SYLLABUS

ENGL 273 American Literature to 1865

202341

ENGL 273 American Literature to 1865
School of Distance Education

Interactive Online Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See more withdrawal details here.

Instructor Contact

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

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

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

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 hours total on this course. This course has 16 modules with accompanying lessons, and four projects that you will complete over the course of the semester. Each module represents a week of a typical semester course. It is recommended that you budget about 9 hours for each module to complete the module's readings and accompanying quizzes and blog posts. There are suggested schedules to accomplish this work included in this syllabus.

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.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.

- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University

- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).

- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**

- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

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 or call (269) 471-3960.

Part 3: Course Requirements
Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule
In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

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.

Blog Posts

Blog posts 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, blog posts 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 posts 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 blog post 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.).

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

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

Reading Quiz Rubric

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

Genre Infographic Rubric

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does your infographic define the genre present in American literature?	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
How well does your infographic showcase examples from a specific text we have read? (x2)	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
How well does your infographic showcase an argument about the genre's significance? (x2)	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
How well does your infographic balance text and design? (x2)	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

How clean and neat is the infographic formatting to convey text, illustrations, and colors? (x2)	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
How free is the infographic of grammar and syntax errors?	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
Total: /50			**Grade=**			

Literary Analysis Essay Rubric

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does your introduction provide the context for the essay?	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
How well does your thesis statement include an author's main point?	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
How well does your thesis statement include two elements for analysis?	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
How well do you evaluate the author's argument in context of the American literary field? (x2)	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
How well do you employ a logical sequence of paragraphs? (x2)	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

	5 **Exceeds Expectations**	4 **Proficient**	3 **Competent**	2 **Developing**	1 **Insufficient**	0 **Absent**
How well is each paragraph organized (topic, develop, evidence, and wrap-up)? (x2)	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
How well does your conclusion reinforce your theme analysis?	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
How well do you develop textual analysis in order to build your claim? (x2)	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
How well do you use evidence (quotes) to defend analysis? (x2)	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
How proficiently do you integrate quotes into your writing?	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
How well does your paper use MLA-style in-text citations?	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
Does the essay present an accurate MLA Works Cited list for the text?	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
How free is the text of minor errors?	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
How well does sentence structure illustrate clear ideas?	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

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How clean is the style of the paper, according to MLA standards?	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
Total: /100			**Grade=**			

Midterm Project Rubric

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does your project defend American literature as a "moral" area of study? (x3)	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
How persuasive is your tone and rhetoric in developing your reasoning? (x2)	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
How well do you engage a potentially skeptical audience? (x2)	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
How well do you utilize the traits of your genre in order to make your evaluations clear? (x3)	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
How well does the project meet the technical standards of your genre? (x3)	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
How clean and neat is the formatting of your project? (x2)	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
Total: /75			**Grade=**			

Final Project Rubric

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well do you engage the ideas from the semester in your original project? (x2)	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
How well do you develop original ideas from the ones studied this semester? (x3)	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
How well do you utilize a creative style in your writing, language, and tone? (x5)	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
How well structured is the project to flow for your audience? (x3)	Project structure is clear and organized for an outside audience	Project maintains 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
How does your creative text appeal to an audience with entertainment in mind? (x2)	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
How well do you utilize the traits of your genre in order to make your evaluations clear? (x3)	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
How well does the project meet the technical standards of your genre? (x3)	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
How clean and neat is the formatting of your project? (x3)	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
How well do you integrate layout and design into the creative project? (x3)	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
Is the project an appropriate length?	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
How free is the project of minor errors?	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
How well does sentence structure illustrate clear ideas?	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
Total: /150			**Grade=**			

Suggested schedule for completion in 8 weeks:

Module	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	Lesson 1: "New" World Origins: Tradition, Colonialism, and Faith	Watch:
		  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
		Read from Volume A:
		  Introduction, pp. 3-26
		  Native American Oral Literature, pp. 29-46, 50-52
		  John Heckewelder, pp. 99-101
		  John Smith, pp. 106-122
		  William Bradford; Book II, pp. 144-160
			Reading Quiz #1	SLO 1, 4

	Lesson 2: A Body Politic	Watch:
		  "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
				Read from Volume A:
				  Benjamin Franklin; Part Two, pp. 510-520
				  J. Hector St. John De Crèvecoeur; Letters from an American Farmer pp. 554-563
				  John Adams & Abigail Adams; The Letters pp. 591-594
				  Thomas Paine; Common Sense, pp. 600-607
				  Thomas Jefferson, From the Declaration of Independence, pp. 621-628
				Read from Volume B:
				  Abraham Lincoln; Gettysburg Address, pp. 663
				  Margaret Fuller; Fourth of July, pp. 734-735
					Blog #1
					Reading Quiz #2
						SLO 3, 5

2	Lesson 3: Inequalities	Watch:
		  Lecture: Inequalities
		  "The Atlantic slave trade: What too few textbooks told you – Anthony Hazard" on YouTube by TED-Ed
		Read from Volume A:
		  Roger Williams, pp. 197-211
		  Charlevoix, pp. 410-15
		  Sagoyewatha, pp. 427-429
		  Samson Occom; A Short Narrative of My Life, pp. 521-528
		  J. Hector St. John De Crèvecoeur; Letters from an American Farmer, pp 564-568
		  Olaudah Equiano: Narrative of Life (Chapters I-IV), pp. 651-669
		  Judith Sargent Murray, pp. 696-705
		*The 1619 Project by the New York Times
			Blog #2
			Reading Quiz #3
				SLO 4, 6

	Lesson 4: Contrasting Values	Watch:
		  Lecture: Contrasting Values
		Read from Volume A:
		  Royall Tyler; The Contrast, pp. 727-767
			Blog #3
			Brainstorm genre infographic topic ideas
			Reading Quiz #4
				SLO 2, 6

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met
3	Lesson 5: Gender and Power	Watch: 　Lecture: Gender and Power Read from Volume A: 　Hanna Webster Foster; The Coquette (Letters I-XL), pp. 768-816	Submit genre infographic rough draft Reading Quiz #5	SLO 2, 3
	Lesson 6: Gender and Power Cont'd	Read from Volume A: 　Hanna Webster Foster; The Coquette (Letters XLI-LXXIV), pp. 817-867	Blog #4 Submit genre infographic Submit midterm project proposal	SLO 4, 5
4	Lesson 7: Poetic Voices	Watch: 　Lecture: Poetry Read from Volume A: 　Anne Bradstreet: "Contemplations," pp. 221-227 　　"The Author to Her Book," p. 230 　　"Before the Birth…" p. 231 　　"To My Dear and Loving Husband," p. 231 　　"A Weary Pilgrim" p. 238 　Michael Wigglesworth: "From the Day of Doom," pp. 243-259 　Edward Taylor: "Upon Wedlock, and Death of Children," pp. 307-08 　de la Cruz, pp. 415-416 　Annis Boudinot Stockton: "Address to General Washington…," pp. 581 　Philip Freneau: "The Wild Honey Suckle," pp. 708 　Phillis Wheatley: "On Being Brought from Africa to America" p. 715 　　"To His Excellency General Washington," p. 723 Read from Volume B: 　Lydia Howard Huntley Sigourney, pp. 107-115 　William Cullen Bryant, pp. 116-123 　Jane Johnston Schoolcraft: "Lines Written at Castle Island…" p. 138 　Henry Wadsworth Longfellow: "Evangeline," pp. 529-530 　　"The Jewish Cemetery," pp. 531-532 　　"My Lost Youth," pp. 533-534	Blog #5 Submit midterm project rough draft Reading Quiz #6	SLO 2, 7
	Lesson 8: A Defense for Literature	Watch: 　Lecture: Why Study American Literature?	Blog #6 Zoom conference with instructor-midterm project Submit midterm project	SLO 6, 7
5	Lesson 9: American Mythologies	Watch: 　"The Mythology of America—American Folk Heroes Series" on YouTube by Tale Foundry Read from Volume B: 　Washington Irving, pp. 25-62 　James Fenimore Cooper: "The Last of the Mohicans," pp. 80-86 　Catharine Maria Sedgwick: "Hope Leslie; Volume I," pp. 87-101 　Nathaniel Hawthorne, pp. 305-307 　　"Young Goodman Brown," pp. 322-330 　　"The Minister's Black Veil," pp. 339-347 　Edgar Allan Poe: "The Fall of the House of Usher," pp. 579-592 　　"The Masque of the Red Death," pp. 613-616 　　"The Purloined Letter," pp. 627-639	Blog #7 Reading Quiz #7	SLO 1, 5

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met
	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> 　William Bartram, pp. 548-551 <u>Read from Volume B:</u> 　Ralph Waldo Emerson, "Nature (Chapter I-III)," pp. 159-89 　　Henry David Thoreau: "Walden" 　Ch. 4 pp. 　Ch. 9 pp. 　Ch. 11 pp. 1007-1013	Submit literary analysis essay outline Reading Quiz #8	SLO 1, 2
6	Lesson 11: Inequalities, Part II: Resistance	<u>Watch:</u> 　Lecture: Resistance <u>Read from Volume A:</u> 　Native American Eloquence: 　　"Pontiac," pp. 887-889 　　"Cherokee Women" p. 891 <u>Read from Volume B:</u> 　Lydia Maria Child: "The Quadroons," pp. 142-149 　Native Americans: Removal & Resistance, pp. 284-304 　Slavery, Race, and the Making of American Literature: 　　"Thomas Jefferson," pp. 738-740 　　"William Lloyd Garrison," pp. 748-750 　　"Angelina E. Grimké," pp. 752-755 　　"Martin R. Delany," pp. 757-759 　Harriet Beecher Stowe: "Uncle Tom's Cabin Chapter 1," pp. 760-769 　Harriet Jacobs, pp. 860-909 　　Frederick Douglass: pp. 1065-1068 　　"excerpts from Narrative" 　　　Ch. 1, pp. 1077-1079 　　　Ch. 5-7, pp. 1088-1095 　　　Ch. 11, pp. 1122-1129	Blog #8 Submit literary analysis essay rough draft Reading Quiz #9	SLO 4, 5
	Lesson 12: Religion vs. Belief	<u>Watch:</u> 　Lecture: The Scarlet Letter <u>Read from Volume B:</u> 　The Scarlet Letter, Ch. I-XII, pp. 380-467	Zoom conference with instructor- literary analysis essay Reading Quiz #10	SLO 2, 5
7	Lesson 13: Religion vs. Belief Cont'd	<u>Read from Volume B:</u> 　The Scarlet Letter, Ch. XIII-XXIV, pp. 468-523	Blog #9 Submit literary analysis essay final draft Submit final project proposal	SLO 3, 6
	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> 　Ralph Waldo Emerson: "Self-Reliance" pp. 217-233 　Walt Whitman: "Song of Myself," pp. 1168-1212 　　"Memories of President Lincoln," pp. 1237-1249 　Herman Melville: "Bartley, the Scrivener" pp. 1323-1348 　Emily Dickinson: "39, 112, 122, 225, 236, 260, 269, 279, 340, 347, 409, 446, 448, 466, 479, 519, 591, 620, 1096, 1263, 1773" pp. 1508-1544	Blog #10 Submit final project rough draft Reading Quiz #11	SLO 1, 3

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met

8	Lesson 15: Inequalities, Part III: Industry	Watch:
		   Lecture: Industrial Inequality
		Read from Volume B:
		   Rebecca Harding Davis: "Life in the Iron Mills," pp. 1549-1575
			Blog #11
			Zoom conference with instructor-final project
			Reading Quiz #12
				SLO 2, 6

	Lesson 16: Finale	Reflect on the semester Watch: Goodbye Video	Blog #12 Submit final project	SLO 7

Suggested schedule for completion in 16 weeks:

Module	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	Lesson 1: "New" World Origins: Tradition, Colonialism, and Faith	Watch:
		   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
		Read from Volume A:
		   Introduction, pp. 3-26
		   Native American Oral Literature, pp. 29-46, 50-52
		   John Heckewelder, pp. 99-101
		   John Smith, pp. 106-122
		   William Bradford; Book II, pp. 144-160
			Reading Quiz #1	SLO 1, 4

2	Lesson 2: A Body Politic	Watch:
		   "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
		Read from Volume A:
		   Benjamin Franklin; Part Two, pp. 510-520
		   J. Hector St. John De Crèvecoeur; Letters from an American Farmer pp. 554-563
		   John Adams & Abigail Adams; The Letters pp. 591-594
		   Thomas Paine; Common Sense, pp. 600-607
		   Thomas Jefferson, From the Declaration of Independence, pp. 621-628
		Read from Volume B:
		   Abraham Lincoln; Gettysburg Address, pp. 663
		   Margaret Fuller; Fourth of July, pp. 734-735
			Blog #1
			Reading Quiz #2
				SLO 3, 5

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met
3	Lesson 3: Inequalities	Watch: Lecture: Inequalities "The Atlantic slave trade: What too few textbooks told you – Anthony Hazard" on YouTube by TED-Ed Read from Volume A: Roger Williams, pp. 197-211 Charlevoix, pp. 410-15 Sagoyewatha, pp. 427-429 Samson Occom; A Short Narrative of My Life, pp. 521-528 J. Hector St. John De Crèvecoeur; Letters from an American Farmer, pp 564-568 Olaudah Equiano: Narrative of Life (Chapters I-IV), pp. 651-669 Judith Sargent Murray, pp. 696-705 *The 1619 Project by the New York Times	Blog #2 Reading Quiz #3	SLO 4, 6
4	Lesson 4: Contrasting Values	Watch: Lecture: Contrasting Values Read from Volume A: Royall Tyler; The Contrast, pp. 727-767	Blog #3 Brainstorm genre infographic topic ideas Reading Quiz #4	SLO 2, 6
5	Lesson 5: Gender and Power	Watch: Lecture: Gender and Power Read from Volume A: Hanna Webster Foster; The Coquette (Letters I-XL), pp. 768-816	Submit genre infographic rough draft Reading Quiz #5	SLO 2, 3
6	Lesson 6: Gender and Power Cont'd	Read from Volume A: Hanna Webster Foster; The Coquette (Letters XLI-LXXIV), pp. 817-867	Blog #4 Submit genre infographic Submit midterm project proposal	SLO 4, 5
7	Lesson 7: Poetic Voices	Watch: Lecture: Poetry Read from Volume A: Anne Bradstreet: "Contemplations," pp. 221-227 "The Author to Her Book," p. 230 "Before the Birth…" p. 231 "To My Dear and Loving Husband," p. 231 "A Weary Pilgrim" p. 238 Michael Wigglesworth: "From the Day of Doom," pp. 243-259 Edward Taylor: "Upon Wedlock, and Death of Children," pp. 307-08 de la Cruz, pp. 415-416 Annis Boudinot Stockton: "Address to General Washington…," pp. 581 Philip Freneau: "The Wild Honey Suckle," pp. 708 Phillis Wheatley: "On Being Brought from Africa to America" p. 715 "To His Excellency General Washington," p. 723 Read from Volume B: Lydia Howard Huntley Sigourney, pp. 107-115 William Cullen Bryant, pp. 116-123 Jane Johnston Schoolcraft: "Lines Written at Castle Island…" p. 138 Henry Wadsworth Longfellow: "Evangeline," pp. 529-530 "The Jewish Cemetery," pp. 531-532 "My Lost Youth," pp. 533-534	Blog #5 Submit midterm project rough draft Reading Quiz #6	SLO 2, 7

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met
8	Lesson 8: A Defense for Literature	Watch: Lecture: Why Study American Literature?	Blog #6 Zoom conference with instructor-midterm project Submit midterm project	SLO 6, 7

9	Lesson 9: American Mythologies	Watch:
		    "The Mythology of America—American Folk Heroes Series" on YouTube by Tale Foundry
		Read from Volume B:
		    Washington Irving, pp. 25-62
		    James Fenimore Cooper: "The Last of the Mohicans," pp. 80-86
		    Catharine Maria Sedgwick: "Hope Leslie; Volume I," pp. 87-101
		    Nathaniel Hawthorne, pp. 305-307
		        "Young Goodman Brown," pp. 322-330
		        "The Minister's Black Veil," pp. 339-347
		    Edgar Allan Poe: "The Fall of the House of Usher," pp. 579-592
		        "The Masque of the Red Death," pp. 613-616
		        "The Purloined Letter," pp. 627-639
			Blog #7
			Reading Quiz #7
				SLO 1, 5

10	Lesson 10: American Romantics, Part I: Transcendentalism	Watch:
		    "Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau" on YouTube by Bullis Student Tutors
		Read from Volume A:
		    William Bartram, pp. 548-551
		Read from Volume B:
		    Ralph Waldo Emerson, "Nature (Chapter I-III)," pp. 159-89
		        Henry David Thoreau: "Walden"
		    Ch. 4 pp.
		    Ch. 9 pp.
		    Ch. 11 pp. 1007-1013
			Submit literary analysis essay outline
			Reading Quiz #8
				SLO 1, 2

11	Lesson 11: Inequalities, Part II: Resistance	Watch:
		    Lecture: Resistance
		Read from Volume A:
		    Native American Eloquence:
		        "Pontiac," pp. 887-889
		        "Cherokee Women" p. 891
		Read from Volume B:
		    Lydia Maria Child: "The Quadroons," pp. 142-149
		    Native Americans: Removal & Resistance, pp. 284-304
		    Slavery, Race, and the Making of American Literature:
		        "Thomas Jefferson," pp. 738-740
		        "William Lloyd Garrison," pp. 748-750
		        "Angelina E. Grimké," pp. 752-755
		        "Martin R. Delany," pp. 757-759
		    Harriet Beecher Stowe: "Uncle Tom's Cabin Chapter 1," pp. 760-769
		    Harriet Jacobs, pp. 860-909
		        Frederick Douglass: pp. 1065-1068
		        "excerpts from Narrative"
		            Ch. 1, pp. 1077-1079
		            Ch. 5-7, pp. 1088-1095
		            Ch. 11, pp. 1122-1129
			Blog #8
			Submit literary analysis essay rough draft
			Reading Quiz #9
				SLO 4, 5

Module	Lessons	Readings and Lectures	Assignments	Outcomes Met

12	Lesson 12: Religion vs. Belief	Watch:
		   Lecture: The Scarlet Letter
		Read from Volume B:
		   The Scarlet Letter, Ch. I-XII, pp. 380-467
			Zoom conference with instructor-literary analysis essay
			Reading Quiz #10
				SLO 2, 5

13	Lesson 13: Religion vs. Belief Cont'd	Read from Volume B: The Scarlet Letter, Ch. XIII-XXIV, pp. 468-523	Blog #9 Submit literary analysis essay final draft Submit final project proposal	SLO 3, 6

14	Lesson 14: American Romantics, Part II: Individualism	Watch:
		   "The Romantic Period in American Literature and Art" on YouTube by Study.com
		Read from Volume B:
		   Ralph Waldo Emerson: "Self-Reliance" pp. 217-233
		   Walt Whitman: "Song of Myself," pp. 1168-1212 "Memories of President Lincoln," pp. 1237-1249
		   Herman Melville: "Bartley, the Scrivener" pp. 1323-1348
		   Emily Dickinson: "39, 112, 122, 225, 236, 260, 269, 279, 340, 347, 409, 446, 448, 466, 479, 519, 591, 620, 1096, 1263, 1773" pp. 1508-1544
			Blog #10
			Submit final project rough draft
			Reading Quiz #11
				SLO 1, 3

15	Lesson 15: Inequalities, Part III: Industry	Watch:
		   Lecture: Industrial Inequality
		Read from Volume B:
		   Rebecca Harding Davis: "Life in the Iron Mills," pp. 1549-1575
			Blog #11
			Zoom conference with instructor-final project
			Reading Quiz #12
				SLO 2, 6

16	Lesson 16: Finale	Reflect on the semester Watch: Goodbye Video	Blog #12 Submit final project	SLO 7

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10	Reading Quizzes (5 pts each)
15	Blog 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)

100	**Total Percent Possible**

Viewing Grades in LearningHub
- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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.

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.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information
   at andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at
   andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the
   completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to
   show your disability contract for the current semester to the exam proctor at the start of
   any exam session, if extra time is allowed.

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.

AI Generated Work
Student work may be submitted to AI or plagiarism detection tools in order to ensure that
student work product is human created. The submission of AI generated work constitutes
plagiarism and is a violation of the Andrews University academic integrity standards for
students.