



SYLLABUS

ENGL 274 American Literature 1865-1914

202231

ENGL 274 American Literature 1865-1914

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub 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	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

A survey of American literature from the Civil War to World War I.

Prerequisites

ENGL 115 or 117

Required Text/Material

Alcott, L. M. (2018). *Little women*. Dover Publications, Inc. Print ISBN: 9780486828060
eText ISBN: 9780486834597

Cather, W. S. (1993). *O pioneers!* Dover Publications. Print ISBN: 9780486277851
eText ISBN: 9780486110639

Elliott, M. A., & Levine, R. S. (2017). *The Norton Anthology of American Literature* (Vol. C).
W.W. Norton & Company. ISBN: 9780393264487

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 16 lessons, 10 reading quizzes, 10 blogs, and 5 papers/projects. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes

- SLO1: Identify and define time periods, traits, and trends in American Literature from 1865 to 1914.
- SLO2: Classify texts within their genres and beyond their cultural contexts.
- SLO3: Interpret major ideas and apply to personal and professional lives.
- SLO4: Compare themes and ideas between genres, texts, and authors.
- SLO5: Debate arguments related to the texts and their place in the literary canon.
- SLO6: Support your original interpretations of texts amidst their critical applications.
- SLO7: Assemble original arguments in a variety of texts which transcend the academic audience.

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 blogs, Zoom conferences with the instructor, film evaluation, self-analysis, newspaper article, and final infographic. 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 Learning Hub, 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 Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Assigned Readings: You will be required to read assigned portions from our textbook and two novels 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.

Little Women Film Adaptation Evaluation: After reading the novel *Little Women* and examining its themes, ideas, and historical connections, you will watch an appropriate film (whether one of the choices provided in LearningHub or a choice approved by the instructor) to assess the filmmaker's effectiveness in bringing the novel to life on screen. Your evaluation will take shape as a media episode, whether a podcast or YouTube-style vlog, in which you analyze and evaluate the film's components and overall whole.

Midterm Project: Critical Essay on *Huckleberry Finn*: After reading the novel *The Adventures of Huckleberry Finn* (provided in the textbook), you will engage critical perspectives and write one of your own, using the form of a classical argument to defend your claim.

Creative Original Project and Self-Analysis: After a unit of examining creative genres—short story, nonfiction texts, and poetry—you will create your own original text and analyze your process of creation. You will create an original work that conforms to short story, nonfiction, or

poetry, and you will self-analyze the process of creating this text within the study of the genre and the examples we have read together.

Newspaper Article Project: As you read about naturalism and realism, as well as Cather’s own examination of the natural world, you will write an original news piece on a topic, subject, or issue/matter local to you. You will draft and design the piece to look as if it belongs in a local newspaper, and you will take a realistic, naturalistic, or regionalistic approach.

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.

Final Exam: Theme Infographic: For our final examination, you will posit a “theme” for our semester and showcase your argument in an original infographic. You will present reasons for this theme, as well as two examples from the semester readings to defend your theme.

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

Blog Post Rubric

	Proficient	Competent	Developing
Student’s insight is specific to one of the weekly readings	2 Student chooses specific reading from the week	1 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 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 work demonstrates critical thinking and thoughtful engagement with the content	2 Student engages content with thoughtful comments showing they have watched/listened to the content	1 Student provides a general vague insight, may need more specifics	0 Engagement is rude, irrelevant, or superficial

Film Adaptation Rubric:

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does your review identify a major theme from the adaptation? (x2)	Review proficiently highlights a specific theme present within the adaptation which	Review highlights a specific theme, though more detail needed	Review generally highlights a theme, though more detail needed	Student mentions a general theme, but detail is sparse	A theme is mentioned, but not detail or analysis provided	No theme identified in the review
How well does your review analyze production values from the adaptation? (x2)	At least three specific production details link the analysis to the theme and film's interpretation	Student includes at least two aspects of production with specific analysis	Student includes at least one production component with general analysis	At least one production value identified, vague analysis	One production component identified, but not analyzed	No production details identified or analyzed
How well does your review examine components similar to the novel?	Review highlights three or more specific similarities and analyzes their importance	Review highlights at least two specific similarities and analyzes their importance	Review highlights at least two specific similarities and analyzes general importance	Review highlights at least one specific similarity and analyzes its importance	Review highlights at least one similarity, but importance is unclear	No similarities highlighted
How well does your review analyze changes or revisions from the novel?	Review highlights three or more specific changes and analyzes their importance	Review highlights at least two specific changes and analyzes their importance	Review highlights at least two specific changes and analyzes general importance	Review highlights at least one specific change and analyzes its importance	Review highlights at least one change, but importance is unclear	No changes highlighted
How well does your review evaluate the adaptation's effectiveness? (x2)	Review evaluates adaptation through specific details, theme, and filmmaker's effectiveness	Review uses theme and details to make a fairly clear evaluation	Review provides a general evaluation, though specifics are missing	Review provides an unclear evaluation, does not move beyond rudimentary comparison	Review's evaluation is shallow and inadequate	No evaluation included
How well does your review utilize the digital genre chosen?	Review is proficient as a podcast or vlog episode with audio/ visual clarity and editing	Review is mostly perfect with few editing errors	Review generally recorded well, though several editing errors	Review contains many audio/ visual editing errors	Review is garbled or of poor quality	Not formed as a podcast or vlog
How well does your review meet the 6-8 minute time frame?	Review proficiently meets the time limit	Review finishes within one minute of the time frame	Review is 1-2 minutes within the time frame	Review is 2-3 minutes outside the time frame	Review is 3-4 minutes outside the time frame	Review is 4 or more minutes outside the time frame
Total: /50	Grade=					

Critical 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 readers	Introduction provides a general context but missing details	Introduction is vague and unclear in its setup of the text for a reader	Introduction provides no context for text	No introduction present
How well do you assert a major claim in the thesis statement?	Thesis statement presents a clear argument	Argument in thesis statement is clear and needs slight rewording	Thesis statement provides a general claim	Thesis statement is vaguely worded and circular in logic	Thesis statement lacks an argument in claim	No claim present
Does your thesis include three specific reasons to back your claim?	Thesis statement includes three specific reasons	Thesis includes three reasons with some clarity needed	Thesis statement includes at least two reasons with some clarity	Two reasons presented with little clarity or explanation	At least one reason presented	No reasons present in thesis
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, with few missteps	Structure is generally clear, with some missteps in flow or organization	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
How well is each paragraph organized (topic, develop, evidence, and wrap-up)?	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 the body of the essay develop the three reasons? (x2)	Three reasons are fully developed and defended in the essay's body	Three reasons somewhat developed and defended in the essay's body	At least two reasons fully defended and developed in the essay body	At least two reasons somewhat developed	At least one reason somewhat developed	No reasons developed or defended in the body
How well do you develop textual analysis in order to build your claim? (x2)	Textual analysis is specific and clear, building 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 interpret	Minor attempt at textual analysis, student stays largely off-topic	No textual analysis employed
How well do you use evidence (quotes) to defend analysis?	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 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

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well do you acknowledge a counter-argument?	One specific counter-argument identified and analyzed fairly	One specific counter-argument identified	A general opposition identified, but needs specifics	A general opposition identified but no analysis	Counter-argument is poorly identified and worded	No counter-argument identified
How well do you respond to a counter-argument?	Specific concession or rebuttal provided, with clear logic	Specific concession or rebuttal, needs more logic	A general response provided, though needs logic	A vague response provided, specifics needed	A poor response to the counter-argument	No response provided
How well does your conclusion reinforce your claim?	Conclusion skillfully provides ideas for persuasive consideration	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 present
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
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=					

Creative Project and Self-Analysis Rubric:

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well do you develop original ideas? (x2)	Student posits an innovative view 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? (x2)	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 need heavy revision	No creative style present
How well structured is the project to flow for your audience? (x2)	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? (x3)	Student understands the traits and limits of the genre and utilizes them flawlessly	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? (x2)	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
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 well does your self-analysis examine your writing process, decision, and understanding of the genre? (x2)	Proficient understanding of the genre, with clear process, steps, and sequence outlined	Clear understanding of genre, process, steps, and sequence with little explanation needed	General understanding of genre, process, steps, and sequence	General understanding, with 1-2 components missing	Basic understanding, with 2-3 components missing	No self-analysis present

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
Is the self-analysis an appropriate length?	Self-analysis reaches and surpasses the 250-word minimum	Self-analysis approaches the minimum within 30-50 words	Self-analysis approaches the minimum within 50-75 words	Self-analysis needs work, only about 100-150 words total	Self analysis significantly under-developed, only about 50-100 words	No self-analysis present of any length
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: /100				Grade=		

Newspaper Article Rubric:

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well do you focus on a specific local topic (x2)?	Clear and specific focus on a specific topic	Clear focus on a local topic, some specifics needed	General focus on a local topic, but several specifics needed	A focus on a general topic with many details missing	Poor focus on a local topic	No specific focus on a local topic
How well does your article approach realism, naturalism, or regionalism? (x2)	Approach is specific and focused with the traits of the -ism in mind	Approach is clear, with little work needed on the approach	General focus on an -ism, but many details needed	An -ism is used, but not applied	Poor focus on an -ism	No -ism applied in the article
How well does the article adhere to the subtype of news article? (x2)	Flawless execution of news and its subgenre	Clear and polished product, with a few mistakes	Passable text in the subgenre, though many mistakes	Article is not a good example of the subgenre with many mistakes	Article cannot pass standards of the subgenre, needs major revision	No attempt to meet any subgenre standards
How well does the article include details which add interest for the reader? (x2)	Specific details help the reader understand the local topic	Clear details add interest, but more needed	Article provides general sketch of the topic	Some general sketch, many details needed	Poor attention to detail	No specific details included

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does the article adhere to a journalistic style in writing, language, and tone? (x2)	Writing style, language, and tone denote a journalistic 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 need heavy revision	No journalistic style present
How well do you integrate layout and design into the creative project? (x2)	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 article an appropriate length?	The article maintains the 450-500 word length	The article is 50 words within the range	The article is 100 words within range	The article is 150 words within range	The article is 200 words within range	The article is over 200 words out of range
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: /50				Grade=		

Theme Infographic Rubric:

	5 Exceeds Expectations	4 Proficient	3 Competent	2 Developing	1 Insufficient	0 Absent
How well does your infographic argue a semester theme? (x2)	Theme is clear, concise, and encompassing of the semester's learning materials	Theme is mostly clear in its presentation	Theme is general but not encompassing	Theme is vague and not encompassing	Theme is unoriginal and not encompassing	No original theme present
How well does your infographic present 2-3 reasons for this theme? (x2)	At least two specific reasons for the theme	Two clear reasons provided	Two general reasons provided without specifics	At least one specific reason provided	One general reason provided without specifics	No reasons provided
How well does your infographic showcase textual examples?	At least two specific examples present, which showcase the theme	At least two specific examples present, which assist the theme	At least two examples present with some connection to the theme	At least one specific example present which showcases the theme	One example used, but not connected to the theme	No examples used
How well does your infographic showcase an argument about the theme's significance?	Student presents a persuasive and specific argument about the theme	Student presents a specific or persuasive argument about the theme	Student makes a good attempt at a persuasive or specific argument	Student makes a general case for the theme, 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?	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 minor 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=				

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Post-War Transitions	<u>Watch:</u> Welcome to ENGL 274 Using Padlet PBS News Video <u>Read:</u> Norton, Volume C: Introduction, pp. 1-18 Little Women, Ch. 1-12 Read over Film Evaluation assignment sheet and rubric	Reading Quiz 1	SLO1 SLO3
	Lesson 2: Coming of Age	<u>Watch:</u> Little Women and the Bildungsroman <u>Read:</u> Little Women, Ch. 13-31	Reading Quiz 2 Discussion 1	SLO3 SLO4
2	Lesson 3: Gender Politics	<u>Watch:</u> Women in the 19 th Century <u>Read:</u> Little Women, Ch. 32-47	Reading Quiz 3 Discussion 2 Commit to your Film Adaptation	SLO2 SLO5 SLO6 SLO7
	Lesson 4: Evaluation	<u>Watch:</u> Film Adaptation Clarity	Submit Film Notes Rough Draft of Film Evaluation	
3	Lesson 5: An Anti-Hero's Journey	<u>Watch:</u> Mark Twain <u>Read:</u> Norton, Volume C: pp. 111-115 The Adventures of Huckleberry Finn, Ch. I-XX, pp. 119-204 Critical Evaluation Essay Assignment Sheet and Rubric	Reading Quiz 4 Submit Film Evaluation Final Draft	SLO1 SLO2
	Lesson 6: Good and Bad Intentions	<u>Watch:</u> Racism and Censorship <u>Read:</u> Norton, Volume C: Huck Finn, Ch. XXI-Last, pp. 204-302	Reading Quiz 5 Discussion 3 Submit Critical Essay Outline	SLO3 SLO4
4	Lesson 7: Critical Voices on <i>Huckleberry Finn</i>	<u>Watch:</u> Critical Thinking <u>Read:</u> Volume C: pp. 303-318	Discussion 4 Submit Critical Essay Rough Draft	SLO5 SLO6 SLO7
	Lesson 8: MIDTERM	None	Submit Critical Essay Final Draft Meet with Professor in Video Conference	

Module	Lessons	Readings	Assignments	Outcomes Met
5	Lesson 9: Studies in Genre: the Short Story	<p><u>Watch:</u> Short Story Intro</p> <p><u>Read:</u> Volume C: Bierce, "An Occurrence at Owl Creek Bridge," pp. 394-401 Jewett, "A White Heron," pp. 515-523 Chopin, pp. 537-544 Wilkins Freeman, "The Revolt of 'Mother,'" pp. 649-659 Zitkala- Ša, "Iktomi and the Fawn," pp. 675-679 Chesnutt, "The Wife of His Youth," pp. 740-748 Hopkins, "Talma Gordon," pp. 761-773 Gilman, "The Yellow Wall-paper," pp. 842-856 Far, "Mrs. Spring Fragrance," pp. 908-917</p>	Reading Quiz 6 Discussion 5	SLO2 SLO3
	Lesson 10: Studies in Genre: Nonfiction	<p><u>Watch:</u> Nonfiction Intro</p> <p><u>Read:</u> Volume C: Winnemucca, Life among the Paiutes excerpts, pp. 497-507 Voices from Native America, pp. 664-669, 682-690 Marti, "Our America," pp. 691-698 Washington excerpts, pp. 709-716 Wells-Barnett excerpts, pp. 881-908 Du Bois excerpts, pp. 918-936 Zitkala- Ša excerpts, pp. 1133-1148</p>	Reading Quiz 7 Discussion 6	SLO2 SLO4 SLO5
6	Lesson 11: Studies in Genre: Poetry	<p><u>Watch:</u> Poetry Intro Redbone – We Were All Wounded At Wounded Knee Oakwood University Aeolians Deliverance Mass Choir</p> <p><u>Read:</u> Volume C: Lazarus, pp. 511-515 The Ghost Dance Songs and the Wounded Knee Massacre, pp. 679-682 Johnson, "Lift Every Voice and Sing," pp. 1067-1069 Dunbar, pp. 1093-1101 Read over Creative Text creation and self-reflection assignment sheet and rubric</p>	Reading Quiz 8 Discussion 7 Commit to Creative Genre	
	Lesson 12: Creative Drafting	None	Submit Creative Genre and Self-Analysis Rough Draft Meet with Professor in Video Conference	SLO6 SLO7

Module	Lessons	Readings	Assignments	Outcomes Met
7	Lesson 13: Competing Values: Naturalism and Realism	<u>Watch:</u> Realism in Art and Literature in the 19 th Century An Overview of Literary Naturalism <u>Read:</u> Volume C: Howells, "Editha," pp. 351-362 James, "The Real Thing," pp. 450-467 Realism and Naturalism excerpts, pp. 955-985 Crane, "The Open Boat," pp. 1048-1064 London, "To Build a Fire," pp. 1113-1124	Discussion 8 Submit Creative Genre and Self-Analysis Final Draft	SLO1 SLO4 SLO5
	Lesson 14: The American Dream and the Natural World	<u>Watch:</u> Willa Cather-Ron Hull Remembers Willa Cather: The Road is All <u>Read:</u> O Pioneers! Parts I and II Newspaper Article assignment sheet and rubric	Reading Quiz 9 Discussion 9 Submit Newspaper Article Rough Draft	
8	Lesson 15: Perververance	<u>Watch:</u> The Progressive Era: Crash Course <u>Read:</u> O Pioneers! Parts III-V	Discussion 10 Submit News Article Final Draft	SLO3 SLO5
	Lesson 16: Final	<u>Watch:</u> Goodbye Video How to Create Infographics <u>Read:</u> Final Exam Assignment sheet and Rubric	Reading Quiz 10 Submit Final Exam: Theme Infographic	SLO6 SLO7

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Post-War Transitions	<u>Watch:</u> Welcome to ENGL 274 Using Padlet PBS News Video <u>Read:</u> Norton, Volume C: Introduction, pp. 1-18 Little Women, Ch. 1-12 Read over Film Evaluation assignment sheet and rubric	Reading Quiz 1	SLO1 SLO3
2	Lesson 2: Coming of Age	<u>Watch:</u> Little Women and the Bildungsroman <u>Read:</u> Little Women, Ch. 13-31	Reading Quiz 2 Discussion 1	SLO3 SLO4

Module	Lessons	Readings	Assignments	Outcomes Met
3	Lesson 3: Gender Politics	<u>Watch:</u> Women in the 19 th Century <u>Read:</u> Little Women, Ch. 32-47	Reading Quiz 3 Discussion 2 Commit to your Film Adaptation	SLO2 SLO5 SLO6 SLO7
4	Lesson 4: Evaluation	<u>Watch:</u> Film Adaptation Clarity	Submit Film Notes Rough Draft of Film Evaluation	
5	Lesson 5: An Anti-Hero's Journey	<u>Watch:</u> Mark Twain <u>Read:</u> Norton, Volume C: pp. 111-115 The Adventures of Huckleberry Finn, Ch. I-XX, pp. 119-204 Critical Evaluation Essay Assignment Sheet and Rubric	Reading Quiz 4 Submit Film Evaluation Final Draft	SLO1 SLO2
6	Lesson 6: Good and Bad Intentions	<u>Watch:</u> Racism and Censorship <u>Read:</u> Norton, Volume C: Huck Finn, Ch. XXI- Last, pp. 204-302	Reading Quiz 5 Discussion 3 Submit Critical Essay Outline	SLO3 SLO4
7	Lesson 7: Critical Voices on <i>Huckleberry Finn</i>	<u>Watch:</u> Critical Thinking <u>Read:</u> Volume C: pp. 303-318	Discussion 4 Submit Critical Essay Rough Draft	SLO5 SLO6 SLO7
8	Lesson 8: MIDTERM	None	Submit Critical Essay Final Draft Meet with Professor in Video Conference	
9	Lesson 9: Studies in Genre: the Short Story	<u>Watch:</u> Short Story Intro <u>Read:</u> Volume C: Bierce, "An Occurrence at Owl Creek Bridge," pp. 394-401 Jewett, "A White Heron," pp. 515-523 Chopin, pp. 537-544 Wilkins Freeman, "The Revolt of 'Mother,'" pp. 649-659 Zitkala- Ša, "Iktomi and the Fawn," pp. 675-679 Chesnutt, "The Wife of His Youth," pp. 740-748 Hopkins, "Talma Gordon," pp. 761-773 Gilman, "The Yellow Wall-paper," pp. 842-856 Far, "Mrs. Spring Fragrance," pp. 908-917	Reading Quiz 6 Discussion 5	SLO2 SLO3

Module	Lessons	Readings	Assignments	Outcomes Met
10	Lesson 10: Studies in Genre: Nonfiction	<p><u>Watch:</u> Nonfiction Intro</p> <p><u>Read:</u> Volume C: Winnemucca, Life among the Paiutes excerpts, pp. 497-507 Voices from Native America, pp. 664-669, 682-690 Marti, "Our America," pp. 691-698 Washington excerpts, pp. 709-716 Wells-Barnett excerpts, pp. 881-908 Du Bois excerpts, pp. 918-936 Zitkala- Ša excerpts, pp. 1133-1148</p>	Reading Quiz 7 Discussion 6	SLO2 SLO4 SLO5
11	Lesson 11: Studies in Genre: Poetry	<p><u>Watch:</u> Poetry Intro Redbone – We Were All Wounded At Wounded Knee Oakwood University Aeolians Deliverance Mass Choir</p> <p><u>Read:</u> Volume C: Lazarus, pp. 511-515 The Ghost Dance Songs and the Wounded Knee Massacre, pp. 679-682 Johnson, "Lift Every Voice and Sing," pp. 1067-1069 Dunbar, pp. 1093-1101 Read over Creative Text creation and self-reflection assignment sheet and rubric</p>	Reading Quiz 8 Discussion 7 Commit to Creative Genre	
12	Lesson 12: Creative Drafting	None	Submit Creative Genre and Self-Analysis Rough Draft Meet with Professor in Video Conference	SLO6 SLO7
13	Lesson 13: Competing Values: Naturalism and Realism	<p><u>Watch:</u> Realism in Art and Literature in the 19th Century An Overview of Literary Naturalism</p> <p><u>Read:</u> Volume C: Howells, "Editha," pp. 351-362 James, "The Real Thing," pp. 450-467 Realism and Naturalism excerpts, pp. 955-985 Crane, "The Open Boat," pp. 1048-1064 London, "To Build a Fire," pp. 1113-1124</p>	Discussion 8 Submit Creative Genre and Self-Analysis Final Draft	SLO1 SLO4 SLO5
14	Lesson 14: The American Dream and the Natural World	<p><u>Watch:</u> Willa Cather-Ron Hull Remembers Willa Cather: The Road is All</p> <p><u>Read:</u> O Pioneers! Parts I and II Newspaper Article assignment sheet and rubric</p>	Reading Quiz 9 Discussion 9 Submit Newspaper Article Rough Draft	

Module	Lessons	Readings	Assignments	Outcomes Met
15	Lesson 15: Perserverance	<u>Watch:</u> The Progressive Era: Crash Course <u>Read:</u> O Pioneers! Parts III-V	Discussion 10 Submit News Article Final Draft	SLO3 SLO5
16	Lesson 16: Final	<u>Watch:</u> Goodbye Video How to Create Infographics <u>Read:</u> Final Exam Assignment sheet and Rubric	Reading Quiz 10 Submit Final Exam: Theme Infographic	SLO6 SLO7

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 (5pts each, 10 total=50 total points)
15%	Discussions (10pts each, 10 total=100 total points)
10%	Film Evaluation (70pts): -Commit to film adaptation (5pts) -Film Notes (5pts) -Rough Draft (10pts) -Final Draft (50pts)
20%	Critical Essay (120pts): -Outline (5pts) -Rough Draft (10pts) -Video Conference (5pts) -Final Draft (50pts)
20%	Creative Genre and Self-Analysis (120pts): -Commit to Genre (5pts) -Rough Draft (10pts) -Video Conference (5pts) -Final Draft (100pts)
15%	Newspaper article (85pts): -Rough Draft (10pts) -Final Draft (75pts)
10%	Final Project Infographic (50pts)
100	Total Percent Possible

Viewing Grades in Moodle

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

Letter Grade Assignment

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

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/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 <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

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

Commitment to Excellence

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

Honesty

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

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