ENGL 273 American Literature to 1865  
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**

<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:sderegister@andrews.edu">sderegister@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 Description**
A survey of American literature from the 17th century through the Civil War.

**Course Prerequisites**
ENGL 115 or 117

**Required Text/Material**
*Note:* Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.


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 accompanying lessons, and four projects that you will complete over the course of the semester. Each module represents a week of a typical semester course. It is recommended that you budget about 9 hours for each module to complete the module’s readings and accompanying quizzes and blog posts. There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes
• SLO 1: Identify and define time periods, traits, and trends in American Literature from its beginnings to 1865.
• SLO 2: Examine themes and patterns in the texts and genres studied.
• SLO 3: Apply major ideas and themes to their own lives.
• SLO 4: Interrogate and criticize canonical selection and curation of American literature.
• SLO 5: Analyze texts as components of culture and examine values espoused or critiqued.
• SLO 6: Appraise arguments and ideas, both within and beyond the text’s original time period.
• SLO 7: Design original arguments and texts which engage the genres, cultures, and themes present in American literature.

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 blog posts, Zoom conferences with the instructor, creation of an infographic, analytical writing, and a midterm and final project. 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 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 two textbooks 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.

Genre Infographic: You will examine a genre that we have studied thus far in American literature (sermon, travel narrative, letter, origin story, memoir excerpt, etc.) and show its influence in contemporary culture for an unfamiliar audience. You will be expected to define the genre, showcase examples from our readings, and argue for this genre’s significance. You will be graded on the marriage of text, explanation, design, and image.

Literary Analysis Essay: You will write a short essay (about 4-5 pages) analyzing literary components of one of our texts (you will need to select a different text than the one chosen for your infographic). In the essay, you will examine components of the text (whether literary or thematic) which help us understand the author’s argument or main point, which corresponds to our understanding of American literature.
Midterm Project: You will make a “moral defense” for the study of American literature in college, emulating the moral works we have read in the first half of the semester. Your format may vary (pamphlet, sermon, or letters between yourself and a skeptical reader), but you must obey the format of the genre you have chosen to write in. You will be graded on your use of rhetoric and adherence to the genre you have selected.

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. To schedule a conference, you must contact the instructor when you are ready to set up a time to meet.

Creative Final: Your final exam will consist of a creative project in which you apply ideas learned over the semester into a more contemporary context. Your project will merge evaluation and innovation in an original text that you build. Approved project ideas include the following:

- A contemporary remake of The Contrast, in which you refashion the play to contrast the values of two separate cultures (must include original dialogue, stage directions, and a brief overview of costuming and staging)
- A series of original letters, in the style of those between John and Abigail Adams or Alexander Hamilton’s Federalist letters
- An ethnography of a local region, where you describe the landscape, people, culture, traditions, etc.
- A traditional speech (topic and style to be negotiated with instructor)
- A sermon, in the Puritan/Quaker style (topic and style to be negotiated with the instructor)
- An original TED Talk on how some aspect of our study this semester correlates to an outside field, career, or problem
- An original short story, in which you emulate the style of one of our short story writers this semester

Your project must be approved by the instructor, and you will be graded on the originality of ideas and polished execution of your project.

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**
Assessment rubrics for blog posts, reading quizzes, and each major project are included below and can also be found in LearningHub. Please download each, so that you know how your work will be graded and can understand the specific requirements for individual assignments.

### Blog Post Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s insight is specific to one of the weekly readings</td>
<td>2 Student chooses specific reading from the week</td>
<td>1 One or more readings given with a general or broad insight</td>
<td>O No specific reading included in answer</td>
</tr>
<tr>
<td>Student critically engages the texts and lesson with the blog post</td>
<td>2 Student uses higher-order thinking in post</td>
<td>1 Student provides general insights but will need to increase critical discussion points</td>
<td>O Student’s observations are superficial and bland</td>
</tr>
<tr>
<td>Student’s blog post is an appropriate length (2 minutes)</td>
<td>2 Student meets the 2-minute limit</td>
<td>1 Student is within 1 minute of the limit</td>
<td>O Student’s post is too short or does not fit the appropriate time limit</td>
</tr>
<tr>
<td>Student’s post is in an appropriate and understandable format</td>
<td>2 Student engages the audio/visual format proficiently</td>
<td>1 Student’s formatting is acceptable but needs work for clarity and understanding</td>
<td>O Post is not understandable or appropriate for the format</td>
</tr>
<tr>
<td>Student work demonstrates critical thinking and thoughtful engagement with the content</td>
<td>2 Student engages content with thoughtful comments showing they have watched/listened to the content</td>
<td>1 Student provides a general vague insight, may need more specifics</td>
<td>O Engagement is rude, irrelevant, or superficial</td>
</tr>
</tbody>
</table>

Total: /10 points

### Reading Quiz Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides a thorough and thoughtful response which encompasses all the question prompts</td>
<td>2 Response is thorough and specific, using the question prompts as a guide for answer</td>
<td>1 Student provides a clear response, though not fully informed by all the questions</td>
<td>O No questions answered</td>
</tr>
<tr>
<td>Student provides at least one (1) specific example from the readings</td>
<td>1 Clear and specific example from the texts provided</td>
<td>0.5 Vague or partial example provided</td>
<td>O No example provided</td>
</tr>
<tr>
<td>Student’s answer is appropriate length and format</td>
<td>2 Answer is at least 1 paragraph of 5-6 sentences and not overly long or short</td>
<td>1 Answer is mostly appropriate, with the paragraph either too long or too short</td>
<td>O Answer is entirely too long or too short</td>
</tr>
</tbody>
</table>

Total: /5 points
<table>
<thead>
<tr>
<th></th>
<th>5 Exceeds Expectations</th>
<th>4 Proficient</th>
<th>3 Competent</th>
<th>2 Developing</th>
<th>1 Insufficient</th>
<th>0 Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well does your infographic define the genre present in American literature?</strong></td>
<td>Definition is clear, concise, and original to the student</td>
<td>Student makes a clear and mostly original definition</td>
<td>Student makes a general definition of the genre, may include original words</td>
<td>Poorly defined definition or not original to the student</td>
<td>No original definition</td>
<td>No definition is present</td>
</tr>
<tr>
<td><strong>How well does your infographic showcase examples from a specific text we have read? (x2)</strong></td>
<td>At least three specific examples present, which showcase the genre</td>
<td>At least two specific examples present, which showcase the genre</td>
<td>At least two examples present with some connection to the genre</td>
<td>At least one specific example is present which showcases the genre</td>
<td>One example used, but not connected to the genre</td>
<td>No examples used</td>
</tr>
<tr>
<td><strong>How well does your infographic showcase an argument about the genre's significance? (x2)</strong></td>
<td>Student presents a persuasive and specific argument about the genre</td>
<td>Student presents a specific or persuasive argument about the genre</td>
<td>Student makes a good attempt at a persuasive or specific argument</td>
<td>Student makes a general case for the genre, though persuasion OR specificity needs work</td>
<td>Student makes a meager attempt at an argument, though both persuasion and specificity are lacking</td>
<td>No argument made</td>
</tr>
<tr>
<td><strong>How well does your infographic balance text and design? (x2)</strong></td>
<td>Text and illustrations show a tight balance with eye-pleasing visuals and clear information not overwhelming the page</td>
<td>Text and illustrations are mostly balanced, with one just overtaking the other</td>
<td>Text and illustrations try to achieve a general balance, though one completely overtakes the other</td>
<td>Text and illustrations are imbalanced, with one completely overtaking the other</td>
<td>One or the other is completely missing</td>
<td>No attempt to balance text or design together</td>
</tr>
<tr>
<td><strong>How clean and neat is the infographic formatting to convey text, illustration, and colors? (x2)</strong></td>
<td>Images and illustrations are cleanly formatted, readable, and enhance the text design</td>
<td>Images and illustrations are mostly neat and clean in enhancing the text design</td>
<td>Images and illustrations are fairly clean, though they may detract from text design</td>
<td>Images and illustrations are somewhat sloppy in design, though text enhancement is present</td>
<td>Images and illustrations are sloppy and/or do not enhance the text on the page</td>
<td>No attempt at formatting</td>
</tr>
<tr>
<td><strong>How free is the infographic of grammar and syntax errors?</strong></td>
<td>No errors present—flawless editing</td>
<td>One or two editing errors</td>
<td>Two or three editing errors</td>
<td>Three or four editing errors</td>
<td>Five or more editing errors</td>
<td>Six or more editing errors</td>
</tr>
<tr>
<td><strong>Total: /50</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade=**
## Literary Analysis Essay Rubric

<table>
<thead>
<tr>
<th>How well does your introduction provide the context for the essay?</th>
<th>5 Exceeds Expectations</th>
<th>4 Proficient</th>
<th>3 Competent</th>
<th>2 Developing</th>
<th>1 Insufficient</th>
<th>0 Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction expertly sets up text’s context for the reader</td>
<td>Introduction is mostly clear in its setup for a knowledgeable reader</td>
<td>Introduction provides a general context but leaves details missing</td>
<td>Introduction is vague and unclear in its setup of the text for a reader</td>
<td>No introduction is present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well does your thesis statement include an author’s main point?</th>
<th>Thesis statement includes a clear point from the author, not entirely argumentative</th>
<th>Thesis statement makes a general point about the author’s argument</th>
<th>Thesis includes the author and a general attempt at their argument</th>
<th>No argument included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement includes a specific argument or point linked to the author</td>
<td>Thesis includes two specific elements which contribute to the argument</td>
<td>Student includes two elements, no connection clear</td>
<td>Student includes one specific element with clear connection</td>
<td>No elements included in thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do you evaluate the author’s argument in context of the American literary field? (x2)</th>
<th>Evaluation is clear and specific in its linking the author to American literary context</th>
<th>Evaluation is clear and generally links the author to the time period</th>
<th>Student makes a general evaluation, needs to expand literary canon argument</th>
<th>Vague attempt at evaluation, but no connection to literary context</th>
<th>No evaluation is present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation is clear and specific in its context for the reader</td>
<td>The structure is mostly smooth, showing a clear progression of thought</td>
<td>The structure is generally clear, while there are a few choppy transitions in body of essay</td>
<td>The structure is disjointed and does not build paragraphs to develop claims from the thesis</td>
<td>No clear structure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do you employ a logical sequence of paragraphs? (x2)</th>
<th>Paragraph structure shows clear progression of thought in the essay</th>
<th>The paragraph structure is mostly smooth, showing a clear progression of thought</th>
<th>The structure is awkward and not clear in progression of the argument</th>
<th>No attempt at sequential organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph structure shows clear progression of thought in the essay</td>
<td>The paragraph structure is mostly smooth, showing a clear progression of thought</td>
<td>The structure is generally clear, while there are a few choppy transitions in body of essay</td>
<td>The structure is disjointed and does not build paragraphs to develop claims from the thesis</td>
<td>No clear structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well is each paragraph organized (topic, develop, evidence, and wrap-up)? (x2)</th>
<th>Organization is clear and specific, with clear topic sentences and arrangement of sentences in paragraph</th>
<th>Organization attempts clarity and structure but struggles with order of sentences or ideas</th>
<th>Organization is haphazard, with topic sentences or middle of the paragraph needing heavy revision</th>
<th>Poor sequence and internal structure</th>
<th>No attempt at sequential organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization is clear and specific, with clear topic sentences and arrangement of sentences in paragraph</td>
<td>Organization attempts clarity and structure but struggles with order of sentences or ideas</td>
<td>Organization is haphazard, with topic sentences or middle of the paragraph needing heavy revision</td>
<td>Poor sequence and internal structure</td>
<td>No attempt at sequential organization</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well does your conclusion reinforce your theme analysis?</th>
<th>Conclusion skillfully provides ideas for consideration beyond a recap of writer’s points</th>
<th>Conclusion is mostly skillful, needs minor revisions</th>
<th>Conclusion competently wraps up paper with some summary</th>
<th>Conclusion struggles beyond summary or recap</th>
<th>No clear conclusion is present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion skillfully provides ideas for consideration beyond a recap of writer’s points</td>
<td>Conclusion is mostly skillful, needs minor revisions</td>
<td>Conclusion competently wraps up paper with some summary</td>
<td>Conclusion struggles beyond summary or recap</td>
<td>No clear conclusion is present</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Proficient</td>
<td>Competent</td>
<td>Developing</td>
<td>Insufficient</td>
<td>Absent</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>How well do you develop textual analysis in order to build your claim? (x2)</td>
<td>Exceeds Expectations: Textual analysis is specific and clear, and it leads the student to interpretation</td>
<td>Proficient: Textual analysis is mostly clear at leading to interpretation</td>
<td>Competent: Student attempts a textual analysis but is largely vague</td>
<td>Developing: Textual analysis is poor or vague and does not connect to a larger interpretation</td>
<td>Insufficient: Minor attempt at textual analysis, student stays largely off-topic</td>
</tr>
<tr>
<td>How well do you use evidence (quotes) to defend analysis? (x2)</td>
<td>Evidence clearly shows the claims being made and cements the analysis</td>
<td>Evidence is mostly clear in illustrating claims</td>
<td>Student attempts to use evidence but needs more specificity and focus</td>
<td>Poor use of evidence, vague or irrelevant to claims</td>
<td>Little use of evidence, not relevant to analysis</td>
</tr>
<tr>
<td>How proficiently do you integrate quotes into your writing?</td>
<td>Quote integration is proficient and acts as credible evidence for the essay</td>
<td>Quote integration is mostly proficient and helps the paper flow</td>
<td>Quote attempts proficient integration but struggles with flow and organization</td>
<td>Poor flow and integration of quotes</td>
<td>Choppy flow of quotes, improper usage in paragraph</td>
</tr>
<tr>
<td>How well does your paper use MLA-style in-text citations?</td>
<td>Student’s usage of MLA in-text citations is proficient with no errors</td>
<td>Student uses in-text citations with few errors</td>
<td>Some in-text citations, may or may not meet MLA standards</td>
<td>Little attempt at citations</td>
<td>Few citations, inappropriate citation style</td>
</tr>
<tr>
<td>Does the essay present an accurate MLA Works Cited list for the text?</td>
<td>Works Cited page is accurate and up to MLA standards</td>
<td>Student meets MLA standards, with few errors</td>
<td>Citation meets some standards of citation in MLA format</td>
<td>Citation meets some standards, but many errors</td>
<td>Citations do not meet basic standards</td>
</tr>
<tr>
<td>How free is the text of minor errors?</td>
<td>No noticeable errors</td>
<td>Few minor errors</td>
<td>Some minor or large errors</td>
<td>Many errors, some minor, others large</td>
<td>Many minor and large errors, reflect poor editing</td>
</tr>
<tr>
<td>How well does sentence structure illustrate clear ideas?</td>
<td>Sentences are well-varied and show relationship among ideas.</td>
<td>Sentences are generally effective in conveying main ideas.</td>
<td>Some mistakes or lack of clarity in sentence structure</td>
<td>Major sentence structure and syntactical errors</td>
<td>Unclear, confusing, or ungrammatical sentences, major errors</td>
</tr>
<tr>
<td>How clean is the style of the paper, according to MLA standards?</td>
<td>Page numbers are clear, the header is accurate, and the style is crisp</td>
<td>The style is mostly clear, with only a few errors</td>
<td>Many mistakes in formatting and header</td>
<td>Inappropriate editing, uses a different style</td>
<td>No attempt to conform to standards or formatting</td>
</tr>
</tbody>
</table>

Total: /100  
Grade= 
## Midterm Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>★★★★★</th>
<th>★★★★</th>
<th>★★★</th>
<th>★★</th>
<th>★</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well does your project defend American literature as a “moral” area of study? (x3)</strong></td>
<td>Student emulates tone and style of studied texts to make a persuasive case for American literature</td>
<td>Student makes a clear case for studying American literature</td>
<td>Student makes a general argument towards the study of American literature</td>
<td>Student makes a general defense, though many details lacking</td>
<td>Student makes a poor defense towards the study of literature</td>
<td>No defense present at all</td>
</tr>
<tr>
<td><strong>How persuasive is your tone and rhetoric in developing your reasoning? (x2)</strong></td>
<td>Tone and rhetoric are persuasive, sophisticated, and clear in purpose</td>
<td>Tone and rhetoric is sophisticated with one or the other needing slight revision</td>
<td>Tone and rhetoric make a general attempt at persuasion</td>
<td>Tone and rhetoric make a general attempt at persuasion, with one needing heavy revision</td>
<td>Appropriate tone or rhetoric is completely lacking</td>
<td>Inappropriate tone and rhetoric</td>
</tr>
<tr>
<td><strong>How well do you engage a potentially skeptical audience? (x2)</strong></td>
<td>Student has specific audience in mind and gears analysis towards this group</td>
<td>Student has a fairly specific audience in mind with focused analysis</td>
<td>Student attempts to focus analysis at a general and broad audience</td>
<td>No attempt at identifying a specific or general audience</td>
<td>Inappropriate tone towards audience</td>
<td></td>
</tr>
<tr>
<td><strong>How well do you utilize the traits of your genre in order to make your evaluations clear? (x3)</strong></td>
<td>Student understands the traits and limits of the genre and utilizes them flawlessly to show film’s major ideas</td>
<td>Student’s understanding of the genre is clear and executes them with few mistakes</td>
<td>Student’s understanding of genre is somewhat clear and creates a passable, flawed product</td>
<td>Student is unclear about genre’s expectations but creates a finished product</td>
<td>Student is unclear about genre’s expectations and creates a product that is incomplete or sloppy</td>
<td>No genre chosen</td>
</tr>
<tr>
<td><strong>How well does the project meet the technical standards of your genre? (x3)</strong></td>
<td>Flawless execution of the genre</td>
<td>Clear and polished product, with a few mistakes</td>
<td>Passable text in the genre, though many mistakes</td>
<td>Text is not a good example of the genre with many mistakes</td>
<td>Text cannot pass standards of the genre, needs major revision</td>
<td>No attempt to meet any genre standards</td>
</tr>
<tr>
<td><strong>How clean and neat is the formatting of your project? (x2)</strong></td>
<td>Formatting is clean and polished and ready for publication to a wider audience</td>
<td>Formatting is clean and neat with only a few typos or tweaks</td>
<td>Formatting is generally clean though in need of revision or adjustment</td>
<td>Formatting is sloppy and incomplete</td>
<td>Formatting is sloppy, incomplete, and incoherent</td>
<td>No attempt made to polish or professionalize the text</td>
</tr>
</tbody>
</table>

**Total:** /75

**Grade=**
## Final Project Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
<th>Insufficient</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do you engage the ideas from the semester in your original project?</strong> (x2)</td>
<td>Proficient engagement with this semester’s learning and reading materials</td>
<td>Student engages well with the concepts and readings studied</td>
<td>Student posits a general understanding of the semester’s readings</td>
<td>Student attempts knowledge at the semester’s readings</td>
<td>Student makes little engagement with the semester’s reading and ideas</td>
</tr>
<tr>
<td><strong>How well do you develop original ideas from the ones studied this semester?</strong> (x3)</td>
<td>Student posits an innovative view of the semester with creative ideas</td>
<td>Student makes clear original ideas known</td>
<td>Student makes a general attempt at creative ideas</td>
<td>Student attempts original ideas but borrows from the texts</td>
<td>Student borrows heavily from the texts in their ideas</td>
</tr>
<tr>
<td><strong>How well do you utilize a creative style in your writing, language, and tone?</strong> (x5)</td>
<td>Writing style, language, and tone denote a creative text</td>
<td>Student needs to revise one of the three</td>
<td>Student must revise two of the three</td>
<td>Writing style, language, and tone all need revision</td>
<td>All three are in need of heavy revision</td>
</tr>
<tr>
<td><strong>How well structured is the project to flow for your audience?</strong> (x3)</td>
<td>Project structure is clear and organized for an outside audience</td>
<td>Project maintains good focus, but may need minor revisions</td>
<td>Project attempts a general structure, but may need flow revising</td>
<td>Project needs heavy revisions to maintain good flow for audience</td>
<td>No clear sense of audience, and poor flow</td>
</tr>
<tr>
<td><strong>How well do you utilize the traits of your genre in order to make your evaluations clear?</strong> (x3)</td>
<td>Student understands the traits and limits of the genre and utilizes them flawlessly to show genre’s major ideas</td>
<td>Student’s understanding of the genre is clear and executes them with few mistakes</td>
<td>Student’s understanding of genre is somewhat clear and creates a passable, flawed product</td>
<td>Student is unclear about genre’s expectations and creates a finished product</td>
<td>Student is unclear about genre’s expectations and creates a product that is incomplete or sloppy</td>
</tr>
<tr>
<td><strong>How well does the project meet the technical standards of your genre?</strong> (x3)</td>
<td>Flawless execution of the genre</td>
<td>Clear and polished product, with a few mistakes</td>
<td>Passable text in the genre, though many mistakes</td>
<td>Text is not a good example of the genre with many mistakes</td>
<td>Text cannot pass standards of the genre, needs major revision</td>
</tr>
<tr>
<td><strong>How clean and neat is the formatting of your project?</strong> (x3)</td>
<td>Formatting is clean and polished and ready for publication to a wider audience</td>
<td>Formatting is clean and neat with only a few typos or tweaks</td>
<td>Formatting is generally clean though in need of revision or adjustment</td>
<td>Formatting is sloppy and incomplete</td>
<td>Formatting is sloppy, incomplete, and incoherent</td>
</tr>
<tr>
<td><strong>How well do you integrate layout and design into the creative project?</strong> (x3)</td>
<td>Layout and design are clean and clean</td>
<td>Layout and design are generally clean, though heavy on writing with little style</td>
<td>Layout and design require several revisions to break up the text</td>
<td>Very little sense of design, heavy on written text</td>
<td>No sense of design</td>
</tr>
<tr>
<td><strong>Is the project an appropriate length?</strong></td>
<td>The project maintains a clear and appropriate length, with proper development</td>
<td>The project is clear in focus, though may need extra development or trimming</td>
<td>The project has a general focus, with revisions needed to add or omit some points</td>
<td>The project needs several revisions to maintain an appropriate length</td>
<td>The project is too long or too short, with heavy revisions needed to develop appropriately</td>
</tr>
<tr>
<td><strong>How free is the project of minor errors?</strong></td>
<td>No noticeable errors</td>
<td>Few minor errors</td>
<td>Many errors, some minor, others large</td>
<td>Many minor and large errors, reflect poor editing</td>
<td>No attempt to edit</td>
</tr>
<tr>
<td><strong>How well does sentence structure illustrate clear ideas?</strong></td>
<td>Sentences are well-varied and show relationship among ideas.</td>
<td>Sentences are generally effective in conveying main ideas</td>
<td>Some mistakes or lack of clarity in sentence structure</td>
<td>Major sentence structure and syntactical errors</td>
<td>Unclear, confusing, or ungrammatical sentences, major errors</td>
</tr>
</tbody>
</table>

**Total:** 150

**Grade=**
### Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings and Lectures</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 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 | Student Introductions  
Forum  
Academic Integrity Quiz  
Academic Integrity Statement | |
| 1      | Lesson 1: "New" World Origins: Tradition, Colonialism, and Faith | Watch:  
Welcome to ENGL 273!  
Lecture: Origins  
"Hopi Origin Story" on YouTube by PBS  
"The Puritans Were Not Tolerant of Other Religions" on YouTube by the Smithsonian Channel | Reading Quiz #1 | SLO 1, 4 |
|        | Read from Volume A:  
Introduction, pp. 3-25  
Native American tales, pp. 29-46, 54-57  
Heckewelder, pp. 103-06  
Smith, pp. 110-22  
Bradford, pp. 149-165 | | |
|        | Lesson 2: A Body Politic | Watch:  
"Hamilton at the White House" on YouTube by The Obama White House  
"Abigail Adams | Mrs. President | History" on YouTube by the HISTORY Channel  
"Tea, Taxes, and the American Revolution" on YouTube by Crash Course | Blog #1  
Reading Quiz #2 | SLO 3, 5 |
|        | Read from Volume A:  
Franklin, pp. 519-30  
Crèvecoeur, pp. 636-45  
Adams and Adams, pp. 672-76  
Paine, pp. 682-89  
Jefferson, pp. 704-11 | | |
|        | Read from Volume B:  
Lincoln, pp. 720  
Fuller, pp. 762-63 | | |
| 2      | Lesson 3: Inequalities | Watch:  
Lecture: Inequalities  
"The Atlantic slave trade: What too few textbooks told you – Anthony Hazard" on YouTube by TED-Ed | Blog #2  
Reading Quiz #3 | SLO 4, 6 |
|        | Read from Volume A:  
Williams, pp. 203-16  
Charlevoix, pp. 410-15  
Sagoyewatha, pp. 436-38  
Occom, pp. 585-95  
Crèvecoeur, pp 645-50  
Equiano, pp. 733-451  
Murray, pp. 770-80  
*The 1619 Project by the New York Times | | |
|        | Lesson 4: Contrasting Values | Watch:  
Lecture: Contrasting Values  
Read from Volume A:  
The Contrast, pp. 799-840 | Blog #3  
Brainstorm genre  
infographic topic ideas  
Reading Quiz #4 | SLO 2, 6 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings and Lectures</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 3      | Lesson 5: Gender and Power | **Watch:** Lecture: Gender and Power  
**Read from Volume A:**  
*The Coquette*, pp. 841-890 | Submit genre infographic rough draft  
Reading Quiz #5 | SLO 2, 3 |
|        | Lesson 6: Gender and Power Cont’d | **Read from Volume A:**  
*The Coquette*, pp. 890-940 | Blog #4  
Submit genre infographic  
Submit midterm project proposal | SLO 4, 5 |
| 4      | Lesson 7: Poetic Voices | **Watch:** Lecture: Poetry  
**Read from Volume A:**  
Bradstreet, “Contemplations,” “The Author to Her Book,” “Before the Birth...” “To My Dear and Loving Husband,” “A Weary Pilgrim”  
Wigglesworth, pp. 249-67  
Taylor, pp. 307-08  
de la Cruz, pp. 415-416  
Stockton, pp. 662-664  
Fremeau, pp. 781-82  
Wheatley, “On Being Brought...,” “To His Excellency”  
**Read from Volume B:**  
Sigourney, pp. 106-114  
Bryant, pp. 117-20  
Schoolcraft, pp. 143  
Longfellow, pp. 576-81 | Blog #5  
Submit midterm project rough draft  
Reading Quiz #6 | SLO 2, 7 |
|        | Lesson 8: A Defense for Literature | **Watch:** Lecture: Why Study American Literature? | Blog #6  
Zoom conference with instructor-midterm project  
Submit midterm project | SLO 6, 7 |
| 5      | Lesson 9: American Mythologies | **Watch:**  
“The Mythology of America—American Folk Heroes Series” on YouTube by Tale Foundry  
**Read from Volume B:**  
Irving, pp. 25-26, 29-41-61  
Cooper, pp. 79-85  
Sedgwick, pp. 86-102  
Hawthorne, pp. 328-331, 345-54, 368-77  
Poe, pp. 629-42, 662-555, 676-90 | Blog #7  
Reading Quiz #7 | SLO 1, 5 |
|        | Lesson 10: American Romantics, Part I: Transcendentalism | **Watch:**  
“Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau” on YouTube by Bullis Student Tutors  
**Read from Volume A:**  
Bartram, pp. 625-29  
**Read from Volume B:**  
Emerson, *Nature*, pp. 181-89  
Thoreau, Walden excerpts (Ch. 4, 9, 11) | Submit literary analysis essay outline  
Reading Quiz #8 | SLO 1, 2 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings and Lectures</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 6      | Lesson 11: Inequalities, Part II: Resistance | Watch: Lecture: Resistance  
Read from Volume B:  
Native American speeches, pp. 989-90, 903-904  
Child, pp. 149-157  
Native American resistance, pp. 313-24  
Slavery, Race, pp. 770-73, 780-86, 89-91  
Stowe, pp. 792-802  
Jacobs, pp. 909-30  
Douglass, excerpts from *Narrative* (Ch. 1, 5-7, 11) | Blog #8  
Submit literary analysis essay rough draft  
Reading Quiz #9 | SLO 4, 5 |
|        | Lesson 12: Religion vs. Belief | Watch: Lecture: *The Scarlet Letter*  
Read from Volume B:  
*The Scarlet Letter*, Ch. I-XII, pp. 425-512 | Zoom conference with instructor-literary analysis essay  
Reading Quiz #10 | SLO 2, 5 |
| 7      | Lesson 13: Religion vs. Belief Cont’d | Read from Volume B:  
*The Scarlet Letter*, Ch. XIII-XXIV, pp. 512-70 | Blog #9  
Submit literary analysis essay final draft  
Submit final project proposal | SLO 3, 6 |
Read from Volume B:  
Emerson, pp. 236-54  
Whitman, pp. 1312-57, 1382-95  
Melville, pp. 1469-95  
Dickinson, # 39, 112, 122, 225, 236, 260, 269, 279, 340, 347, 409, 446, 466, 479, 519, 591, 620, 1096, 1263, 1773 | Blog #10  
Submit final project rough draft  
Reading Quiz #11 | SLO 1, 3 |
| 8      | Lesson 15: Inequalities, Part III: Industry | Watch: Lecture: Industrial Inequality  
Read from Volume B:  
*Life in the Iron Mills*, pp. 1696-1724 | Blog #11  
Zoom conference with instructor-final project  
Reading Quiz #12 | SLO 2, 6 |
|        | Lesson 16: Finale | Reflect on the semester  
Watch: Goodbye Video | Blog #12  
Submit final project | SLO 7 |
### Suggested schedule for completion in 16 weeks:

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings and Lectures</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>These items will need to be completed before you will have access to the rest of the course</td>
<td>Orientation, Course Overview, Introductions, Academic Integrity</td>
<td>Student Introductions, Forum, Academic Integrity Quiz, Academic Integrity Statement</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: &quot;New&quot; World Origins: Tradition, Colonialism, and Faith</td>
<td>Watch: Welcome to ENGL 273! Lecture: Origins, &quot;Hopi Origin Story&quot; on YouTube by PBS, &quot;The Puritans Were Not Tolerant of Other Religions&quot; on YouTube by the Smithsonian Channel</td>
<td>Reading Quiz #1</td>
<td>SLO 1, 4</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: A Body Politic</td>
<td>Watch: &quot;Hamilton at the White House&quot; on YouTube by The Obama White House, &quot;Abigail Adams</td>
<td>Reading Quiz #2</td>
<td>SLO 3, 5</td>
</tr>
<tr>
<td></td>
<td>Read from Volume B: Lincoln, pp. 720, Fuller, pp. 762-63</td>
<td>History&quot; on YouTube by the HISTORY Channel, &quot;Tea, Taxes, and the American Revolution&quot; on YouTube by Crash Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*The 1619 Project by the New York Times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4: Contrasting Values</td>
<td>Watch: Lecture: Contrasting Values</td>
<td>Blog#3</td>
<td>SLO 2, 6</td>
</tr>
<tr>
<td></td>
<td>Read from Volume A: *The Contrast, pp. 799-840</td>
<td>Brainstorm genre infographic topic ideas, Reading Quiz #4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Lessons</td>
<td>Readings and Lectures</td>
<td>Assignments</td>
<td>Outcomes Met</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 5      | Lesson 5: Gender and Power | Watch: Lecture: Gender and Power  
**Read from Volume A:**  
*The Coquette*, pp. 841-890 | Submit genre infographic rough draft  
Reading Quiz #5 | SLO 2, 3 |
| 6      | Lesson 6: Gender and Power Cont’d | **Read from Volume A:**  
*The Coquette*, pp. 890-940 | Blog#4  
Submit genre infographic  
Submit midterm project proposal | SLO 4, 5 |
| 7      | Lesson 7: Poetic Voices | **Watch:**  
Lecture: Poetry  
**Read from Volume A:**  
Bradstreet, “Contemplations,” “The Author to Her Book,” “Before the Birth...” “To My Dear and Loving Husband,” “A Weary Pilgrim”  
Wigglesworth, pp. 249-67  
Taylor, pp. 307-68  
de la Cruz, pp. 415-416  
Stockton, pp. 662-664  
Fremont, pp. 781-82  
Wheatley, pp. “On Being Brought...,” “To His Excellency”  
**Read from Volume B:**  
Sigourney, pp. 106-114  
Bryant, pp. 117-20  
Schoolcraft, pp. 143  
Longfellow, pp. 576-81 | Blog#5  
Submit midterm project rough draft  
Reading Quiz #6 | SLO 2, 7 |
| 8      | Lesson 8: A Defense for Literature | **Watch:**  
Lecture: Why Study American Literature? | Blog#6  
Zoom conference with instructor-midterm project  
Submit midterm project | SLO 6, 7 |
| 9      | Lesson 9: American Mythologies | **Watch:**  
“The Mythology of America—American Folk Heroes Series” on YouTube by Tale Foundry  
**Read from Volume B:**  
Irving, pp. 25-26, 29-41-61  
Cooper, pp. 79-85  
Sedgwick, pp. 86-102  
Hawthorne, pp. 328-331, 345-54, 368-77  
Poe, pp. 629-42, 662-555, 676-90 | Blog#7  
Reading Quiz #7 | SLO 1, 5 |
| 10     | Lesson 10: American Romantics, Part I: Transcendentalism | **Watch:**  
“Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau” on YouTube by Bullis Student Tutors  
**Read from Volume A:**  
Bartram, pp. 625-29  
**Read from Volume B:**  
Emerson, *Nature*, pp. 181-89  
Thoreau, Walden excerpts (Ch. 4, 9, 11) | Submit literary analysis essay outline  
Reading Quiz #8 | SLO 1, 2 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings and Lectures</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 11     | Lesson 11: Inequalities, Part II: Resistance | Watch: Lecture: Resistance  
Read from Volume B:  
Native American speeches, pp. 989-90, 903-904  
Child, pp. 149-157  
Native American resistance, pp. 313-24  
Slavery, Race, pp. 770-73, 780-86, 89-91  
Stowe, pp. 792-802  
Jacobs, pp. 909-30  
Douglass, excerpts from *Narrative* (Ch. 1, 5-7, 11) | Blog#8  
Submit literary analysis essay rough draft  
Reading Quiz #9 | SLO 4, 5 |
| 12     | Lesson 12: Religion vs. Belief | Watch: Lecture: *The Scarlet Letter*  
Read from Volume B:  
*The Scarlet Letter*, Ch. I-XII, pp. 425-512 | Zoom conference with instructor-literary analysis essay  
Reading Quiz #10 | SLO 2, 5 |
| 13     | Lesson 13: Religion vs. Belief Cont’d | Read from Volume B:  
*The Scarlet Letter*, Ch. XIII-XXIV, pp. 512-70 | Blog#9  
Submit literary analysis essay final draft  
Submit final project proposal | SLO 3, 6 |
Read from Volume B:  
Emerson, pp. 236-54  
Whitman, pp. 1312-57, 1382-95  
Melville, pp. 1469-95  
Dickinson, # 39, 112, 122, 225, 236, 260, 269, 279, 340, 347, 409, 446, 448, 466, 479, 519, 591, 620, 1096, 1263, 1773 | Blog#10  
Submit final project rough draft  
Reading Quiz #11 | SLO 1, 3 |
| 15     | Lesson 15: Inequalities, Part III: Industry | Watch: Lecture: Industrial Inequality  
Read from Volume B:  
*Life in the Iron Mills*, pp. 1696-1724 | Blog#11  
Zoom conference with instructor-final project  
Reading Quiz #12 | SLO 2, 6 |
| 16     | Lesson 16: Finale | Reflect on the semester  
Watch: Goodbye Video | Blog#12  
Submit final project | SLO 7 |

**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

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Reading Quizzes (5 pts each)</td>
</tr>
<tr>
<td>15</td>
<td>Blog Posts (10 pts each)</td>
</tr>
<tr>
<td>10</td>
<td>Genre Infographic (60 pts)</td>
</tr>
<tr>
<td>15</td>
<td>Midterm Project (90 pts)</td>
</tr>
<tr>
<td>20</td>
<td>Literary Analysis Essay (115 pts)</td>
</tr>
<tr>
<td>30</td>
<td>Final Project (165 pts)</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Percent Possible</strong></td>
</tr>
</tbody>
</table>

Viewing Grades in Learning Hub

- Click into the course.
- Click on the Grades link in the Settings Box to the left of the main course page.

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>
</tr>
</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.

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.

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.