



SYLLABUS

ENGL 274 American Literature 1865-1914

202341

ENGL 274 American Literature 1865-1914

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

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 | dilit@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.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

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: 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 |
| | 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 LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

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/llmsc/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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.