



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL2050 American Literature I
- D. Assistant Dean: Laura Irmer
- E. Credit Hours: 3
- F. Prerequisites: ENGL1030 (with a C- or above)
- G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 03/08/2011
- H. Textbook(s) Title:

Open Education Resources (available for download or view)

Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution

- Authors: Kurant, W.
- Copyright Year: 2019
- Edition:
- ISBN: 978-1-94077-46-5
- OER Link: <https://oer.galileo.usg.edu/english-textbooks/19/>

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: American Literature I is a survey course that examines the development of American literature in English from the early colonies through the Civil War. Through the use of selected texts, students will become familiar with key authors and works that represent American literature in English and the multiple voices within it. As a survey course, American Literature I is designed to provide students with a foundational understanding of the historical and cultural conditions that influenced the development and formation of American literature. This course will provide the necessary background for a more in-depth understanding of and appreciation for American literature not covered in the course, and it will prepare students for more advanced study of literature in general. (TAG # OAH053)
- K. College-Wide Learning Objectives:

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Demonstrate familiarity with the historical and cultural context which produces American literature.	Analytical essays and response essays (early and middle of term). Weekly written assignments and quizzes throughout the term; and mid-term and final exams.
2. Demonstrate mastery of techniques used to analyze a text.	Analytical essays and response essays, early and middle of the term.
3. Demonstrate critical reading and writing skills; discuss the significance of American authors and movements.	Analytical essays and response essays, early and middle of the term.
4. Analyze and interpret American literature up to the mid- to late-nineteenth century.	Analytical essays and response essays, early and middle of the term; a mid-term and final exam.

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College
SYLLABUS ADDENDUM

Academic Division:	<u>Liberal Arts</u>	Discipline:	<u>ENGLISH</u>
Course Coordinator:	<u>Thomas Shields</u>		
Course Number:	<u>ENGL 2050-911</u>	Course Title:	<u>American Literature</u>
Semester /		Start / End	<u>1</u>
Session:	<u>Fall 2025 / Session B</u>	Date:	<u>10/2025-5/2026</u>

Instructor Information

Name:	<u>Pamela Henney</u>	Phone Number:	<u>567-876-1115</u>
Office Location:	<u>Online @ https://ncsc.zoom.us/j/85810827200?pwd=JZe7fl2WfW6ApDj0GHYiTSTPnaPbI2.1</u>	E-Mail Address:	<u>phenney@ncstatecollege.edu</u>
		Student Hours:	<u>TW 1-3 pm R12-2 p.m.</u>

I. Topical Timeline (Subject to Change):

Weeks	Topics
1	Pre and Early Colonial
2	17th Century English Colonial
3	Revolutionary and Early National Period
4	Testing and Writing
5-7	19th Century Romanticism and Transcendentalism
8	Testing and Writing

II. Course Assignments:

1. Quizzes: Weekly Quiz on readings, assignments, etc.
2. Discussions: Discussion board posts and comments
3. Tests: No tests but 2 major Essays and 1 major Multimedia Assignment
4. Skills Testing: Writing assignments test various skill sets from critical thinking to grammar, including analysis, synthesis and source choice -use-integration,
5. Independent Studies: None
6. Homework: All preparatory assignments are connected to one of the 3 major assignments.

III. Grading and Testing Guidelines:

Proposals	6.5%
Argument Proposal	
Researched Argument Proposal	

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

Rhetorical Analysis	5%	
2 Analysis Reports		
Annotated Bibliographies	6%	
2 Critical Analysis Activities		
Research Paper Annotated Bibliography (minimum 5 sources)		
Outlines	6.5%	
Argument Essay		
Researched Argument Paper		
Drafts/Editing/Revising	10%	
Writing and Tutoring Conferences		
Argument Draft (minimum 6 pages, , not including title page, abstract page or references page)		
Researched Argument Draft (minimum 6-8 pages, not including title page, abstract page or references page)		Peer
Editing		
Reflections		
Argument Final Paper	15%	
Research Note Cards	5%	
Research Presentation	10%	
Research Paper Final Paper	20%	
Participation	6%	
Quizzes		
Discussion Board Posts/Comments		
Weekly Accountability Questions		
Total:	100%	

Grades are NOT calculated as an average. Some assignments carry more weight than others. Canvas does NOT calculate using the above weighted totals until the end of the term.

IV. Examination Policy: No traditional exams in this course.

V. Class Attendance and Homework Make-Up Policy:

- 1. Class attendance and participation is necessary to acquire the knowledge.**
- 2. Participate in class.** Students MUST attend both Week 1 classes and complete all first week assignments before Monday of Week 2 of the term or you will be withdrawn for non-attendance. Absence for any reason is unexcused. However, incidents of documented hospitalization, death in the immediate family, or other life-threatening issue causing one to miss class will be dealt with on an individual basis. If you have work, childcare, or life issues which interfere with your attendance and/or work in this class, please reconsider your schedule and have back up plans for your personal life. For each of the 3 credit hours of this class, you should anticipate 2-4 hours of work outside the class – for asynchronous this means 3 hours independent study, plus 9-12 hours per week outside of class. Additionally, for each of the major essays, ALL students are required and earn points for individual writing conferences with your instructor and tutoring/writing coaching conferences with our embedded tutor (see also Tutoring).
- 3. Participating will help you meet the expectations of the major and minor course assignments.** Participation is more than merely showing up – even in a hybrid class. Both class sessions will be in Zoom (see Canvas Home page for link). Attendance will earn points. You are expected to take an active part in your own learning experience.

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

Likewise, participation in an online course should include weekly discussions via email with your instructor about your critical thinking, critical reading, and critical writing progress, in addition to keeping up with the assignments. We will use many hybrid tools via Canvas, but merely being able to turn in an assignment does not ensure you have approached it correctly and successfully learned the lesson. Participation also offers you a chance to ask questions and truly understand all that you are meant to do in each specific assignment.

4. **Late Assignment Policy.** Make sure that you get assignments in on time. I am fair in setting deadlines which are typically negotiated by the whole class; therefore, they should be workable for everyone. **Assignments are due on the submission window closing date/time. The submission window is open 12 hours after the "deadline" noted. The deadline noted is merely so a start date is noted in the Canvas To Do List.** Regardless of Canvas noting assignments late, **only after the grace period is over and the submission window closes will the late paper possibly penalty apply.** Therefore, late assignments in writing classes are also a major inconvenience for both the instructor, as well as a sign of disrespect, and your classmates who struggle to get assignments in on time. Additionally, late assignments cost you points, in terms of your final course grade. That said, I would rather grade a paper we are both comfortable with than grade something haphazardly slapped together at the last minute. If you're having difficulty with your paper, you may request an extension, but ONLY if you ask for it before it is due. Extensions are generally granted only if you have already been working with a writing coach or the instructor. **NEVER EMAIL ASSIGNMENTS AFTER THE WINDOW HAS CLOSED.** Assignments emailed without instructor permission will NOT be opened, reviewed, or graded. I reserve the right to deduct 10 percent from the assignment's grade for each calendar day the assignment is late. Just to be clear: For an essay worth 100 points, if you miss turning it in on Monday and turn it in on Tuesday, the penalty is 10 points. If you wait and turn the essay in on Friday, the penalty is 25 points. Losing this many points on an assignment in a writing class such as this can one jeopardize your chance to pass the course. Assignments more than two weeks overdue will NOT be accepted (Documented emergency or death in the immediate family are the only exceptions.) Many assignments are preparatory assignments which help you build and create a strong essay. These must be completed with as much attention to the writing as with the essays. Preparatory work, including: Discussions, Notetaking, Annotated Bibliographies, Analyses, Proposals, Drafts, Peer Editing. Most prep work must be completed PRIOR to drafting the essay. Certain assignments (in class writings, quizzes, discussions, and reflections) cannot be turned in late or made up after the rest of the class has already submitted those assignments. For example, reflecting before Peer Editing is important but impact is lost if you do not reflect until days later after the Peer Editing session. Documented emergency absences will be offered an alternative.
5. **Tutoring is required in this course and earns points.** In every English 1010 and 1030 class, a writing coach from the Fallarius Tutoring/Writing coaching Center is embedded to help during writing sessions in class. They are knowledgeable, helpful, and experienced in working with me and my classes. Additionally, the Tutoring Center has regular online hours during each term, which will be explained by the writing coach in the first week of class. Tutoring has earned a negative reputation in America. Our educational system through secondary level stigmatizes tutoring and writing coaching as ONLY helpful for remediation. This is not the case worldwide. A writing coach is highly respected and required in other educational systems. The tutor or writing coach should be viewed as someone to bounce ideas with and who can make suggestions to push you through writer's block or other writing issue. This is far from remediation. Writing coaches are an active part of the invention and writing process as a whole. Please use them as such. However, if you do have writing issues requiring remediation, the writing coaches can address those issues as well. Writing coaching may be assigned depending on critical thinking, critical reading, and academic writing needs. Each writing coaching session does count as participation whether writing coaching is online or in person at NCSC Tutoring Center.
6. **Commit to an ongoing process of exploration, discovery and improvement in your own writing** without over-relying on a writing coach, instructor, or someone else. Participation is especially necessary during draft and editing sessions. If you are struggling to create the draft, the worst choice for your progress is to not come to class, office hours, and/or miss your writing conference. How can your instructor and writing coach help you if you are not in class to ask questions and find help? Multiple studies of college student success practices show that students who miss one or more weeks of work in class over the course of the semester generally find that their final course grade suffers tremendously. Naturally, if you have a standard meeting time or even for writing conferences BE ON TIME and PARTICIPATE – get involved in the discussions about writing and about the readings. Also, watch the Vlogs and videos posted in Canvas. You will earn attendance and participation points if you are present and participating in the class activities. To do otherwise sends the message that you don't respect the instructor, your fellow students, or the job of being in college ... and will be acknowledged in the "participation" portion of your course grade.
7. **Use of AI** is helpful in brainstorming and formulating critical focus while preparing to write but may not be used to formally outline, draft, edit, revise, or finalize YOUR OWN writing. See also NCSC Plagiarism Policy 14-65

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

8. **Online classroom etiquette:** Mute the microphone when not speaking. Video may be off when not speaking but as a courtesy to classmates turn the video on when speaking. Be aware of delays and try not to talk over each other. In my class, ask questions throughout the discussion, unless I tell you otherwise. Additionally, sadly I need a policy for this, please always be appropriately clothed for public viewing (casual is fine, but no PJs or similar) in a setting appropriate for learning (not in bed) and preferably be alone. Children, family, and pets occasionally interrupt you while you are in the hybrid class session. This is often unavoidable. Mute your mic (and camera) and deal with the issue in a calm way and return to class as soon as possible. If necessary, leave the session and return later. Text me or the embedded writing coach if there is a more major issue which will hinder you from returning to class, such as a child is injured requiring first aide or similar incident.
9. **Photographing and Recording** Photographing or recording any part of class work, lecture, etc. is strictly prohibited by students unless specifically requested via NCSC Specialized Services for adaptive learning requirement. However, if you ask first, I do permit recording of Writing Conferences so you can refer to the discussion as you revise. I do record each class session and post it on Canvas for students to revisit since we cover so much in a single class each week. However, this is not meant as permission to miss class for those in the hybrid class. Additionally, posting any part of class work, lecture, etc. on social media or any other internet or organization site is likewise strictly prohibited in the spirit of FERPA privacy laws.
10. **WiFi Issues** Similarly, if your WiFi or something else drops the signal or otherwise “boots you off,” please text me or our writing coach, and try to return at least 3 times. If you are “booted off,” three times, then stay off and watch the recording of class when it posts the next morning. Also, clear the cache in your internet browser before attempting to come to class which will eliminate some issues with getting “booted off” the internet.
11. **Weather-related class attendance issues:**
12. **Hybrid Class:** If the college is officially closed, then the hybrid session will be rescheduled and recorded. However, we may not be closed but may have issues like a thunderstorm knocking out the WiFi or a power outage. In those instances, a text to inform either the instructor or writing coach is helpful, followed by a scheduled conversation with the same as soon as possible to understand all that you’ve missed for class. Similarly, if your WiFi or something else drops the signal or otherwise boots you off, please text me or our embedded writing coach, and try to return at least 3 times. If you are booted off, three times, then stay off and watch the vlog
13. **Classroom Safety Issues** (NCSC recommended safety practices)
14. Threatening situation in class In the event that there is a situation involving a violent intruder or threatening situation, we need to be aware of some things that we can do to protect ourselves. If something is dangerous is happening to a student during our hybrid class section, or writing conference, the recording will continue to run to document the incident for NCSC incident reporting purposes (as required by NCSC classroom policy). If the incident is a life or property danger, 911 will be called and appropriate follow up measures will be taken (closing class early, recording for incident reports, etc.).

VI. Classroom Expectations:

Growth Mindset

Do you ever wonder why some students seem to not progress in their learning while other make amazing progress? Some students arrive in college with a fixed mindset while others have a growth mindset. A fixed mindset limits one’s ability to see success and move toward it. A growth mindset opens one’s vision and one’s mind to use everything one knows, experiences, and learns to progress and reach their potential.

Specifically, in this English course, we will be employing some growth mindset tools and some mindfulness focusing exercises. These will help us transition from the learning to write frame of a writing course and progressing to a writing learn understanding of college composition. This requires levels of critical thinking that we’ve perhaps never tried. All the exercises and activities help us create a set of tools for use in writing in any course in college, as well as any career position after college.

Respect

Respect your classmates and instructor.

Some basic rules, include not interrupting or talking over anyone speaking to the entire class, having microphones muted when not speaking to avoid feedback, and eliminate distractions like chewing in the mic, dogs barking, screaming children, etc. Questions on topic, naturally, are acceptable.

More importantly, classroom content and writing discussions require sincere respect and tolerance of ideas, concepts, beliefs, which may be very different from your own. Importantly, we must share a safe place to explore new and varied ideas within this class and course. The most challenging activity for this is our peer edits/reviews. Simply because you do not agree with the content of an essay does not mean that essay does not have strong merit in the overall continuing conversation on the topic in academia.

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

Peer edits/reviews, like grading from an instructor, look at the successful or unsuccessful use of rhetorical tools and writing to effectively discuss an aspect of a topic. Whether a peer editor or instructor is persuaded to change one's position is NOT the goal; effective writing is the goal.

Communication

All communication with the instructor MUST include the student name, Course, and Section. The preferred method of communication is email to phenney@ncstatecollege.edu via your Outlook Student Email. Email in a professional or academic situation requires a specific format including a greeting, the body of the email in paragraphs, and a signatory note in the initial email and initial response. Subsequent responses in the same email thread do not require the formalities. Emailing, texting, and calling are acceptable between 9 a.m. and 8 p.m. I should respond within the hour of a communication, but responses may take up to 24 hours. Communication after 8 p.m. usually will not be answered until the next morning.

Substitute: This term I will be having major surgery and need to be off for 4 weeks (Oct. 17-Nov. 14), during which you will have a substitute. I will be out of touch the first 2-3 weeks, but will let you know when you can ask me questions again. I will be monitoring Canvas and talking with the substitute. Please do, however, let me know if you have any concerns and I will do whatever I can to help. Please, also, continue to work as hard as always on assignments and in class discussions.

ENGL 2050 : American Literature I
Fall 2025 B
Professor Pamela Henney

Week	Topic	Readings	Assignments
Week 1	Pre and Early - Colonial	Syllabus and supplements 1.2 Introduction to Pre and Early Colonial Literature 1.3.1 "Creation Story" 1.3.2 "How the Word Was Made" ... 1.3.6. "Thanksgiving Address" 1.3.7 "The Arrival of the Whites"	Start Here Assignments Class Introduction Discussion Week 1A Discussion ... Week 1B Discussion
Week 2	17 th Century English Colonial	2.2 Introduction to 17 th Century English Colonial Literature 2.4 Intro to Winthrop 2.4.1 "A Model of Christian Charity" 2.7 Intro to Bradstreet 2.7.1 "The Prologue" 2.7.2 "The Author to Her Book" 2.7.3 "To My Dear and Loving Husband" ... 2.9 Intro to Rowlandson 2.9.1 From <i>The Captivity and Restoration of Mary Rowlandson</i> (long-pages TBA)	Week 2A Discussion ... Week 2B Discussion Quiz 1 Essay 1 Proposal/Outline
Week 3	Revolutionary and Early National Period	3.2 Introduction to Revolutionary and Early National Period Literature 3.4 Intro to Franklin 3.4.4 From The Autobiography of Benjamin Franklin (p.326-360, 364-374 TBA) 3.18 Intro to Cherokee Women 3.18.1 Letter to Benjamin Franklin	Week 3A Discussion Essay 1 Draft Check via Tutoring or Conferencing ... Week 3B Discussion

ENGL 2050 : American Literature I
Fall 2025 B
Professor Pamela Henney

		••• 3.11 Intro to Equiano 3.11.2 Excerpt The Interesting Narrative of the Life of Olaudah Equiano (p. 525-546) 3.8 Intro to Paine 3.8.1 From <i>Common Sense</i> (p.442-446)	
Week 4	Testing & Writing	•••	Midterm Exam ••• Essay 1 Final Due
Week 5	19 th Century Romanticism & Trancendentalism	4.2 Intro 19th Century Romanticism and Transcendentalism 4.13 Intro to Hawthorne 4.13.3 "Young Goodman Brown" 4.13.4 "The Birthmark" ••• 4.16 Intro to Poe 4.4.16.2 "The Raven" 4.16.3 "Annabel Lee" 4. 16. 5 "The Fall of the House of Usher" 4.16.6 "The Tell-Tale Heart"	Week 5A Discussion ••• Week 5B Discussion Essay 2 Proposal
Week 6	19 th Century Romanticism & Trancendentalism	4.11.Intro to Emerson 4.11.3 "Self-Reliance" 4.11.4 "Experience" ••• 4. 21 Intro to Thoreau 4.21.1 "Resistance to Civil Government" 4.22 Intro to Douglass 4.22.1 From <i>Narrative of the Life</i>	Week 6A Discussion ••• Week 6B Discussion Response Essay Due
Week 7	19 th Century Romanticism & Trancendentalism	4.24 Intro to Whitman 4.24.1 "Song of Myself" ••• 4.26 Intro to Dickens 4.26.5 "Some Keep the Sabbath Going to Church" 4.26.11 "I Would Not Paint a Picture"	Essay 2 Draft Check via Tutoring or Conferencing Week 7A Discussion ••• Week 7B Discussion Quiz 2

ENGL 2050 : American Literature I
Fall 2025 B
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		4.26.13 "It was not Death, for I Stood Up" 4. 26.14 "A Bird, cam down the Walk"	
Week 8	Testing &Writing	...	Final Exam ... Essay 2 Final Due