will be based on 1. Attentiveness, 2. Participation in class discussion, 3. Participation in on-line discussion board sessions, 4. Preparedness, and 5. Overall contribution to the learning experience of the class. (Perfect attendance does not guarantee the receipt of an A in class participation.)

DISCUSSION BOARD: Periodically, students will communicate with their classmates and instructor via the course website (www.veronicayon.com). Sometimes the instructor will post discussion topics; other times, students will be asked to open the dialogue. In order to fully utilize the course website, students should make sure their profiles are complete, their e-mail addresses are listed correctly, and their e-mail accounts are active.

Although certain dates for the Discussion Board are listed in the "Schedule of Assignments," those dates are subject to change. Students are encouraged to attend class and check the course website regularly in order to keep abreast of any schedule changes. Discussion Board participation will be averaged into the students' overall Participation grade.

JOURNAL: Throughout the semester, students will keep a journal in which they record their thoughts, feelings, impressions, observations, etc. upon reading selected works from the text. The instructor may sometimes give students a particular subject to ponder; however, the majority of these entries will evolve from students' own thoughts. Unless noted otherwise, each entry must pertain to the readings/course content, not the students' personal lives, and each entry must be submitted in hard copy format (i.e., No e-mailed journals will be accepted).

Each journal entry must be at least 300 words and no more than 500 words. Also, entries should be typed according to the format described for essays. Entries will be graded holistically on a ten point scale:

O-Fail, 2-Poor, 4-Weak, 6-Fair, 8-Good, 10-Excellent.

Consideration will be given to format, length, clarity, grammar, mechanics, sentence problems, evidence of proofreading, engagement with topic, and evidence of critical and insightful thinking.

ANNOTATED BIBLIOGRAPHY & PRESENTATION: Throughout the semester, students will choose topics on various personages, concepts, terms, etc. (that are either covered in class or represented in the text) and produce an annotated bibliography, consisting of at least five (but no more than eight) sources, not to include the textbook, that are documented according to MLA (Modern Language Association) standards. Websites such as Wilkpeida, SparkNotes, BookRags, E-notes, etc. should not be used. All annotations should be written in complete sentences. Each student will present his/her bibliography to the class in a ten (10) minute oral presentation, which will highlight the most significant, useful, and/or interesting sources. Presenters must supply photocopies for the entire class and should prepare to successfully field questions.

Student copies may be single-spaced; however, the instructor's copy (the master copy) should be double-spaced. Points will be deducted from submitted bibliographies that are not formatted correctly. (More information on format will be addressed in class.)

Grade Calculation for Annotated Bibliography: 100 points

10 points Format- font, margins, spacing, adequate # of copies for class
(Points: O-Fail, 2-Poor, 4-Weak, 6-Fair, 8-Good, 10-Excellent)

20 points Documentation- parenthetical documentation, Works Cited page(s), number and kinds (quality/variety) of secondary sources, no more than one web source, effective and relevant use of quotations, graceful integration of quotations, correct MLA style
(Points: a-Fail, 4-Poor, 8-Weak, 12-Fair, 16-Good, 20-Excellent)

Approved/Revised 10130107
20 points Convention and Sentence Structure - grammar, mechanics (spelling, punctuation, capitalization), sentence problems (fragments, run-ons, comma splices, wordiness, dangling modifiers), evidence of proofreading
(Points: O-Fail, 4-Poor, 8-Weak, 12-Fair, 16-Good, 20-Excellent)

25 points Annotations - content, clarity, relevance, originality - annotations are the student's and reflect the student's perusal of the actual sources
(Points: O-Fail, 5-Poor, 10-Weak, 15-Fair, 20-Good, 25-Excellent)

25 points Oral Presentation - preparedness, ability to engage class, articulation, confidence, knowledge about subject, adherence to ten minute time limit, ability to successfully and authoritatively field questions
(Points: O-Fail, 5-Poor, 10-Weak, 15-Fair, 20-Good, 25-Excellent)

ESSAY FORMAT: All essays/journals must be typed in black ink on white 8.5 x 11 paper. The font size should be no smaller than 10 and no larger than 12. Students should place the following information, on separate lines, against the left margin of the first page: name, the instructor's name (Dr. Yon), the course prefix, number, and section number (AML 2010-001), and the submission date. Center the title of the paper. Double-space between all lines (including the lines between your name, instructor's name, etc.) and set the margins at one inch on all sides of the page. Do not justify the right margin. MLA (Modern Language Association) documentation style should be used. [See pp. 402-419 of the Prentice Hall Reference Guide or pp. 496-497 of The Little Brown Handbook for a paper format example.] Please, no cover/title pages, no binders/folders, and no graphics!

MIDTERM & FINAL EXAM: As a means of monitoring students' grasp of the material in this course, they will be given a Midterm and a Final Examination. Each exam will consist of two parts: 1.) Identification - students will identify several key personages and key terms (literary, social, political, and religious) in one detailed paragraph each. Students will also be asked to identify and discuss the significance of quotations selected from various texts. 2.) Essay - students will write 1-3 well-developed essays on topics provided by the instructor. The essays will be supported by specific examples from the class readings and the students' individual observations/close-readings. Unless noted otherwise, all identification responses must be written in an 8.5 x 7 (small) Examination Booklet (Blue Book).

The final examination will be cumulative.

LATE WORK: Assignments are due on the specified date. Late essays/journals will ONLY be accepted up to ONE CLASS MEETING after the due date with one letter grade being deducted for essays and 2 points being deducted for journal entries.

ESSAYS AND JOURNALS THAT ARE NOT RECEIVED WITHIN THE FIRST TEN MINUTES OF CLASS WILL BE CONSIDERED LATE. ASSIGNMENTS THAT ARE PLACED IN THE INSTRUCTOR'S MAILBOX (IN ROOM 414 OR 100 TUCKER HALL) MUST RECEIVE A DEPARTMENTAL STAMP INDICATING THE DATE AND TIME.

No essays/assignments will be accepted during final examination week!!

PLAGIARISM: Plagiarism, the use of someone else's material (a book, an article, another essay, etc.) without giving proper credit, or the submission of work that is not original for this class is grounds for failure. Although students are encouraged to share ideas and to collaborate on projects with other writers, all work they do in this class needs to be their own work. Students should save all drafts to show their writing progress and to avoid worries about plagiarism.

PLAGIARIZED PAPERS WILL RECEIVE A GRADE OF ZERO. The student may also be failed for the course and/or subjected to a number of other University penalties. For a more detailed explanation of the Academic Honor Policy, students should consult The Fang Student Handbook or the University's website (www.famu.edu) under the "University Regulations" link. The Student Code of Conduct is located in section 2.012.

NON-DISCRIMINATION POLICY: "It is the policy of Florida A & M University that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, handicap, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes" (Regulations of Florida A & M University 10.103).

Approved/Revised 10130107
For a more detailed explanation of the Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures, consult section 10.103 under "University Regulations" on the FAMU website: www.famu.edu. All related questions and concerns should be directed to the Office of Equal Opportunity Programs.

Tentative Course Calendar

AML 2010 (TR) SCHEDULE OF ASSIGNMENTS

This is a tentative schedule; therefore, students are encouraged to attend class regularly in order to keep abreast of any schedule changes, assignment additions, and/or assignment deletions.

WEEK I

(T) Introduction to Course, Text, Guidelines

H.W.- Create a student profile on the course website: http://www.veronicayon.com

Preface, xxxiii

DISCUSSION BOARD I: Please log on to the instructor's website (www.veronicayon.com) and respond to the posted discussion board topic(s). Responses should be posted no later than 12:00 p.m., Thursday, January 10. Credit will not be given to late responses.

(R) Discussion: The Literary Canon

WEEK 2

Journal #1: Due Tuesday (Week 2)

What are your thoughts on the formation of a literary canon? How could/does the concept of a "canon" apply to your particular area of study or career path?

Reminder: Journals received after the first ten (10) minutes of class will be considered late.

NATIVE AMERICANS AND EUROPEAN VIEWS OF THE NEW WORLD (T) Colonial Period to 1700, 1-11

(R) Native American Oral Literatures, 12-14 Native American Oral Narrative, 14-16

WEEK 3

(T) "Talk Concerning the First Beginning" (Zuni), 16-30 "Creation of the Whites" (Yuchi), 40

(R) Native American Oral Poetry 41-42

Select two poems from the Native American Oral Poetry selections 42-45

Journal #2: Due Thursday (Week 3)

Comment on the narrative structure of "Talk Concerning the First Beginning." Make connections to other literature and literary conventions you have studied. What about this written text suggests its oral roots?

AND

Discuss your Native American Oral Poetry selections.

Reminder: Journals received after the first ten (10) minutes of class will be considered late.

WEEK 4

SPANISH, FRENCH, AND ENGLISH ARRIVALS IN AMERICA (T) New Spain 46-47

Christopher Columbus, bio 48-49

-from "Journal of the First Voyage to America, 1492-1493," 49-57 Alvar Nunez Cabeza de Vaca, bio 57-58

-from "Relation of Alvar Nunez Cabeza de Vaca," 58-68 New France 100-101

Samuel de Champlain, bio 101-102

-from "The Voyages of Samuel de Champlain, 1604-1618," 102-107

Approved/Revised 10130107
WEEK 5

(R) Chesapeake 117-118 John Smith, bio 125-126

Journal #3: Due Thursday (Week 4)
Write on the imagery used by the above authors to characterize the New World.
Has any of the information covered in this section changed your view of American history?

(T) AB (Annotated Bibliography) DAY #1
Note: Please arrive on time. Students will not be permitted to enter the classroom once a student has begun his/her presentation

(R) ENGLISH SETTLERS New England 136-139
Thomas Morton, bio 140-141 John Winthrop, bio 147-149 William Bradford, bio 164-165 Anne Bradstreet, bio 187
-"The Prologue [To Her Book]," 188-190
-"The Author to Her Book," 190
-Select two other poems for discussion

DISCUSSION BOARD II: Please log on to the instructor's website (www.veronicayon.com) and respond to the posted discussion board topic(s). Responses should be posted no later than 12:00 p.m., Thursday (Week 5). Credit will not be given to late responses.

WEEK 6

(T) The Bay PsalmBook (1640) The New England Primer (1683?), 198-199-
Read Psalm 23 from Psalm Book and from the Bible (KN), 203-204
-Read Alphabet from New England Primer, 205-206
Edward Taylor, bio 232-234
-Select two of Taylor's poems for discussion

Journal #4: Due Thursday (Week 6)
Open Entry: You may address any work, topic, issue, concept, etc. from this Unit: the English Settlers.

(R) Captivity Narratives
Mary Rowlandson, bio 206-208

WEEK 7

(T) EIGHTEENTH CENTURY 261-274
Settlement and Religion, 275-276
Sara Kemble Knight, bio 276-277
Jonathan Edwards, bio 315-317
-"Sinners in the Hands of an Angry God," 328-339
Lucy Terry, hand out provided
-"Bars Fight"

Journal #5: Due Thursday (Week 7)
Open Entry: You may address any work, topic, issue, concept, etc. from the Eighteenth Century Unit.

(R) AB DAY #2
Note: Please arrive on time. Students will not be permitted to enter the classroom once a student has begun his/her presentation

WEEK 8

(T) AB DAY #3
(R) MIDTERM EXAMINATION
Note: Responses must be written in an examination booklet (blue book)

WEEK 9 (T) VOICES OF REVOLUTION AND NATIONALISM 361-363
Handsome Lake (Seneca), bio 363-364
- "How America Was Discovered," 364-365
Benjamin Franklin, bio 365-367
-"The Way to Wealth," 367-373
-"Remarks Concerning the Savages of North America," 374-378
-"On the Slave-Trade," 378-380
Thomas Paine, bio 453-455
Thomas Jefferson, bio 478-480

CONTESTED VISIONS, AMERICAN VOICES 513-515 (R) (R)
Jupiter Hammon, bio 515-516
-"An Address to Miss Phillis Wheatly [sic] ... ," 517-519
Samson Occom, bio 520-521
-"A Short Narrative of My Life," 521-526
Olaudah Equiano, bio 526527
-"The Interesting Narrative of the Life of Olaudah Equiano ... ," chap 2,536-544
Phillis Wheatley, bio 569-571
-"On Being Brought from African to America," 575
-Select two Wheatley poems for discussion
-"Letter to Samson Occom," 575-579

WEEK 10 SPRING BREAK!!

WEEK 11 Journal #6: Due Tuesday (Week 11)
Discuss the issue of race/culture and/or nationalism as they are addressed or viewed by writer(s) in this section.
Reminder: J ournaiis received after the first ten (10) minutes of class will be considered late.

(R) AB DAY #4-
Note: Please arrive on time. Students will not be permitted to enter the classroom once a student has begun
his/her presentation

DISCUSSION BOARD III: Please log on to the instructor's website (www.veronicayon.com) and respond to the posted
discussion board topic(s). Responses should be posted no later than 12:00 p.m., Thursday (Week 11). Credit will not be
given to late responses

WEEK 12 (T) EARLY NINETEENTH CENTURY: 1800-1865,605-635
AMERICAN VERSIONS OF TRANSCENDENTALISM Ralph
Waldo Emerson, bio 689-691
-"Nature" chaps 1-5,691 handout provided

(R) Henry David Thoreau, bio 749-751
-from "Walden" ("Where I Lived, and What I Lived For"), 765-775

ISSUES AND CONFLICTS IN ANTEBELLUM AMERICA
Slave Narratives

DISCUSSION BOARD IV: Please log on to the instructor's website (www.veronicayon.com) and respond to the posted
discussion board topic(s). Responses should be posted no later than 12:00 p.m., Tuesday, Week 13. Credit will not be
given to late responses

WEEK 13 (T) Frederick Douglas, bio 866-867
-from Narrative of the Life of Frederick Douglass, An American Slave, chap. 1,875-878; chap. 10,900- 918
Harriet Jacobs, bio 841-842

Approved/Revised
JOI30107
What issues do the figures in this section raise that you consider to be of contemporary importance?

OR

Open Entry: You may address any work, topic, issue, concept, etc. from weeks 11 and 12.

WEEK 14

(T) AB DAY #5
Note: Please arrive on time. Students will not be permitted to enter the classroom once a student has begun his/her presentation

(R) THE DEVELOPMENT OF NARRATIVE 937-940
Nathaniel Hawthorne, bio 953-955
-"The Birth-mark," 977-988
Edgar Allan Poe, bio 988-90
-"The Fall of the House of Usher," 1001-10 14
-"The Philosophy of Composition," handout provided
-"The Raven," 1028-1032
Harriet Beecher Stowe, bio 1033-1035
Herman Melville, bio 1055-1057

WEEK 15

(T) DUE: Final Exam Essay #1 (typed)

(R) THE EMERGENCE OF AMERICAN POETIC VOICES 1186-1188
Songs and Ballads 1189-1190
Songs of the Slaves 1190-1194
Walt Whitman, bio 1209-1211
-excerpts from Leaves of Grass =
-"One's-Self Sing," 1276-1277
-selected poems
Emily Dickinson, bio 1295-1297 -
selected poems

WEEK 16

References


(R) DUE: Final Exam Essay #2 (typed)

(R) FINAL EXAMINATION (Identification)----TBA (Responses to exam questions must be written in a blue book.)