

LIT 271W American Literature to 1865 ONLINE

Fall 2007

Mrs. Karen Randolph, Professor

Office: S-5, Fine Arts Building

Office phone: (989) 686-9457

Fax: (989) 686-0485

email: karenrandolph@delta.edu

I am online every day, so if you email me a question, I will get back with you as quickly as I can.

This course studies major movements and themes in American literature as they appear in the works of important authors from the Puritan period to and including the Age of Romanticism.

Textbook: American Literature, Volume One, Editor: William E. Cain

Highly recommended: a good dictionary and a good thesaurus

****There is a considerable amount of reading, writing, and posting in this class. Please keep the amount of reading (and writing) in mind if you are pressed with other responsibilities this semester. Read all required pieces listed below as they may be included on an exam but may not be discussed on the board online.**

Taking an online class does not lessen your responsibility as a student nor does it lessen my responsibility as a professor. You will learn the same as a student in a regular face-face-class. Be prepared to work diligently but professionally. It's tough and it's fast.

Attendance at online orientation is **optional** (I am facilitating an online orientation on Tuesd

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Attendance at online orientation is **optional** (I am facilitating an online orientation on Tuesday, August 28, from 5:30 to 6:30 p.m. in A-124 on campus). However, I strongly recommend you attend this orientation. I will always be available via email to provide additional help throughout the semester. **Remember, that I am not your computer technician; questions about your computer should not be addressed to me—only questions about your education. The elearning office can be contacted at elarning@delta.edu.**

Virtual Attendance: You must participate on the class discussion board located at the Educator Course Web Site numerous times per week and/or in accordance with the postings. You may, August 28, from 5:30 to 6:30 p.m. in A-124 on campus). However, I strongly recommend you attend this orientation. I will always be available via email to provide additional help throughout the semester. **Remember, that I am not your computer technician; questions about your computer should not be addressed to me—only questions about your education. The elearning office can be contacted at elarning@delta.edu.**

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Assignments: You must use the Educator site to retrieve assignments. Assignments will be found at the course site and will not be given in paper format, as this is an online class. Print assignments as needed. Specific assignments are all found here in the syllabus as well as online in the Educator site.

Very Important Note: The course is collaborative in nature; for this reason, **assignments will not be accepted late.** Solution? Come to the cyber classroom prepared and keep up with your work throughout the semester. Having a computer problem does not exempt you from handing your work in on time. When you send me an assignment, a date/time is

posted along with it. This is what I will use to determine if your work is on time or not.

When I receive something from a student, I immediately open it and send a “receipt” to that student letting him/her know that the work/paper is now in my hands.

Formal Writing Assignments: you are required to complete the two reflective writing assignments given throughout the course. These formal writing assignments are sent to me for grading via the Assessments button in Educator. You will have to make attachments. There is a document in the Unit “Zero” section of Educator that tells you how to save and send your work to me. I ask that you do so in MS Word .rtf format and that you use your name to title your attachment (i.e. karenrandolphpaperone.rtf).

All formal papers must be word processed, double spaced, with an MLA first page heading, numbered and typed on one side only. You must meet these requirements, or your paper will be returned. Gatekeeping criteria can be found in Unit “Zero” in Educator.

The graded discussion board questions, however, are **not** to be sent via the Assessments button. Put them on the discussion board only. This way, everybody sees and can read your response, not just me.

Other issues of attendance/discussion posts: Regular attendance is an important component of this course, and it is required. No absences are excused--you either post twice for each discussion post prompt--in a valid, on-time, reflective and thoughtful manner--or you don't. No excuses. How, when and why to post are discussed in a packet in Educator called “Discussion Board.” Read the two included documents and print them for future reference.

Plagiarism: I do expect students to hand in their own original work. Plagiarism is a serious offense with serious ramifications and punishments. Any students who copy someone else's ideas, words, or papers and hand them in as their own will be guilty of plagiarism and can expect, at the least, a failing grade in this class as well as have a letter produced and put on file with the Dean of Teaching and Learning at Delta College (a letter explaining the plagiarism and consequences in detail).

See the following Delta College website for more information on academic honesty:

<http://www.delta.edu/catalog/StudentsRights.asp>

Look under Integrity of Academic Work

IMPORTANT ADVICE: DO THE UNIT READING BEFORE POSTING ANYTHING ON THE EDUCATOR SITE; LOOK FOR THE ANSWERS TO YOUR QUESTIONS IN THE SITE BEFORE POSTING THOSE QUESTIONS

PRINT OUT THE SYLLABUS FOR THE READINGS, THE ASSIGNMENTS, AND THE DUE DATES. IT IS YOUR RESPONSIBILITY TO REMEMBER DUE

DATES FOR ASSIGNMENTS. REMEMBER, NO WORK IS ACCEPTED LATE.

Please note that this schedule may not list all assignments. Be in the Educator site to learn added assignments and activities to be completed or to learn of assignments that have been canceled or modified. This is only a working syllabus; things can and will change as the semester progresses.

GETTING STARTED—AUGUST 25 TO AUGUST 31

Introductions on the discussion board, reading of syllabus, assignments, course overviews
Introductions must be completed by 11 p.m. on August 31

UNIT ZERO—DISCUSSION: WHAT IS LITERATURE? AUGUST 25 TO SEPTEMBER 5

SEE THE DISCUSSION BOARD

This discussion board post is due by 11 p.m. on September 5—it is NOT graded but it is required

UNIT ONE—FROM EXPLORATION TO NEW NATION—AUGUST 25 TO OCTOBER 10

Readings: 3-33 (introduction to the section)

Christopher Columbus, pages 34-40

Discussion Board Question/Prompt for Columbus, see discussion board online

This graded discussion board post is due by 11 p.m. on September 12

Iroquois Creation Story, pages 44-48

John Smith, pages 49-52

William Bradford, pages 53-68

Anne Bradstreet, pages 84-91

Discussion Board Question/Prompt for Bradstreet, see discussion board online

This graded discussion board post is due by 11 p.m. on September 19

Mary Rowlandson, pages 92-137

Cotton Mather, pages 143-144; 147-150

Benjamin Franklin, pages 191-205; 271-284

Discussion Board Question/Prompt for Franklin, see discussion board online

This graded discussion board post is due by 11 p.m. on Tuesday, September 25

J. Hector St. John de Crevecoeur, pages 304-311

Discussion Board Question/Prompt for de Crevecoeur, see discussion board online

This graded discussion board post is due by 11 p.m. on October 3

Thomas Paine, pages 316-332

Discussion Board Question/Prompt for Paine, see discussion board online

This graded discussion board post is due by 11 p.m. on October 10

Phillis Wheatley, pages 381-389

UNIT TWO—THE MAKING OF AMERICAN LITERATURE—OCTOBER 10 TO OCTOBER 31

Readings: 393-423 (introduction to the section)

Washington Irving, pages 424-442

Discussion Board Question/Prompt for Irving, see discussion board online

This graded discussion board post is due by 11 p.m. on October 17

Cherokee Memorial, pages 450-455

Ralph Waldo Emerson, pages 475-477; 477-487

Nathaniel Hawthorne, pages 557-570

Reflective Writing One must be completed and submitted through the Assessments button in Educator by 11 p.m. on October 24

Edgar Allan Poe, pages 786-793; 809-813

Discussion Board Question/Prompt for Poe, see discussion board online

This graded discussion board post is due by 11 p.m. on October 31

Midterm Exam—must be completed by 11 p.m. on November 2

**UNIT THREE—AMERICAN LITERATURE IN A DIVIDED NATION—
OCTOBER 31 TO DECEMBER 8**

Readings: 845-857 (introduction to the section)

Abraham Lincoln, pages 858-862

Harriet Jacobs, pages 885-6; 887-892; 897-912; 914-952

Reflective Writing Two must be completed and submitted through the Assessments button in Educator by 11 p.m. on November 14

Henry David Thoreau, pages 953-957; 977-990

Discussion Board Question/Prompt for Thoreau, see discussion board online

This graded discussion board post is due by 11 p.m. on November 16

Frederick Douglass, pages 1009-1012; 1022-1090

Discussion Board Question/Prompt for Douglass, see discussion board online

This graded discussion board post is due by 11 p.m. on November 28

Walt Whitman, pages 1221-1225; 1225-1232; 1238 (section 16)-1241 (end of section 19); 1242 (start of section 21)-1243 (end of section 21); 1245 (start of section 24)-1247 (end of section 24); 1273 (start of section 46)-1278 (end).

1286-1294 (two poems)

Emily Dickinson, pages 1304-1305; read poems 280; 324; 348; 465; 712; 1545

Discussion Board Question/Prompt for Whitman/Dickinson, see discussion board online

This graded discussion board post is due by 11 p.m. on December 5

Final Exam must be completed by 11 p.m. on December 10

LASTLY—Student evaluations done (ONLINE, by you for me). These evaluations will be made “active” in Educator in early December. The evaluation can be found under Assessments, Surveys.

Breakdown of grades:

Discussion Board Posts	100 points (10 @ 10 pts ea.)
Midterm	200 points
Reflective Writings (2)	200 points (100 each)

Final	200 points
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Total	700 points

Good Luck this semester. If you have any questions or concerns, please feel free to ask me.

Grading Scale

**Percentages	100-95	A	79-77	C+
	94-90	A-	76-74	C
	89-87	B+	73-70	C-
	86-84	B	69-67	D+
	83-80	B-	66-64	D
			63/below	E

LIT 271W Outcomes and Objectives

Upon successful completion of this course, the student will be able to:

Outcome 1: Identify selected American authors and their representative works from Pre-Columbian times to 1865.

Objectives: --Analyze a variety of American literature created by men and women from the diverse cultures that developed into contemporary America.

--Engage in discussion of the representative works.

--Write essays and exams that demonstrate a grasp of the outcomes and objectives.

Outcome 2: Identify the characteristics of various genres and their use of literary devices.

Objectives: --Identify and analyze poetical qualities such as metaphor, symbol, theme, rhyme.

--Identify and analyze the characteristics of fictional prose writings.

--Identify and analyze the qualities of such non-fiction prose as essays, political rhetoric and other manuscripts.

--Explain the development of American fiction, nonfiction and poetry.

Outcome 3: Describe the evolution of a distinctly American literature.

Objectives: --Identify historical influences on the development of a uniquely American literature.

--Identify the pertinent cultural & biographical influences on the literature.

--Recognize other influences, such as political, philosophical, and religious issues on the development of a uniquely American literature.

Outcome 4: Participate in “writing to learn” activities.

Objectives: --Perform writing tasks to promote learning.

--Write effectively for a specific audience and purpose.

--Demonstrate the learning of concepts through writing.

LIT 271 Outcomes and Objectives can be found at:

<http://www.delta.edu/english/Outcomes/lit271w.pdf>

Graded Assignments

Discussion Board Posts: there are 10 discussion board posts valued at 10 points each. You must post at least twice: once is your response to the question/prompt, the second is your response to a fellow student. Criteria and tips can be found under Course Documents in Educator. A good piece of advice in terms of length is to write at least three paragraphs for your response and at least two for your response to a fellow student.

Midterm: there is a midterm exam (taken through the Educator site) worth 200 points. Topics will be given out a couple of weeks before the exam is opened (see above).

Reflective Writings: there are two (2) reflective writings due during the semester: one is on any aspect of the Salem Witch Trials and one is on any aspect of The Civil War. Each is worth 100 points. Both are discussed below.

Final: there is a final exam (taken through the Educator site) worth 200 points. Topics will be given out a couple of weeks before the exam is opened (see above).

REFLECTIVE WRITINGS

There will be two (2) reflective writing assignments for the semester at 100 points each.

The purpose of this type of writing is to help you more critically understand what you are reading. **They will not be accepted late.** You will submit these papers via the Assessments button in Educator. They will be MS Word .rtf files and you will upload that file into the proper assessment section (for that assignment).

Reflective Writing: What is it?

There is more than one purpose for having you write reflectively on assigned readings. First, writing to learn. When we begin to write about something, we begin to process it on a deeper level. We are then more likely to make solid connections for ourselves and retain the information better. Second, it prepares you for our discussion on the issue.

All reflective assignments need to meet some specific requirements: they need to be at least one page (single-spaced); they need to be submitted via the Assessments button (NOT ON THE BOARD); they need to address the issue at hand; they need to use passages from the work(s) to show, and they need to be your best effort.

Writing is a powerful learning tool. It helps us to make meaning of what we read and to synthesize new with old knowledge and experience. For some of you this may be a very common experience. Basically it involves putting your thoughts concerning a particular reading or issue/topic on paper in order to clarify your own thinking as well as to share these thoughts.

Each reflective assignment is scored as either done well (80-100 points), done acceptably (70 points), done poorly (40 points), or not done at all (0 points).

Reflective Writing One Subject: The Salem Witch Trials (you must narrow it down to a specific topic, something you can cover adequately in a minimum of 500 words).

Write a reflection on what you learned (have a focus) after using the following web sites to gather specific information (and cite those sites in your paper whenever you borrow from them):

Site one: <http://www.nationalgeographic.com/features/97/salem/>

Site two: <http://etext.virginia.edu/salem/witchcraft/>

Remember to use organization, detail and logic in writing your reflection.

Reflective Writing Two Subject: The Civil War (you must narrow it down to a specific topic, something you can cover adequately in a minimum of 500 words)

Write a reflection on what you learned (have a focus) after using the following websites to gather specific information (and cite those sites in your paper whenever you borrow from them):

Site one: <http://www.civil-war.net/>

Site two: of your choice, but must be credible (this means there must be a main author; it must have verifiable information; it must cite its sources; it must be fair and objective; and it must be current).