

Listen

# ENGL 2131, AMERICAN LITERATURE I, [Term]

## Course Instructor:

**[Instructor Name]**

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: xxxxxxxxxxx@xxxxx.edu

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

## Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please notify me prior to attempting any activities or assessments in this course.

Also, **students with disabilities or who require special testing accommodations should contact the Testing Coordinator before scheduling an exam appointment.** In order to receive special accommodations, students must provide documentation from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders.

**Testing Coordinator: [etesting@westga.edu](mailto:etesting@westga.edu) / 678-839-5300**

Other resources:

<https://ecore.usg.edu/current-students/accessibility-services>

<http://www.section508.gov>

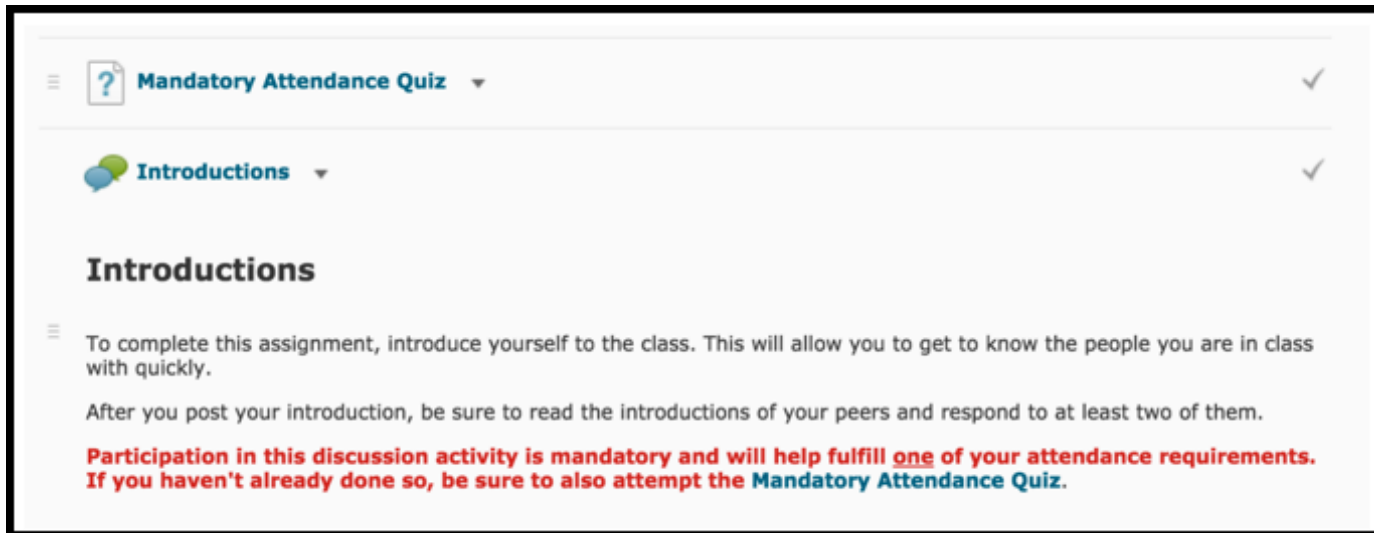
<http://www.w3.org/TR/WCAG/>

<http://webaim.org/>

## Attendance Verification

**IMPORTANT**- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.



## Course Description:

This course surveys American Literature from the Pre-Colonial Period through the mid-nineteenth century. It begins with the Age of European Exploration and interaction with Native American cultures and continues through the 18<sup>th</sup> century Enlightenment, the American Renaissance, and the Romantic movement, ending with the beginning of American Realism.

The literature is studied within the context of history and culture and with an emphasis on literary periods. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of these periods.

## Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

| Instruction Time                       |             |
|--|-------------|
| Discussion Postings                    | 700 minutes |
| Virtual meetings/chat or audio & video | 400 minutes |
| Course Content Facilitation            | 700 minutes |

|  |             |
|--|-------------|
| Writing assignments/assessments/research | 300 minutes |
| Proctored Exam                           | 150 minutes |

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### Prerequisites:

- ENGL 1102 – English Composition II

### Course Objectives:

After completing the eCore ENGL 2131 course, you will be able to

- Identify the genres, major writers and important schools in American literature from the pre-colonial era to the opening volleys of the Civil War.
- Summarize, interpret, and infer hypotheses regarding selected texts.
- Use and extend reading, writing, technological, and critical thinking skills developed in ENGL 1101 and ENGL 1102.
- Identify the cultural factors that shaped American literature and define the common concerns of humanity as expressed through literature.

## Course Text

eCore has explored cost-reducing options for students and currently offers open education resources for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

**The open text selections for this course allow students to read and/or print the reading assignments at no cost.** The reading selections are embedded throughout the 5 units that constitute the course.

### Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education:

<http://planetecampus.blogspot.com/>.

## Technical Requirements and Assistance

### Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

### Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).


In addition, please contact the eCore Helpline at 678-839-5300.

## Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

## Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using the  icon from the course navigation bar.

## Unit Breakdown

The following units are covered in this course:

Unit 1: Introduction to course

Unit 2: Pre-Colonial America and Colonial Settlements

Unit 3: Toward a National Literature

Unit 4: The American Renaissance: Romanticism and Transcendentalism

Unit 5: Nineteenth Century Critical Perspectives

## Grading and Standards

### Grade Breakdown

| GRADED ACTIVITY           | WEIGHT | PROCTORED? | BRIEF DESCRIPTION  |
|---------------------------|--------|------------|--|
| Participation/Discussions | 25%    |            | You will participate in one discussion per unit over the assigned readings in your textbook. You will also submit responses to your peers' posts. Your instructor will assign topics based on the Course Content material. |

|                                       |     |     |  |
|---------------------------------------|-----|-----|--|
| <b>Unit Quizzes</b>                   | 10% |     | At the end of each unit, you will complete a 10-question quiz over that unit’s material. There is a total of four quizzes.   |
| <b>Writing Summary</b>                | 5%  |     | You will submit a summary of an article on your selected research topic. Include an MLA bibliography entry of the article along with a 500 word (1-2 page) word summary of its argument.   |
| <b>Focused Annotated Bibliography</b> | 15% |     | To prepare for your researched essay, you will write a Focused Annotated Bibliography, which is made up of two parts: (1) a focused introduction of about 200 words stating the thesis/purpose of your essay; and (2) at least five scholarly sources related to your focus; each source will be cited correctly and summarized in a paragraph of about 100 words. |
| <b>Final Researched Essay</b>         | 20% |     | You will write a literary analysis of a topic of your choosing with your instructor's approval; minimum of five pages with four outside sources.   |
| <b>Proctored Midterm Exam*</b>        | 15% | YES | You will take a midterm exam that will be primarily comprised of essay questions. This exam will be proctored, meaning that you will take it in person at an approved eCore testing center. For more information, see the Proctored Exams section of the syllabus.   |
| <b>Final Exam</b>                     | 10% |     | You will take a final exam that will be primarily comprised of short answer questions. This exam will not be proctored.  |

## Proctored Exams

**A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.**



Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

## Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

## Grade Turnaround

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours.

## Expectations and Standards

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## **Presentation of Written Work**

The Modern Language Association (MLA) academic style is required for all written work in this course. Refer to the following online resource from Purdue OWL: [MLA Formatting and Style Guide](#). In writing your essays, you must follow these instructions:

1. Essays should be double-spaced with one-inch margins on all sides. Use a 12-point Font in Times New Roman.
2. Essays are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of the essay. Be sure to proofread your essays as grammar and spell checks typically do not catch words used in incorrect contexts.
3. Essays must be original and analytical and must be careful to include well-thought-out responses to the questions posed in the assignment.
4. You must give specific examples from the secondary and/or primary sources used in the development of the paper and must cite these sources following the MLA academic style guidelines.
5. If you use direct quotations, you must not only cite your source but must also use quotation marks.

## **Attendance and Participation**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your Instructor and classmates in all your communication.
- Respect your Instructor, and be on time in your work submissions.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ("Dear Professor xxx" not "Hey").
- Accept your Instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles

inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

## Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time or more as taking a face-to-face class. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, and studying.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 to 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online material, and participate discussions.
- Complete all course work and assignments in the time allowed.

## Late Policy

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

## Course Structure:

The following units are covered in this course:

### UNIT 1: Introduction

#### Objectives:

Upon completion of this unit, the student should be able to

- Outline what is expected for successful completion of this course.
- Utilize the course’s design, structure, and tools.
- Manage the time commitment needed to be successful in the course.
- Recognize the issues related to communicating in online environments.
- Communicate with your instructor and other students in the course.



- Access and understand the course syllabus.

**Readings:**

- Online Course Content

**Assignments:**

- Unit 1 Discussion
- Unit 1 Self-Assessment

**UNIT 2: Pre-Colonial America and Colonial Settlements****Objectives:**

Upon completion of this unit, the student should be able to

- Identify the social, political, and economic motivations behind the explorations and efforts at colonization by Europeans in the Americas as revealed in their narratives and histories.
- Identify the chief attitudes of the English settlers in Virginia and Massachusetts to the Native Americans.
- Identify the ways in which Early American histories and journals serve as promotional documents for colonization and the creation of various “ideals” of America.
- Identify the chief characteristics of Puritanism in early America.
- Identify the chief characteristics of the captivity narrative.
- Identify the chief characteristics of Puritan poetry, especially meditative poetry.
- Recognize the role of gender and gender conflicts in the literature of seventeenth-century America.

**Readings:**

- See [Unit 2 Advance Organizer](#)

**Assignments:**

- Unit 2 Discussion
- Unit 2 Reading Comprehension Quiz
- Writing Summary (component of Final Researched Essay)

**UNIT 3: Toward a National Literature****Objectives:**

Upon completion of this unit, the student should be able to

- Recognize the primary ideals and motivations of revolutionary writings in late 18<sup>th</sup> century America.
- Identify the chief characteristics of the Great Awakening.
- Identify the chief characteristics of the Age of Reason and Enlightenment.
- Identify the chief characteristics of 18th-century autobiography, both spiritual and secular.
- Recognize the place of Agrarian Idealism in late 18<sup>th</sup> century social and political discourse.
- Identify the primary traits of the sentimental novel.
- Identify the traits of the emerging national identity in terms of race and gender, such as the idea of Republican

Motherhood.

**Readings:**

- See [Unit 3 Advance Organizer](#)

**Assignments:**

- Unit 3 Discussion
- Unit 3 Reading Comprehension Quiz

**UNIT 4: The American Renaissance: Transcendentalism and Romanticism****Objectives:**

Upon completion of this unit, the student should be able to

- Identify the primary concepts of the American Romantic Age.
- Identify the primary concepts of the American Transcendentalism movement.
- Recognize the chief characteristics of Gothic literature.
- Recognize concepts of gender in 19th-century literature.
- Identify major writers of the American Renaissance.

**Readings:**

- See [Unit 4 Advance Organizer](#)

**Assignments:**

- Unit 4 Discussion
- Unit 4 Reading Comprehension Quiz
- Annotated Bibliography (component of Final Researched Essay)

**UNIT 5: Nineteenth Century Critical Perspectives****Objectives:**

Upon completion of this unit, the student should be able to

- Discuss and define the major characteristics of the slave narrative.
- Identify and describe the distinctions between Douglass's and Jacobs's narratives.
- Describe and define the concepts of gender in the 19th century as portrayed and addressed in Jacobs, Stanton, and Fuller's work.
- Describe and discuss working class conditions as portrayed in Davis's work.

**Readings:**

- See [Unit 5 Advance Organizer](#)

**Assignments:**

- Unit 5 Discussion
- Unit 5 Reading Comprehension Quiz
- Final Researched Essay

## Academic Honesty

*(Acknowledgment is hereby given to Georgia State University on whose policy this is based).*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage).

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/> for further details on

the [eCore Academic Honesty Policy](#).