

# Course Syllabus

**Department** : English & Foreign Languages

**Course Title** : American Literature I

**Section Name** : ENGL\_2327\_WB9

**Start Date** : 08/27/2012

**End Date** : 12/14/2012

**Modality** : Online

**Credits** : 3

## **Instructor Information**

**Name** : Catrina Moody

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## **Course Description**

ENGL 2327 focuses on reading and thinking critically about significant works of American literature from the Colonial period through the Romantic period. In ENGL 2327, students will use analytical techniques to develop written interpretations of assigned literary works. Requirements include reading assignments, reading assignments, analytical papers, a final exam, and other assignments as determined by the instructor. This course is required of all English majors

## **Prerequisites/Corequisites**

English1301: Composition and Rhetoric and English 1302: Composition and Literature

## **ICOs**

(ICOs 1, 2, 3, 5, 6)

## **Learning Outcomes**

**Upon successful completion of this course, students will be able to**

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in American literature from the colonial period up to the Civil War;
- Analyze literary works from the colonial period to the Civil War as expressions of individual or communal values within the social, political, cultural, or religious contexts;
- Demonstrate knowledge of the development of characteristic forms or styles of expression in American literature from the colonial period to the Civil War;
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities during these periods of American literature;
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

## **Required Readings / Materials**

- a) You must purchase the following **required** readings/materials:  
McMichael, George, ed., et al. *Anthology of American Literature*. Vol. I. Tenth edition. New Jersey: Pearson Education, Inc., 2011.

## **Course Requirements (Lectures, Assignments and Assessments)**

This course will cover 4 Units:

Unit One: The Literature of Early America

Lecture notes will cover the author's background, the historical period and the literary period.

Select works will be covered.

Unit Two: The Literature of the Eighteenth Century

Lecture notes will cover the author's background, the historical period and the literary period.

Select works will be covered.

Unit Three: The Literature of the Early to Mid Nineteenth Century

Lecture notes will cover the author's background, the historical period and the literary period.

Select works will be covered

Unit Four: A Research Component

## **Course Evaluation**

**Final Exam:** The final exam takes place in *Blackboard* and is not proctored, unless something has occurred that has prompted me to require you to take your exams at a testing center (see "Policies and Procedures" below). All learners are required to take a final exam for the class on the date that coincides with a scheduled time. Failure to take the final exam will result in a failing grade for the class.

## ***Discussion Requirements, Participation Guidelines, and Grading Criteria:***

In addition to your textual reading assignments during the semester, you will have multiple on-line lectures; interactive discussions; analytical writing components; several exams, audio/video presentations/lectures, and a final exam. Periodically, you will post to the Discussion Board for interaction with other learners in conjunction with assigned topics. These postings are required class participation and do carry a grade.

### ***Interactive Discussion Components:***

Learners are required to participate in all posting or as extra credit options. Postings are usually weighted percentages of a grade unless it is offered as extra credit, then the points will be assigned by the instructor. A posting always counts as attendance. If a student fails to post, that student, in effect, missed class and will be counted "absent." A posting serves several purposes:

1. Topics are set up to assist you in better understanding the works so that you are better-prepared for exams;
2. They provide an arena for collegiality among learners;
3. They alert me if you are not understanding material or may be struggling with concepts; and
4. Postings count for attendance, so if you miss a posting then you are "absent" from class that week. For this course, if you miss the assigned postings, you are in academic jeopardy because of your absences in addition to the loss of grade points.
5. Postings have a deadline. A posting cannot be made-up. Each posting carries a weighted grade percentage. If a learner misses a posting, a zero will be entered for that posting.

You will respond to 3-5 discussion topics during the semester. Discussion topics will vary. The learner will be required to make at least one response or a *reply* to one of the other learners in class. You will have a determined time period to respond to a question. The posting period varies according to the time constraints of the class. After that period, the question will be locked (meaning the learner will not be able to respond).

***Netiquette:***

Anything a learner types in the discussion area is public – which means that every student in this class (including your instructor) will see what is written. Pay attention to the language used and adhere to the following:

**Netiquette Guidelines:**

1. Do not post information of sensitive nature;
2. Do not use language that is inappropriate for a classroom setting (curse words, etc);
3. Do not use language that is inflammatory or prejudicial in regard to gender, race, ethnicity, or religion;
- 4) Do not post in all caps; and
- 5) Remember your audience, which is an English instructor. So, use language that is appropriate. Do not use "text messaging" language/abbreviations. Be sure to adhere to basic grammar and punctuation rules and write in complete sentences.

(If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and I reserve the right to remove your posting and to deny you any further posting privileges.)

***Teacher's Lounge (Asynchronous):***

You will have the opportunity to ask me questions in the virtual "Teacher's Lounge" for each unit. This lounge is open at specific times for you to clarify an assignment or to ask questions about the course, and that communication is asynchronous. The reason for the "Teacher's Lounge" is to provide opportunities for students to ask specific questions of me about the course and for other students to see those questions and responses. I have found that a question that one student asks is a question that another 10 students want to know, so to put that type discussion in one arena helps everyone. Therefore, I will ask that all students check the "Lounge" even if they are not asking a question because there could be a conversation going on there that answers questions for them. The Teacher's Lounge is **asynchronous**, which means we will not be in that forum at the same time; however, I will post the dates that I will respond to your questions. The Teacher's Lounge is not mandatory

***Student Lounge (Asynchronous):***

Periodically, I will open an area for you to discuss readings, study questions, test reviews, and other pertinent material with each other. I have found that this option is quite helpful because it gives you a place to chat among yourselves about the assignments. The Student Lounge is optional and differs from an Interactive Discussion because there is no specific topic given to you--it is a place for you to congregate with other learners to discuss the weekly assignment, upcoming essays, or study questions. I do not participate in these discussions, but I will monitor them.

***Letter Grade Explanation:***

The learner's grade will be determined by weighted activities (postings, papers, and exams) noted in Blackboard.

90 to 100	= A
80 - 89	= B
70 - 79	= C

60 – 69 = D  
59 and below = F

**Policies and Procedures:**

**Testing:** Tests are handled through Blackboard on-line. The dates are fixed and the exams are timed, and this is non-negotiable except for extreme situations. When there is an exception, a late test penalty is imposed. The highest possible grade for a late test is a 70. You will not be required to come to any campus for testing unless there is some question of plagiarism/cheating or a question of whether the student who has signed up for the course is really the student taking the exams and turning in work.

**IMPORTANT:** I reserve the right to require you to come to the OC campus (or to a campus near you) for proctored testing if this should occur. You need to know two things:

- a) that this has happened, and I have required proctored testing; and
- b) that all I need is to suspect cheating to require this of you.

**Written Work/Essays:** Your analytical paper/s will follow standard MLA guidelines for documentation. Writing components should illustrate an appropriate level of critical thinking, which incorporates independent thought, self-awareness, recognition of relevance, intellectual curiosity, and academic integrity. All assignments and course activities that you submit to me must have the following in the name of the file: Your last name/ Section # and Assignment Name. All essays must be submitted in Rich Text (RTF) format. If you submit in an incorrect format, your work will be counted late. Work submitted incorrectly will be counted as late. Work is submitted through the “Assignment” Tool in BB. The Digital Drop Box is reserved for late and/or revised papers.

**Late Submission Policy for Written Work:**

An essay needs to be submitted on or before the deadline. Late work is not accepted on essays or tests or assignments unless extenuating circumstances occur. I have sole discretion over whether the circumstances warrant an extension and a late penalty of no higher than a 70 can be earned. No late papers, etc. will be accepted after five consecutive days (including weekends).

**Disabilities:** In accordance with federal and state laws and regulations, Odessa College does not discriminate on the basis of disability in the recruitment and admission of students, the employment of faculty and staff, and the operation of any of its programs and activities. Students with disabilities should contact the ADA Accommodation/Support counselor, Becky Rivera-Weiss, directly: [brivera@odessa.edu](mailto:brivera@odessa.edu) All requests, including VCT, for accommodations must be channeled through the Accommodation counselor.

**Withdrawal Policy:** See the current schedule for withdrawal policy criteria. Students who cannot complete the course must take the responsibility upon themselves to drop. The instructor will not drop students. Failure to drop before the deadline (see catalog or schedule of classes for the deadline) will result in a grade of F.

**Incomplete Policy:** An Incomplete (I) may be given only if the student has earned a passing grade on all submitted coursework and if the student has completed a minimum of 75% of the required coursework. A grade of “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student. Furthermore, it is the student’s responsibility to contact the instructor to complete the missing assignments. Remember, an Incomplete will automatically roll to an F at the end of the first long semester after the Incomplete was issued.

**Instructor Response Time:** I check my email daily and will respond to your email within 24 hours. If you do not receive a timely response from me, please assume that I did not receive your email and resend it.

**Plagiarism/Cheating:**

If you plagiarize or cheat, you will receive an "F" in the course. Here is an excellent source of information in regard to plagiarism: <http://www.plagiarism.org/>

**Grades:**

All OC learners must access their grades through Web Advisor.

**Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

**Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

**Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting "kicked off" of the system during tests or quizzes;
  - having trouble submitting assignments; and

- dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.