

Start Here

 Syllabus

Welcome to ENG 2359: American Literature before 1865

New to the course?

- Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*.

- To succeed in this course, please fill out your [Course Pacing Guide](#) and take no more than **7 days** from when you enroll to submit it via Modules.
 - Click [Start Here](#) to begin your course.
-

Returning to the course? Click **Modules** to the left and resume where you left off.

Important reminders:

- **This is a 6-month course, online, correspondence self-paced course.**
- **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You must wait to receive a graded assignment back before submitting** the next assignment.
- **You must wait to take an exam** until all previously submitted assignments have been graded and returned.

**At the end of the course, you will be asked
to complete a brief course evaluation.
Your input will help improve the course.**

Meet Your Instructor



My name is Chris Margrave, and I am the instructor for this correspondence course in American Literature from its beginnings up to 1865. I am a lecturer in the Department of English at Texas State University, where I earned my Master of Fine Arts in Fiction. I also have a Master of Arts in Literature from Wake Forest University, where I studied Irish literature and Jewish American fiction. I'm neither Irish nor Jewish, but both cultures intrigued me so much that I decided to immerse myself in their respective literature. I've gone to school long enough to be a medical doctor, yet I earn a fraction of a doctor's salary. And you know what? I love my job. I get to help people experience revelations about themselves and the world through literature and writing. Wearing scrubs every day would be nice though.



What courses do I teach, other than American Literature by correspondence? Well, if you're ever on campus in San Marcos, you might find me teaching College Writing I and II, Technical Writing, or Introduction to Creative Writing. I'm passionate about whatever subject I teach, including this course's era of American Literature, which offers a profound glimpse into what has made the United States the country it is today.

Do I engage in any kind of scholarly or creative work? Sure. My writing has appeared in the *Rio Grande Review*, *Front Porch Journal*, *Precipitate Journal*, *Southwestern American Literature*, *Texas Books in Review*, and on ESPN's Longhorn Network, where I co-produce the "Longhorn Film Showcase," a television show featuring short films made by students at The University of Texas at Austin. And I'm currently working on a screenplay and a novella. The screenplay comedically reinterprets the Old Testament story of David and Bathsheeba as played out in present-day suburbia. The novella is a work of experimental historical fiction about the brief life of Italian cyclist Ottavio Bottecchia, who may or may not have been murdered in 1927 by Mussolini's Fascist regime.

On the home front, I live in Austin with my wife and two daughters. I'm an avid runner with an eccentric desire for competing in ultra-marathons (any race over 31 miles). "Compete" of course is

short-hand for "just finish." As a family, we like to rock climb, ice skate, roller skate, ride bikes, and camp. We also each like to read, because we believe stories are the imaginative food that humans require to survive and thrive.

Which brings me full-circle. I hope you enjoy reading the authors in this course. They each offer different imaginative perspectives on what it once meant to be an American, and they each reveal how those definitions of American identity still influence us today. If you ever have questions about the course, I'm always just an email away.

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Click Next to proceed to Technical Requirements and Support.


Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.
-

Many users encounter fewer problems when they use [Chrome](#)  [to access Canvas courses.](#)

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)  _____
Click Help in the left navigation of any Canvas course
-

If you are new to Canvas, click Student Guide in the left navigation of any course site to learn the basics.

Click Next to proceed to Free Tutoring Resources.

Free Tutoring Resources

A variety of **free tutoring resources** (<https://www.correspondence.txstate.edu/students/tutoring.html>) are available for students enrolled in Texas State correspondence courses.

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#)

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of **standard bibliographical practice** as explained on the **Alkek Library site**.

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by **copyright**. Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

Click Next to proceed to Students Requiring Accommodation Through the Office of Disability Services.

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services \(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/) , Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](mailto:corrstudy@txstate.edu) at [corrstudy@txstate.edu \(mailto:corrstudy@txstate.edu\)](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

Click Next to proceed to Tips for Success.

Course Syllabus

You will find your syllabus for the course posted here:

[ENG2359_Syllabus.pdf](#)

Be sure to download a copy and add important due dates to your planner or calendars!

FREE TUTORING RESOURCES

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

Submission 1: Course Pacing Guide

Start Assignment

Due No Due Date **Points** 0 **Submitting** a file upload



Download and add target dates to this [Course Pacing Guide](#).

Then click Submit Assignment and attach and submit your completed document.

After you upload your document, click Next to proceed with the course.

Lesson 1 Objectives



Upon completion of this lesson, you will be able to do the following:

- Identify passages and perspectives represented by early Native Americans and colonists.
- Explain Roger Williams' use of the phrase "liberty of conscience", including how it relates to freedom of religious expression.
- Analyze Anne Bradstreet's attitudes of humble deference and sharp contention as expressed in the poem "Prologue" in terms of her overall goal for the poem.
- Analyze the extent to which Anne Bradstreet's poetry reflects her Puritan thinking.

Lesson 1 Reading Assignment




In preparation for reading the assigned works listed below, reflect on the following general points about the historical period and specific texts.

The authors covered in this lesson represent some of the earliest examples of Native Americans and colonists exploring their communal and personal identity. As you read Chapter 1 from *A People's History of the United States*, reflect on the perception of Christopher Columbus you had coming into the course, and how and if that perception changes as you read. Additionally, reflect how Howard Zinn constructs his own narrative of Columbus, utilizing quotes that show Columbus in a negative light. (I assigned this chapter not to persuade you to agree with Howard Zinn's account, but to introduce a perspective of Columbus that contrasts drastically with the one many of us learned as elementary school students. Ultimately, I want you to make up your own mind and come to your own opinion.) As you read Cotton Mather's and Roger Williams' texts, look for the ways the Puritan ideological principles of New World Consciousness and innate depravity influence the colonists' negative view of the Native Americans and the women accused of witchcraft. Finally, as you read the poetry of Anne Bradstreet, consider the extent to which Bradstreet's poetry reflects both the Puritan thinking we find in Cotton Mather's narrative as well as a confident assertiveness of her role as a female poet.

You should already have viewed the Lesson 1 Screencast, but I encourage you to review it and rewatch it as you work your way through the assigned readings. The screencast covers the key points to consider for each respective author and will help deepen your understanding of the selected texts.

Remember to take notes while reading. Doing so will help ensure that you do well on the short quiz (which covers only the assigned texts listed below) that you must complete before proceeding to the next lesson.

Now, stop and read the following:

- Howard Zinn. [Chapter 1: Columbus, the Indians, and Human Progress](https://www.historyisaweapon.com/defcon1/zinncol1.html)  (<https://www.historyisaweapon.com/defcon1/zinncol1.html>). *A People's History of the United States*
- Cotton Mather, from *The Wonders of the Invisible World* (pp. 149–155)
- Roger Williams, From *A Key Into the Language of America*, from “The Bloody Tenet of Persecution, for Cause of Conscience, in a Conference between Truth and Peace,” and “A Letter to the Town of Providence” (pp. 102–109)
- Anne Bradstreet, all poems (pp. 110–123)

Lesson 1 Reading Quiz

Due No due date

Points 100

Questions 10

Time Limit 30 Minutes

Instructions



Once you click "Take the Quiz," you will have 30 minutes to complete this assessment. It will be automatically submitted after 30 minutes, regardless of whether you have answered all the questions.

You can submit this assessment 1 time(s).

[Take the Quiz](#)
