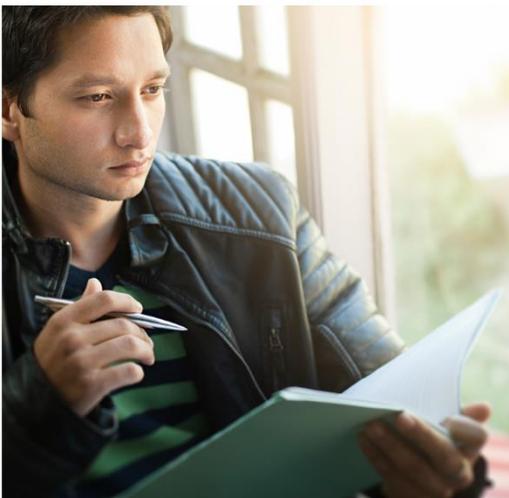
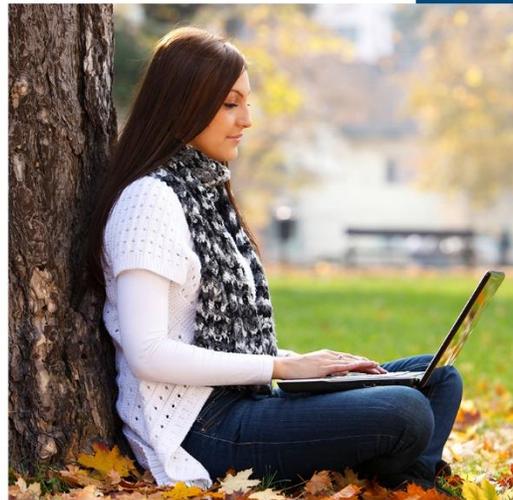




School of  
Distance Education  
Andrews University

# SYLLABUS



**ENGL 273 American Literature to 1865  
Spring 2022**

# ENGL 273 American Literature to 1865

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Description

A survey of American literature from the 17th century through the Civil War.

### Prerequisites

ENGL115 or 117

### Required Text/Material

**Note to Berrien Springs campus students:** This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

**Note to online and guest students:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Levine, Robert S., et al, eds. The Norton Anthology of American Literature, Ninth Edition, Volume A. New York: W. W. Norton & Company, Inc., 2016. ISBN: 9780393935714

Levine, Robert S., et al, eds. The Norton Anthology of American Literature, Ninth Edition, Volume B. New York: W. W. Norton & Company, Inc., 2016. ISBN: 9780393264470

- ISBN-13 for Package Containing Vol. A and Vol. B: 9780393264548

### **Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, working on projects, and completing homework.

A recommended weekly schedule to divide your time is provided:

Readings: 4.5 hours

Lectures: 0.5 hour

Interactive Discussions: 1 hour

Quizzes: 1 hour

Projects: 2 hours

### **Student Learning Outcomes**

- SLO 1: Identify and define time periods, traits, and trends in American Literature from its beginnings to 1865.
- SLO 2: Examine themes and patterns in the texts and genres studied.
- SLO 3: Apply major ideas and themes to their own lives.
- SLO 4: Interrogate and criticize canonical selection and curation of American literature.
- SLO 5: Analyze texts as components of culture and examine values espoused or critiqued.
- SLO 6: Appraise arguments and ideas, both within and beyond the text's original time period.
- SLO 7: Design original arguments and texts which engage the genres, cultures, and themes present in American literature.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, reading quizzes, thought questions and discussions, Zoom conferences with the instructor, creation of an infographic, analytical writing, and a midterm and final project. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

### Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

#### Assessment Descriptions

**Assigned Readings:** You will be required to read assigned portions from our two textbooks throughout the semester. Reading assignments are paced by module to accommodate your coursework or personal schedule. Maintaining a steady pace will ensure your best success. Please note: due to the nature of course and the time spent developing materials around the selected texts, requests for reading substitutions cannot be granted. If you find yourself experiencing discomfort with an idea, plot point, or character, ask yourself why that is. Take time to reflect on why your values and the author's might not agree. There is wisdom to be gained from prayerful reflection and exercising empathy towards views or ideas that you might not espouse.

**Reading Quizzes:** After you have completed the reading assignment, you will take a short quiz to test your reading comprehension and analysis. Quizzes will require a thoughtful response that incorporates appropriate examples from the reading.

**Genre Infographic:** You will examine a genre that we have studied thus far in American literature (sermon, travel narrative, letter, origin story, memoir excerpt, etc.) and show its influence in contemporary culture for an unfamiliar audience. You will be expected to define the genre, showcase examples from our readings, and argue for this genre's significance. You will be graded on the marriage of text, explanation, design, and image.

**Literary Analysis Essay:** You will write a short essay (about 4-5 pages) analyzing literary components of one of our texts (you will need to select a different text than the one chosen for your infographic). In the essay, you will examine components of the text (whether literary or thematic) which help us understand the author's argument or main point, which corresponds to our understanding of American literature.

**Midterm Project:** You will make a “moral defense” for the study of American literature in college, emulating the moral works we have read in the first half of the semester. Your format may vary (pamphlet, sermon, or letters between yourself and a skeptical reader), but you must obey the format of the genre you have chosen to write in. You will be graded on your use of rhetoric and adherence to the genre you have selected.

**Zoom Conferences:** You will meet with the instructor at specified points to go over project drafts. Be sure that you have submitted brainstorming exercises prior to your meeting, so that your meeting time can be spent in productive conversation about building the project and steps to undertake.

**Creative Final:** Your final exam will consist of a creative project in which you apply ideas learned over the semester into a more contemporary context. Your project will merge evaluation and innovation in an original text that you build. Approved project ideas include the following:

- A contemporary remake of *The Contrast*, in which you refashion the play to contrast the values of two separate cultures (must include original dialogue, stage directions, and a brief overview of costuming and staging)
- A series of original letters, in the style of those between John and Abigail Adams or Alexander Hamilton’s *Federalist* letters
- An ethnography of a local region, where you describe the landscape, people, culture, traditions, etc.
- A traditional speech (topic and style to be negotiated with instructor)
- A sermon, in the Puritan/Quaker style (topic and style to be negotiated with the instructor)
- An original TED Talk on how some aspect of our study this semester correlates to an outside field, career, or problem
- An original short story, in which you emulate the style of one of our short story writers this semester

Your project must be approved by the instructor, and you will be graded on the originality of ideas and polished execution of your project.

### **Discussion Forums**

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g., papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g., APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in

the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course, you will be required, unless otherwise instructed, to create an initial post and, at least, one reply to a classmate. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Tuesday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

## Rubrics

Assessment rubrics for discussion forums, reading quizzes, and each major project are included below and can also be found in LearningHub. Please download each, so that you know how your work will be graded and can understand the specific requirements for individual assignments.

### Discussion Rubric

	<b>Proficient</b>	<b>Competent</b>	<b>Developing</b>
<b>Student's insight is specific to one of the weekly readings</b>	<b>2</b> Student chooses specific reading from the week	<b>1</b> One or more readings given with a general or broad insight	<b>0</b> No specific reading included in answer
<b>Student critically engages the texts and lesson with the discussion post</b>	<b>2</b> Student uses higher-order thinking in discussion post	<b>1</b> Student provides general insights but will need to increase critical discussion points	<b>0</b> Student's observations are superficial and bland
<b>Student's discussion post is an appropriate length (2 minutes)</b>	<b>2</b> Student meets the 2-minute limit	<b>1</b> Student is within 1 minute of the limit	<b>0</b> Student's post is too short or does not fit the appropriate time limit
<b>Student's post is in an appropriate and understandable format</b>	<b>2</b> Student engages the audio/visual format proficiently	<b>1</b> Student's formatting is acceptable but needs work for clarity and understanding	<b>0</b> Post is not understandable or appropriate for the format
<b>Student engages critically and thoughtfully with peers on the discussion forum</b>	<b>2</b> Student engages peers' insights with thoughtful comment showing they have watched/listened to their peers' work	<b>1</b> Student provides a general vague insight, may need more specifics	<b>0</b> Engagement is rude, irrelevant, or superficial
<b>Total: /10 points</b>			

### Reading Quiz Rubric

	<b>Proficient</b>	<b>Competent</b>	<b>Developing</b>
<b>Student provides a thorough and thoughtful response which encompasses all the question prompts</b>	<b>2</b> Response is thorough and specific, using the question prompts as a guide for answer	<b>1</b> Student provides a clear response, though not fully informed by all the questions	<b>0</b> No questions answered
<b>Student provides at least one (1) specific example from the readings</b>	<b>1</b> Clear and specific example from the texts provided	<b>0.5</b> Vague or partial example provided	<b>0</b> No example provided
<b>Student's answer is appropriate length and format</b>	<b>2</b> Answer is at least 1 paragraph of 5-6 sentences and not overly long or short	<b>1</b> Answer is mostly appropriate, with the paragraph either too long or too short	<b>0</b> Answer is entirely too long or too short
<b>Total: /5 points</b>			

**Genre Infographic Rubric**

	<b>5 Exceeds Expectations</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Insufficient</b>	<b>0 Absent</b>
<b>How well does your infographic define the genre present in American literature?</b>	Definition is clear, concise, and original to the student	Student makes a clear and mostly original definition	Student makes a general definition of the genre, may include original words	Poorly defined definition or not original to the student	No original definition	No definition is present
<b>How well does your infographic showcase examples from a specific text we have read? (x2)</b>	At least three specific examples present, which showcase the genre	At least two specific examples present, which showcase the genre	At least two examples present with some connection to the genre	At least one specific example is present which showcases the genre	One example used, but not connected to the genre	No examples used
<b>How well does your infographic showcase an argument about the genre's significance? (x2)</b>	Student presents a persuasive and specific argument about the genre	Student presents a specific or persuasive argument about the genre	Student makes a good attempt at a persuasive or specific argument	Student makes a general case for the genre, though persuasion OR specificity needs work	Student makes a meager attempt at an argument, though both persuasion and specificity are lacking	No argument made
<b>How well does your infographic balance text and design? (x2)</b>	Text and illustrations show a tight balance with eye-pleasing visuals and clear information not overwhelming the page	Text and illustrations are mostly balanced, with one just overtaking the other	Text and illustrations try to achieve a general balance, though one overtakes the other	Text and illustrations are imbalanced, with one completely overtaking the other	One or the other is completely missing	No attempt to balance text or design together
<b>How clean and neat is the infographic formatting to convey text, illustrations, and colors? (x2)</b>	Images and illustrations are cleanly formatted, readable, and enhance the text design	Images and illustrations are mostly neat and clean in enhancing the text design	Images and illustrations are fairly clean, though they may detract from text design	Images and illustrations are somewhat sloppy in design, though text enhancement is present	Images and illustrations are sloppy and/or do not enhance the text on the page	No attempt at formatting
<b>How free is the infographic of grammar and syntax errors?</b>	No errors present—flawless editing	One or two editing errors	Two or three editing errors	Three or four editing errors	Five or more editing errors	Six or more editing errors
<b>Total: /50</b>			<b>Grade=</b>			

### Literary Analysis Essay Rubric

	<b>5 Exceeds Expectations</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Insufficient</b>	<b>0 Absent</b>
<b>How well does your introduction provide the context for the essay?</b>	Introduction expertly sets up text's context for the reader	Introduction is mostly clear in its setup for a knowledgeable reader	Introduction provides a general context but leaves details missing	Introduction is vague and unclear in its setup of the text for a reader	Introduction provides no context for text	No introduction is present
<b>How well does your thesis statement include an author's main point?</b>	Thesis statement includes a specific argument or point linked to the author	Thesis includes a clear point from the author, not entirely argumentative	Thesis statement makes a general point about the author's argument	Thesis includes the author and a general attempt at their argument	Thesis statement makes a poor connection between the author and their argument	No argument included
<b>How well does your thesis statement include two elements for analysis?</b>	Student includes two specific elements which contribute to the argument	Student contributes two elements with some connection to the argument	Student includes two elements, no connection clear	Student includes one specific element with clear connection	Student includes one element, but no clear connection	No elements included in thesis
<b>How well do you evaluate the author's argument in context of the American literary field? (x2)</b>	Evaluation is clear and specific in its linking the author to American literary context	Evaluation is clear and generally links the author to the time period	Student makes a general evaluation, needs to expand literary canon argument	Student makes vague attempt at evaluation and connection to literary context	Vague attempt at evaluation, but no connection to literary context	No evaluation is present
<b>How well do you employ a logical sequence of paragraphs? (x2)</b>	Paragraph structure shows clear progression of thought in the essay	The paragraph structure is mostly smooth, showing a clear progression of thought	The structure is generally clear, while there are a few choppy transitions in body of essay	The structure is awkward and not clear in progression of the argument	The structure is disjointed and does not build paragraphs to develop claims from the thesis	No clear structure
<b>How well is each paragraph organized (topic, develop, evidence, and wrap-up)? (x2)</b>	Organization is clear and specific, with clear topic sentences and arrangement of sentences in paragraph	Organization is mostly clear with a few missteps	Organization attempts clarity and structure but struggles with order of sentences or ideas	Organization is haphazard, with topic sentences or middle of the paragraph needing heavy revision	Poor sequence and internal structure	No attempt at sequential organization
<b>How well does your conclusion reinforce your theme analysis?</b>	Conclusion skillfully provides ideas for consideration beyond a recap of writer's points	Conclusion is mostly skillful, needs minor revisions	Conclusion competently wraps up paper with some summary	Conclusion struggles beyond summary or recap	Conclusion is abrupt or awkward with emphasis on summary	No clear conclusion is present
<b>How well do you develop textual analysis in order to build your claim? (x2)</b>	Textual analysis is specific and clear, and it leads the student to interpretation	Textual analysis is mostly clear at leading to interpretation	Student attempts a textual analysis but is largely vague	Textual analysis is poor or vague and does not connect to a larger interpretation	Minor attempt at textual analysis, student stays largely off-topic	No textual analysis employed
<b>How well do you use evidence (quotes) to defend analysis? (x2)</b>	Evidence clearly shows the claims being made and cements the analysis	Evidence is mostly clear in illustrating claims	Student attempts to use evidence but needs more specificity and focus	Poor use of evidence, vague or irrelevant to claims	Little use of evidence, not relevant to analysis	No evidence of claims seen
<b>How proficiently do you integrate quotes into your writing?</b>	Quote integration is proficient and acts as credible evidence for the essay	Quote integration is mostly proficient and helps the paper flow	Quote attempts proficient integration but struggles with flow and organization	Poor flow and integration of quotes	Choppy flow of quotes, improper usage in paragraph	No attempt made to integrate quotes properly, according to MLA Style
<b>How well does your paper use MLA-style in-text citations?</b>	Student's usage of MLA in-text citations is proficient with no errors	Student uses in-text citations with few errors	Some in-text citations, may or may not meet MLA standards	Little attempt at citations	Few citations, inappropriate citation style	No MLA in-text citations

	<b>5 Exceeds Expectations</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Insufficient</b>	<b>0 Absent</b>
<b>Does the essay present an accurate MLA Works Cited list for the text?</b>	Works Cited page is accurate and up to MLA standards	Student meets MLA standards, with few errors	Citation meets some standards of citation in MLA format	Citation meets some standards, but many errors	Citations do not meet basic standards	No Works Cited page
<b>How free is the text of minor errors?</b>	No noticeable errors	Few minor errors	Some minor or large errors	Many errors, some minor, others large	Many minor and large errors, reflect poor editing	No attempt to edit
<b>How well does sentence structure illustrate clear ideas?</b>	Sentences are well-varied and show relationship among ideas.	Sentences are generally effective in conveying main ideas	Some mistakes or lack of clarity in sentence structure	Major sentence structure and syntactical errors	Unclear, confusing, or ungrammatical sentences, major errors	No attempt at grammatical sentences
<b>How clean is the style of the paper, according to MLA standards?</b>	Page numbers are clear, the header is accurate, and the style is crisp	The style is mostly clear, with only a few errors	Some mistakes in formatting and header	Many mistakes in heading and formatting	Inappropriate editing, uses a different style	No attempt to conform to standards or formatting
<b>Total: /100</b>			<b>Grade=</b>			

### Midterm Project Rubric

	<b>5 Exceeds Expectations</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Insufficient</b>	<b>0 Absent</b>
<b>How well does your project defend American literature as a “moral” area of study? (x3)</b>	Student emulates tone and style of studied texts to make a persuasive case for American literature	Student makes a clear case for studying American literature	Student makes a general argument towards the study of American literature	Student makes a general defense, though many details lacking	Student makes a poor defense towards the study of literature	No defense present at all
<b>How persuasive is your tone and rhetoric in developing your reasoning? (x2)</b>	Tone and rhetoric are persuasive, sophisticated, and clear in purpose	Tone or rhetoric is sophisticated with one or the other needing slight revision	Tone and rhetoric make a general attempt at persuasion	Tone and rhetoric make a general attempt at persuasion, with one needing heavy revision	Appropriate tone or rhetoric is completely lacking	Inappropriate tone and rhetoric
<b>How well do you engage a potentially skeptical audience? (x2)</b>	Student has specific audience in mind and gears analysis towards this group	Student has a fairly specific audience in mind with focused analysis	Student aims analysis at a general and broad audience	Student attempts to focus analysis towards a general audience	No attempt at identifying a specific or general audience	Inappropriate tone towards audience
<b>How well do you utilize the traits of your genre in order to make your evaluations clear? (x3)</b>	Student understands the traits and limits of the genre and utilizes them flawlessly to show film’s major ideas	Student’s understanding of the genre is clear and executes them with few mistakes	Student’s understanding of genre is somewhat clear and creates a passable, flawed product	Student is unclear about genre’s expectations but creates a finished product	Student is unclear about genre’s expectations and creates a product that is incomplete or sloppy	No genre chosen
<b>How well does the project meet the technical standards of your genre? (x3)</b>	Flawless execution of the genre	Clear and polished product, with a few mistakes	Passable text in the genre, though many mistakes	Text is not a good example of the genre with many mistakes	Text cannot pass standards of the genre, needs major revision	No attempt to meet any genre standards
<b>How clean and neat is the formatting of your project? (x2)</b>	Formatting is clean and polished and ready for publication to a wider audience	Formatting is clean and neat with only a few typos or tweaks	Formatting is generally clean though in need of revision or adjustment	Formatting is sloppy and incomplete	Formatting is sloppy, incomplete, and incoherent	No attempt made to polish or professionalize the text
<b>Total: /75</b>			<b>Grade=</b>			

### Final Project Rubric

	<b>5 Exceeds Expectations</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Insufficient</b>	<b>0 Absent</b>
<b>How well do you engage the ideas from the semester in your original project? (x2)</b>	Proficient engagement with this semester's learning and reading materials	Student engages well with the concepts and readings studied	Student posits a general understanding of the semester's readings	Student attempts knowledge at the semester's reading	Student makes little engagement with the semester's reading and ideas	No connection between project and semester's readings
<b>How well do you develop original ideas from the ones studied this semester? (x3)</b>	Student posits an innovative view of the semester with creative ideas	Student makes clear original ideas known	Student makes a general attempt at creative ideas	Student attempts original ideas but borrows from the texts	Student borrows heavily from the texts in their ideas	No original ideas included or developed
<b>How well do you utilize a creative style in your writing, language, and tone? (x5)</b>	Writing style, language, and tone denote a creative text	Student needs to revise one of the three	Student must revise two of the three	Writing style, language, and tone all need revision	All three are in need of heavy revision	No creative style is present
<b>How well structured is the project to flow for your audience? (x3)</b>	Project structure is clear and organized for an outside audience	Project maintains a good focus, but may need minor revisions	Project attempts a general structure, but may need flow revising	Project needs heavy revisions to maintain good flow for audience	No clear sense of audience, and poor flow	No sense of structure or flow
<b>How does your creative text appeal to an audience with entertainment in mind? (x2)</b>	Text sparkles with creative language, plotting, and style to entertain and enlighten	Text is broadly appealing, with only minor revisions needed	Text maintains a general appeal, but several revisions needed	Text needs heavy revisions for appeal	Text has little appeal to outside audience	No sense of appeal to outside audience
<b>How well do you utilize the traits of your genre in order to make your evaluations clear? (x3)</b>	Student understands the traits and limits of the genre and utilizes them flawlessly to show genre's major ideas	Student's understanding of the genre is clear and executes them with few mistakes	Student's understanding of genre is somewhat clear and creates a passable, flawed product	Student is unclear about genre's expectations but creates a finished product	Student is unclear about genre's expectations and creates a product that is incomplete or sloppy	No genre chosen
<b>How well does the project meet the technical standards of your genre? (x3)</b>	Flawless execution of the genre	Clear and polished product, with a few mistakes	Passable text in the genre, though many mistakes	Text is not a good example of the genre with many mistakes	Text cannot pass standards of the genre, needs major revision	No attempt to meet any genre standards
<b>How clean and neat is the formatting of your project? (x3)</b>	Formatting is clean and polished and ready for publication to a wider audience	Formatting is clean and neat with only a few typos or tweaks	Formatting is generally clean though in need of revision or adjustment	Formatting is sloppy and incomplete	Formatting is sloppy, incomplete, and incoherent	No attempt made to polish or professionalize the text
<b>How well do you integrate layout and design into the creative project? (x3)</b>	Layout and design with fonts, placement, colors, words, or graphics create an extra eye appeal	Layout and design are clear and clean	Layout and design are generally clean, though heavy on writing with little style	Layout and design require several revisions to break up the text	Very little sense of design, heavy on written text	No sense of design
<b>Is the project an appropriate length?</b>	The project maintains a clear and appropriate length, with proper development	The project is clear in focus, though may need extra development or trimming	The project has a general focus, with revisions needed to add or omit some points	The project needs several revisions to maintain an appropriate length	The project is too long or too short, with heavy revisions needed to develop appropriately	The project is entirely too short and rushed-through
<b>How free is the project of minor errors?</b>	No noticeable errors	Few minor errors	Some minor or large errors	Many errors, some minor, others large	Many minor and large errors, reflect poor editing	No attempt to edit
<b>How well does sentence structure illustrate clear ideas?</b>	Sentences are well-varied and show relationship among ideas.	Sentences are generally effective in conveying main ideas	Some mistakes or lack of clarity in sentence structure	Major sentence structure and syntactical errors	Unclear, confusing, or ungrammatical sentences, major errors	No attempt at grammatical sentences
<b>Total: /150</b>			<b>Grade=</b>			

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

**Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings and Lectures	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Forum Academic Integrity Quiz Academic Integrity Statement	
1 Jan 10 – 13	Lesson 1: “New” World Origins: Tradition, Colonialism, and Faith	<u>Watch:</u> Welcome to ENGL 273! Lecture: Origins “Hopi Origin Story” on YouTube by PBS “The Puritans Were Not Tolerant of Other Religions” on YouTube by the Smithsonian Channel <u>Read from Volume A:</u> Introduction, pp. 3-25 Native American tales, pp. 29-46, 54-57 Heckewelder, pp. 103-06 Smith, pp. 110-22 Bradford, pp. 149-165	Reading Quiz #1 Due Thurs, Jan 20, 11:59pm	SLO 1, 4
2 Jan 14 – 20	Lesson 2: A Body Politic	<u>Watch:</u> “Hamilton at the White House” on YouTube by The Obama White House “Abigail Adams   Mrs. President   History” on YouTube by the HISTORY Channel “Tea, Taxes, and the American Revolution” on YouTube by Crash Course <u>Read from Volume A:</u> Franklin, pp. 519-30 Crèvecoeur, pp. 636-45 Adams and Adams, pp. 672-76 Paine, pp. 682-89 Jefferson, pp. 704-11 <u>Read from Volume B:</u> Lincoln, pp. 720 Fuller, pp. 762-63	Discussion #1 Reading Quiz #2	SLO 3, 5
3 Jan 21 – 27	Lesson 3: Inequalities	<u>Watch:</u> Lecture: Inequalities “The Atlantic slave trade: What too few textbooks told you – Anthony Hazard” on YouTube by TED-Ed <u>Read from Volume A:</u> Williams, pp. 203-16 Charlevoix, pp. 410-15 Sagoyewatha, pp. 436-38 Occom, pp. 585-95 Crèvecoeur, pp 645-50 Equiano, pp. 733-451 Murray, pp. 770-80 *The 1619 Project by the New York Times	Discussion #2 Reading Quiz #3	SLO 4, 6

Week	Lessons	Readings and Lectures	Assignments	Outcomes Met
4 Jan 28 – Feb 3	Lesson 4: Contrasting Values	<u>Watch:</u> Lecture: Contrasting Values <u>Read from Volume A:</u> <i>The Contrast</i> , pp. 799-840	Discussion #3 Brainstorm genre infographic topic ideas Reading Quiz #4	SLO 2, 6
5 Feb 4 - 10	Lesson 5: Gender and Power	<u>Watch:</u> Lecture: Gender and Power <u>Read from Volume A:</u> <i>The Coquette</i> , pp. 841-890	Submit genre infographic rough draft Reading Quiz #5	SLO 2, 3
6 Feb 11 – 17	Lesson 6: Gender and Power Cont'd	<u>Read from Volume A:</u> <i>The Coquette</i> , pp. 890-940	Discussion #4 Submit genre infographic Submit midterm project proposal	SLO 4, 5
7 Feb 18 – 24	Lesson 7: Poetic Voices	<u>Watch:</u> Lecture: Poetry <u>Read from Volume A:</u> Bradstreet, “Contemplations,” “The Author to Her Book,” “Before the Birth...” “To My Dear and Loving Husband,” “A Weary Pilgrim” Wigglesworth, pp. 249-67 Taylor, pp. 307-08 de la Cruz, pp. 415-416 Stockton, pp. 662-664 Freneau, pp. 781-82 Wheatley, pp. “On Being Brought...,” “To His Excellency” <u>Read from Volume B:</u> Sigourney, pp. 106-114 Bryant, pp. 117-20 Schoolcraft, pp. 143 Longfellow, pp. 576-81	Discussion #5 Submit midterm project rough draft Reading Quiz #6	SLO 2, 7
8 Feb 25 – Mar 3	Lesson 8: A Defense for Literature	<u>Watch:</u> Lecture: Why Study American Literature?	Discussion #6 Zoom conference with instructor-midterm project Submit midterm project	SLO 6, 7
9 Mar 4 – 10	Lesson 9: American Mythologies	<u>Watch:</u> “The Mythology of America—American Folk Heroes Series” on YouTube by Tale Foundry <u>Read from Volume B:</u> Irving, pp. 25-26, 29-41-61 Cooper, pp. 79-85 Sedgwick, pp. 86-102 Hawthorne, pp. 328-331, 345-54, 368-77 Poe, pp. 629-42, 662-555, 676-90	Discussion #7 Reading Quiz #7	SLO 1, 5

Week	Lessons	Readings and Lectures	Assignments	Outcomes Met
10 Mar 11 – 17	Lesson 10: American Romantics, Part I: Transcendentalism	<u>Watch:</u> “Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau” on YouTube by Bullis Student Tutors <u>Read from Volume A:</u> Bartram, pp. 625-29 <u>Read from Volume B:</u> Emerson, <i>Nature</i> , pp. 181-89 Thoreau, Walden excerpts (Ch. 4, 9, 11)	Submit literary analysis essay outline Reading Quiz #8	SLO 1, 2
March 18 - 24	<b>Spring Break</b>			
11 Mar 25 – 31	Lesson 11: Inequalities, Part II: Resistance	<u>Watch:</u> Lecture: Resistance <u>Read from Volume B:</u> Native American speeches, pp. 989-90, 903-904 Child, pp. 149-157 Native American resistance, pp. 313-24 Slavery, Race, pp. 770-73, 780-86, 89-91 Stowe, pp. 792-802 Jacobs, pp. 909-30 Douglass, excerpts from <i>Narrative</i> (Ch. 1, 5-7, 11)	Discussion #8 Submit literary analysis essay rough draft Reading Quiz #9	SLO 4, 5
12 Apr 1 – 7	Lesson 12: Religion vs. Belief	<u>Watch:</u> Lecture: <i>The Scarlet Letter</i> <u>Read from Volume B:</u> <i>The Scarlet Letter</i> , Ch. I-XII, pp. 425-512	Zoom conference with instructor-literary analysis essay Reading Quiz #10	SLO 2, 5
13 Apr 8 – 14	Lesson 13: Religion vs. Belief Cont'd	<u>Read from Volume B:</u> <i>The Scarlet Letter</i> , Ch. XIII-XXIV, pp. 512-70	Discussion #9 Submit literary analysis essay final draft Submit final project proposal	SLO 3, 6
14 Apr 15 – 21	Lesson 14: American Romantics, Part II: Individualism	<u>Watch:</u> “The Romantic Period in American Literature and Art” on YouTube by Study.com <u>Read from Volume B:</u> Emerson, pp. 236-54 Whitman, pp. 1312-57, 1382-95 Melville, pp. 1469-95 Dickinson, # 39, 112, 122, 225, 236, 260, 269, 279, 340, 347, 409, 446, 448, 466, 479, 519, 591, 620, 1096, 1263, 1773	Discussion #10 Submit final project rough draft Reading Quiz #11	SLO 1, 3
15 Apr 22 – 28	Lesson 15: Inequalities, Part III: Industry	<u>Watch:</u> Lecture: Industrial Inequality <u>Read from Volume B:</u> <i>Life in the Iron Mills</i> , pp. 1696-1724	Discussion #11 Zoom conference with instructor-final project Reading Quiz #12	SLO 2, 6
16 Apr 29 – May 5	Lesson 16: Finale	Reflect on the semester <u>Watch:</u> Goodbye Video	Discussion #12 Submit final project	SLO 7

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
10	Reading Quizzes (5 pts each)
15	Discussion Posts (10 pts each)
10	Genre Infographic (60 pts) Brainstorm (5 pts) Rough Draft (5 pts) Final Draft (50 pts)
15	Midterm Project (90 pts) Midterm Proposal (5 pts) Rough Draft (5 pts) Zoom Conference (5 pts) Final Draft (75 pts)
20	Literary Analysis Essay (115 pts) Outline (5 pts) Rough Draft (5 pts) Zoom Conference (5 pts) Final Draft (100 pts)
30	Final Project (165 pts) Final Project Proposal (5 pts) Rough Draft (5 pts) Zoom Conference (5 pts) Final Draft (150 pts)
<b>100</b>	<b>Total Percent Possible</b>

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.