AU: ENGL 270 American Literature (to 1900)
OU: EN 303 Survey of American Literature
WAU: LITR 225 American Literature I
AU: American Literature (to 1900)  
OU: Survey of American Literature I  
WAU: American Literature I  
Consortium of Adventist Colleges and Universities

Self-Paced Courses
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 LearningHub for the teacher contact information.

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

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sdergister@andrews.edu">sdergister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

Course Descriptions

Andrews University  
A survey of American literature from its beginnings to 1900.

Oakwood University  
A study of major American poets and prose writers and main currents of thought to which they contributed.

Washington Adventist University  
A survey of American literature from the 16th to 19th centuries. Major American authors and literary works from colonial times to the Civil War era are examined with emphasis on how the history and culture of each era affected the literature. Two short papers are required.

Course Prerequisite

Andrews University
ENGL 115

*Oakwood University*
EN 112

*Washington Adventist University*
ENGL 102 with a minimum grade of “C”

**Required Text/Material**

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, order through [bookstore.andrews.edu](http://bookstore.andrews.edu), then email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to assist with the payment from your account and shipping from the campus Bookstore.

**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 12 assignments and 2 exams; so it is recommended that you budget about 9.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**
Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, and two exams. Regular participation in the course is essential to good performance.

**Course/Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](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](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 [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with
LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

**Part 3: Course Requirements**

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

**Your Schedule**

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within six months. 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.

Discipline yourself to make regular progress.

Submit your course plan to your instructor within LearningHub.

**Course Objectives**

By the end of the course, you will demonstrate the following competencies:

- Identify major American authors and literary works.
- Understand the characteristics of each literary era.
- Explain how the history and culture of each era affected the literature.
- Recognize the personal characteristics of each author in the literature.
- Trace the development of American literature.
- Improve writing, reading, and thinking skills.

**Exams**

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student.

The exam request form will be available in LearningHub after you have completed the assignments prior to the exam. The student must state clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If you are attending a college or university, you must use the testing center at that institution. A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office. However, the exam request should be sent in ahead of time.

You are allowed 120 minutes to complete both the midterm exam and the final exam. You must bring your photo ID to the exam. The midterm exam and semester exam each will be worth 25% of your grade.
An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

All college students must present photo identification to their supervisor’s before taking exams.

If you cannot take your exam by the deadline date, email sdeexams@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded. Feedback from the instructor for midterm exams will provide information for studying for future exams.

**Suggested schedule for completion in 8 weeks:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction and Orientation</td>
<td>Orientation&lt;br&gt;Writing Expectations</td>
<td>Submit Schedule&lt;br&gt;Tell About Me&lt;br&gt;Academic Honesty</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: Colonial Literature</td>
<td>In the textbook, read:&lt;br&gt;● pages 1-10 &quot;From Exploration to a New Nation&quot;;&lt;br&gt;● pages 32-45 John Smith from <em>The General History of Virginia, New England, and the Summer Isles</em>;&lt;br&gt;● pages 45-60 William Bradford from <em>Of Plymouth Plantation, Books I and II</em>;&lt;br&gt;● pages 67-75 John Winthrop from <em>A Model of Christian Charity</em>&lt;br&gt;</td>
<td>Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Lesson 2: Puritan Poetry</td>
<td>In the textbook, read:&lt;br&gt;● pages 82-104 Anne Bradstreet;&lt;br&gt;● pages 104-116 Michael Wigglesworth from <em>The Day of Doom</em>;&lt;br&gt;● pages 151-165 Edward Taylor.&lt;br&gt;</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 3: Journals and Sermons</td>
<td>In the textbook, read:&lt;br&gt;● pages 117-140 Mary Rowlandson from <em>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</em>&lt;br&gt;● pages 140-151 Samuel Sewall from <em>The Diary of Samuel Sewall</em>&lt;br&gt;● pages 195-202 Sarah Kemble Knight from <em>The Journal of Madam Knight</em>&lt;br&gt;● pages 257-271 John Woolman from <em>The Journal of John Woolman</em>&lt;br&gt;● pages 222-240 Jonathan Edwards.&lt;br&gt;</td>
<td>Assignment 3</td>
</tr>
<tr>
<td></td>
<td>Lesson 4: Neoclassical Literature</td>
<td>In the textbook, go back and review pages 7 and 8 and read:&lt;br&gt;● pages 271-287 St. Jean de Crèvecoeur.&lt;br&gt;● pages 423-428 Phillis Wheatley.&lt;br&gt;● pages 293-331 Benjamin Franklin.&lt;br&gt;</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>4</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>5</td>
<td>Lesson 6: Irving and Cooper</td>
<td>In the textbook, read:&lt;br&gt;● pages 511-521 The Romantic Temper and the House Divided&lt;br&gt;● pages 533-592 Washington Irving.&lt;br&gt;● pages 592-766, 768-770 James Fenimore Cooper.&lt;br&gt;</td>
<td>Assignment 7</td>
</tr>
</tbody>
</table>
### American Literature (to 1900)

#### Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 6    | Lesson 7: Romantic Poetry | In the textbook, read:  
- pages 820-841 William Cullen Bryant.  
- pages 1716-1759 Henry Wadsworth Longfellow  
- pages 1759-1793 John Greenleaf Whittier  
- pages 1793-1804 Oliver Wendell Holmes  
- pages 1881-1912 James Russell Lowell  
- pages 522-548 The Native American Heritage | Assignment 8 |
| 6    | Lesson 8: Transcendentalism | In the textbook, read:  
- pages 868-897, 920-935 Ralph Waldo Emerson  
- pages 1034-1036 and 1040-1211 Henry David Thoreau | Assignment 9 |
| 7    | Lesson 9: Hawthorne, Poe, and Melville | In the textbook, read:  
- pages 1323-1325, 1337-1345, and 1355-1363 Nathaniel Hawthorne  
- pages 1236-1259, 1(269) 1281, and 1306-1323 Edgar Allen Poe  
- pages 1555-1557 and 1564-1587 Herman Melville | Assignment 10 |
| 7    | Lesson 10: Abolitionist Literature and Walt Whitman | In the textbook, read:  
- pages 1869-1881 Frederick Douglass  
- pages 1856-1868 Harriet Jacobs  
- pages 1829-1849 Harriet Beecher Stowe  
- pages 1937-2033 Walt Whitman | Assignment 11 and 12 |

### Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module(s)</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Intro | Introduction and Orientation | Orientation  
Writing Expectations | Submit Schedule  
Tell About Me  
Academic Honesty |
| 1    | Lesson 1: Colonial Literature | In the textbook, read:  
- pages 1-10 “From Exploration to a New Nation”;  
- pages 32-45 John Smith from The General History of Virginia, New England, and the Summer Isles;  
- pages 45-60 William Bradford from Of Plymouth Plantation, Books I and II;  
- pages 67-75 John Winthrop from A Model of Christian Charity | Assignment 1 |
| 2    | Lesson 2: Puritan Poetry | In the textbook, read:  
- pages 82-104 Anne Bradstreet;  
- pages 104-116 Michael Wigglesworth from The Day of Doom;  
- pages 151-165 Edward Taylor. | Assignment 2 |
| 3    | Lesson 3: Journals and Sermons | In the textbook, read:  
- pages 117-140 Mary Rowlandson from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson  
- pages 140-151 Samuel Sewall from The Diary of Samuel Sewall  
- pages 195-202 Sarah Kemble Knight from The Journal of Madam Knight  
- pages 257-271 John Woolman from The Journal of John Woolman  
- pages 222-240 Jonathan Edwards. | Assignment 3 |
| 4    | Lesson 4: Neoclassical Literature | In the textbook, go back and review pages 7 and 8 and read:  
- pages 271-287 St. Jean de Crèvecoeur.  
- pages 423-428 Phillis Wheatley.  
- pages 293-331 Benjamin Franklin. | Assignment 4 |
| 5    | Lesson 5: Revolutionary Literature | In the textbook, read:  
- pages 333-337 and 346, 347 Benjamin Franklin  
- pages 429-439 The Federalist.  
- pages 414-423 Olaudah Equiano  
- pages 440-445 Philip Freneau. | Assignment 5 |
### Week | Module(s) | Readings | Activities
---|---|---|---
6 | | • pages 450-460 Joel Barlow.  
• pages 460-497 Royall Tyler | Assignment 6: Short Paper
7 | | | Look Over Midterm Review
8 | | | Midterm Exam
9 | Lesson 6: Irving and Cooper | In the textbook, read:  
• pages 511-521 The Romantic Temper and the House Divided  
• pages 533-592 Washington Irving.  
• pages 592-766, 768-770 James Fenimore Cooper. | Assignment 7
10 | Lesson 7: Romantic Poetry | In the textbook, read:  
• pages 820-841 William Cullen Bryant.  
• pages 1716-1759 Henry Wadsworth Longfellow  
• pages 1759-1793 John Greenleaf Whittier  
• pages 1793-1804 Oliver Wendell Holmes  
• pages 1881-1912 James Russell Lowell  
• pages 522-548 The Native American Heritage | Assignment 8
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• pages 1034-1036 and 1040-1211 Henry David Thoreau | Assignment 9
12 | Lesson 9: Hawthorne, Poe, and Leville | In the textbook, read:  
• pages 1323-1325, 1337-1345, and 1355-1363 Nathaniel Hawthorne  
• pages 1236-1259, 1269-1281, and 1306-1323 Edgar Allen Poe  
• pages 1553-1557 and 1564-1587 Herman Melville | Assignment 10
13 | Lesson 10: Abolitionist Literature and Walt Whitman | In the textbook, read:  
• pages 1866-1881 Frederick Douglass  
• pages 1856-1868 Harriet Jacobs  
• pages 1829-1849 Harriet Beecher Stowe  
• pages 1937-2033 Walt Whitman | Assignment 11
14 | | | Assignment 12: Short Paper
15 | | | Look Over Final Review
16 | | | Semester Exam

## 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
Your final grade will be the result of four components: Assignments 1-5, 7-11 (40%), Assignments 6 7 12 (Short Papers) (10%), and Midterm Exam (25%) and Semester Exam (25%). You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Assignments 1-5, 7-11</td>
</tr>
<tr>
<td>10</td>
<td>Assignments 6 and 12: Short Papers</td>
</tr>
</tbody>
</table>
Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

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.

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 this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.

**Commit 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.