INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Esther Courville

Email: ecourville@lit.edu

Office Phone: 409-247-5235

Office Location: TC 112B

Office Hours: Monday: 10:15 – 11:15; 12:15 – 2:15| Tuesday: 10:30 am – 12:30 pm | Wednesday: 9:15 – 11:15| Thursday: 10:30 am – 12:30 pm | Friday: 10:15 – 11:15 *I am also available by appointment if none of these times work with your schedule. I can also meet online via Teams. I accept walk-in appointments, but if you want to be sure I am available, it's best to make an appointment via Starfish.

CREDIT
3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION
Online.

PREREQUISITE/CO-REQUISITE:
A D or better in ENGL 1301 (Composition I).

COURSE DESCRIPTION
A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to
1.Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

REQUIRED TEXTBOOK AND MATERIALS
A reliable electronic device with reliable internet access. All readings will be posted on Blackboard.

ATTENDANCE POLICY
Attendance in my online classes is counted weekly. Attendance is graded and is taken every Monday morning for the week prior. I will count your attendance by whether or not you completed the assignments for the week prior. Even if you make these assignments up after not having completed them on time, you cannot make up attendance grades. This policy does not apply to those who have requested deadline extensions due to extenuating circumstances. For those in this circumstance, your attendance will be retroactively taken once you have completed the late assignments.

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT
For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on Sunday of each week)
DATE			
Week 1 Jan 21-26	Native American Literature	-"The Iroquois Creation Story" -"The Navajo Creation Story" -*Watership Down* -Power point on Native American Literature -literary timeline	-introduction discussion -Native American readings and power point discussion -creation myths journal
Week 2 Jan 27- Feb 2	Discovery	-Christopher Columbus: - "Letter of Discovery" -CC From "Letter to Ferdinand and Isabella…" -Hernan Cortez: From	-Discovery/ethnography writers journal -If I were an ethnographer discussion board -Metacognitive perspectives discussion

		"Second Letter to the Spanish Crown" -Ponce de Leon: Selected letters -Ethnographers power point	
Week 3 Feb 3-9	Colonialism	-William Bradford: From *Of Plymouth Plantation* -John Smith: From *A Description of New England* -Anne Bradstreet: Selected poems -Colonialism power point	-Response paper 1 -Power point and readings discussion
Week 4 Feb 10-16	Enlightenment	-Benjamin Franklin: "Information to Those Who Would Remove to America" -Thomas Paine: From "Common Sense" -Thomas Jefferson: The Declaration of Independence -Enlightenment power point	-Enlightenment readings and discussion board -Enlightenment Journal
Week 5 Feb 17-23	Romanticism	-"The Yellow Wallpaper" By Charlotte Perkins Gillman -Excerpt from "Song of Myself" by Walt Whitman -Thoreau Selected poems -Emerson Selected poems -Selected poems by Emily Dickinson -Romanticism power point	-Response paper 2 -Romanticism readings and power point discussion board
Week 6 Feb 24-March 2	Dark Romanticism	-"The Legend of Sleepy Hollow" by Washington Irving -Selected poems from Edgar Allen Poe -"The Black Cat" by Edgar Allen Poe	-Dark Romanticism readings and power point discussion board -Dark Romanticism creative project

		-Dark Romanticism power point	
Week 7 March 3-9	Civil War Lit & realism	-"The Occurrence at Owl Creek Bridge" by Ambrose Bierce - "The Story of an Hour" by Kate Chopin - "Daisy Miller: A Case Study" by Henry James -Realism and Civil War lit power point	-Response paper 3 -Realism/Civil war lit readings and power point discussion
Week 8 March 10-16 *this week falls over spring break (3/10-3/14)	Naturalism	-"To Build a Fire" by Jack London - "The Open Boat" by Stephen Crane -Naturalism power point	-Midterm exam (creative) -extra credit
Week 9 March 17-23	Harlem Renaissance	-"Sonny's Blues" by James Baldwin -selected poems from Gwendolyn Brooks and Langston Hughes	-Harlem Renaissance creative project -Harlem discussion board
Week 10 March 24-30	WWI lit	-TS Elliot- "The Wasteland" - "There Will Come Soft Rains" by Sara Teasdale -"Not to Keep" by Robert Frost -"Lament" by Edna St. Vincent Millay -"May Day" by F.S. Fitzgerald -*A Farewell to Arms* (movie) -WWI lit power point	-WWI lit readings and power point discussion
Week 11 March 31 – April 6	Modernism	-"Hills Like White Elephants" by Ernest Hemingway -Marianne Moore selected poems -Robert Frost selected poems	- informal proposal -Modernism readings and power point discussion

		-"Home Burial" by Robert Frost -research paper prompt	
Week 12 April 7-13	Modernism: experimentation	-E.E. Cummings selected poems -Ezra Pound selected poems -TS Elliot selected poems -Modernism power point -research, thesis, and outline power point	-Experimentation readings and power point discussion board -Revised thesis & Outline of paper w/ sources
Week 13 April 14-20 *April 18 is Good Friday	WWII lit	-Karl Shapiro selected poems - "Two Soldiers" by William Faulkner -James Wright: Selected poems -WWII lit power point	-WWII readings and power point discussion board -very rough draft of paper due -peer review
Week 14 April 21-27	Postmodernism	-John Barth "Lost in the Funhouse" -John McGregor: "We Wave and Call" -concrete poetry selections -Postmodernism power point -"Spanglish" By Tato Laviera -revision and editing power point	-Postmodernism readings and power point discussion board -2nd rough draft of paper due
Week 15 April 28 – May 4	Final drafting of paper	Resources for final paper	-final edited draft of paper due
Week 16 May 8-14	Final exam		**Final exam due: May 9**

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Daily Work Assignments 40%
- Mid-Term Exam 15%

- Research Paper--Common Assignment 15%
- Final Exam 20%
- Total 100%
-

GRADING SCALE
90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
0 – 59 F

LIT does not use +/- grading scales

ACADEMIC DISHONESTY
Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty.

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT
It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT*

Catalog and Student Handbook. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

ONLINE COURSE REQUIREMENTS
1. You must have access to a device that is reliable and can connect to reliable internet access. The device must also allow access to the course material.
2. If you do not have access to WI-FI at home, it is your responsibility to find another source of internet access via LIT campus, a public library, cellphone hotspot data, a coffee shop, your high school campus (if you are dual credit), etc.
3. If something happens to your primary device, it is your responsibility to find another device to work with via a public library, the computer lab at LIT, etc. I have had many students successfully submit assignments on cellphones.
4. You may not use WIFI errors or device errors as an excuse for turning something in late when there are several alternatives you can take.
5. If you have a technical problem with Blackboard, you MUST contact the Blackboard help desk. Their contact information is located on the home page when you first sign onto Blackboard. You should also shoot me an email immediately.
6. You will not get full credit for submitting something late if you notify me of a technical difficulty AFTER the due date.
7. You won't succeed in this course if you don't check your email and Blackboard announcements daily.

MRS. COURVILLE'S RESPONSE TIME
1. I only answer my phone when I am in my office.
2. **I only return calls that leave a voicemail**. Please leave a detailed message with your name, your number, the class you are in, and your concern. I will call you back as soon as I am back in my office which may be the following day or the following Monday if you left a voicemail on a Friday afternoon.
3. The best way to reach me is through my LIT email, ecourville@lit.edu

4. I usually respond to emails well within the required 24-hour window. On weekends and holidays, I may respond later than 24 hours. Feel free to send me a follow-up email if I have not responded to your first one. Sometimes emails can slip through the cracks.

LIT EMAIL
1. Not communicating with me because your LIT email is not working is not a valid reason for not responding to my emails, or for not emailing me. The IT department can help with any issues like this.
2. You are welcome to email me screenshots of what you need help with.
3. Please email me as soon as you get into the blackboard course so that I can ensure your email is up and running.
4. When you email me, please provide your full name and your course name and section so that I can better assist you.

BLACKBOARD MESSAGES
1. Check the Send to Email box above Blackboard Messages textbox if you want a faster response.
2. If you use Blackboard Messages to contact me, and I don't respond within 24 hours, send the same message to my LIT email.

BLACKBOARD ANNOUNCEMENTS
1. Announcements in Blackboard are posted to the Announcements webpage that you see when you log into class. **Read them.** They may pertain to schedule changes, homework changes, etc.
2. Announcements are also emailed to your Blackboard email, which you can check at My LIT.

TECHNOLOGY REQUIREMENTS
1. Use Chrome or Firefox as your browser. Edge and Safari do not work well with Blackboard.
2. If you do this class's assignments on a cell phone, a tablet, or a netbook, make sure you are seeing all assignments as they are presented on a desktop computer.
3. Not having the correct technology or internet is not a valid excuse for not doing assignments or tests. The IT department can assist you with these types of issues.

STUDENT BEHAVIOR EXPECTATIONS
1. Keep in mind that each student comes from a different cultural background and brings with her or him a different set of beliefs and values.
2. As a result, students may disagree on various topics during class discussions.
3. Disagreements lead to critical thinking, scholarly debates, and learning only when each member of the class respects the different opinions of others.
4. Disrespect for others or me will not be tolerated. If I feel you are disrupting the learning/teaching environment, I will tell you that you must leave. Your attendance for that class day will not be counted. If this happens a second time, you will be reported and/or removed from the class.

5. Your emails and all communications with me should be respectful. With that in mind, you need to remember email etiquette by addressing me politely, objectively telling me your concern, and closing out the email. You should also have a subject line in your email and tell me your whole name with your class.

DUE DATES

1. All assignments have due dates. In-class work cannot be made up unless you have an excused absence. Late homework will only receive full credit if you have an extenuating circumstance that you have communicated to me. Any other late homework assignments will receive a partial grade of 60% or less. Late work that is turned in incomplete will most likely receive 0 credit depending on the severity of incompletion.
2. Making up missed work is not a guarantee to bring you to a passing grade, even if you have made up all of your assignments.
3. **Late work MUST be submitted no later than a week before finals start**.
4. Late work that is submitted will not be marked or commented on with feedback, and I will not have late work graded immediately. I will have late grades inputted by two weeks.
5. *Calendar is subject to changes regarding specific due dates and small assignments.*

GRADING POLICIES
1. Homework assignments are completion grades, but if you put in an obviously low amount of effort into it, do not meet the requirements, or do not complete it, you will receive partial credit.
2. Missing assignments will be given a 0.
3. All grades are recorded in Gradebook on Blackboard.
4. It is the student's responsibility to make sure their grades on their assignments match their grades in Blackboard Gradebook.
5. Grading rubrics are available on large assignments.
6. I do not mark specific grammar, punctuation, spelling, usage, and style errors on writing assignments, but if there is an abundance of these errors and they lead to a lack of overall language clarity, I will note it on the assignment and doc points from the assignment grade.
7. I provide a list of writing errors that will lower students' writing assignments' grades.
8. If you have problems with the types of errors above, we can discuss what those errors are, how to identify them, and the best ways to correct them.
9. This is a student-led discussion of their own writing.
10. I do not recommend that you use programs like Grammarly to fix your errors.
11. All writing assignments must use correct academic style, grammar, punctuation, spelling, and usage, and MLA formatting. It is the student's responsibility to know, or find out, what these requirements are. I will provide all the resources you need to find out how to adhere to these writing conventions.
12. All writing assignments' topics must be approved by me before you start your writing assignments. All of your writing must be completely objective unless otherwise stated by me, so I recommend steering away from highly emotional topics such as abortion, political parties, religious matters, etc. unless you have a logical, unbiased argument.

13. Homework CANNOT be submitted via Blackboard messages or via email unless I have given you permission to do so. If you randomly send me late work via email and do not submit it on Blackboard, you won't get credit for the assignments.
14. If you submit the wrong assignment, you must contact me asap so that I can delete your attempt and let you resubmit. You must tell me by at least an hour after the original deadline in order to receive full credit for resubmitting. If you do not tell me that you submitted the wrong document, you will receive a 0 for the assignment since it is equivalent to not doing it at all. Once you resubmit the correct document, you either will have late points deducted or receive full credit depending on when you resubmitted. It is very important to double and triple check that you are submitting the right documents for these reasons.
15. Grades on individual assignments and final course grades are NOT negotiable. You may not email me asking me to change a grade or "let you pass." Your grade and how many points you earn is your responsibility. You can, however, email me if you see a clerical error in the grade, and I will quickly make that change.
16. You may NOT submit links to homework in the place of actual documents. The reason for this is because students can make changes to their document if they have submitted links, and they usually forget to grant access to me. I will not chase anyone down for resubmission of documents that were originally submitted as Word or Google Docs links. You will receive a 0 for the assignment, and you will get credit for it once you have submitted the proper document.
17. There are no regrades or retakes.
18. I do not drop assignments.
19. All homework assignments will be graded no later than a week after they were due unless I have an extenuating circumstance. If homework takes me more than a week to grade, I will communicate this to the class with reasoning. Using AI on your papers will slow the grading process down since it requires investigations.

ACADEMIC HONESTY AND PLAGIARISM POLICIES
1. Academic honesty is expected on all assignments. See LIT student handbook for more information about academic honesty and the penalty for breaking academic honesty.
2. I do not tolerate plagiarism or deception of any sort. This includes using AI to write your writing assignments. You are allowed to use AI to brainstorm topics for papers and edit grammar mistakes, but I do not recommend the latter. I use several AI checkers to check for the use of AI. If your work shows heavy ai-use across multiple checkers indicating that you did not complete the majority of the work yourself, you will receive a 0% on the assignment without the chance to make it up. If you do this a second time, you will be reported to the department chair, and you will not be able to submit any further assignments until you have met with her.
3. Plagiarism is submitting someone else's work, either published or not, as your own, and is not allowed.
4. You also may not use your own work from a previous class in my class, even if it was my class. You may not work together on assignments unless I have granted permission.

5. You may not allow anyone else to do or significantly alter your work. If you need extra help beyond what I have given you, you can take advantage of the writing tutoring provided through our institution.
6. Patchworking together from the internet is also plagiarism.
7. All writing assignments are submitted to a plagiarism checker in Blackboard to be reviewed for plagiarism, but this is not the only method I use to check for plagiarism.
8. Students who plagiarize may receive a 0 on the entire unit and may receive an F for the entire course.
9. If you use AI grammar checkers, it may make your essay indicative of heavy AI-use. Be careful.
10. Most of the essays that have heavy AI-use end up failing anyway for lack of requirements met.

ARTIFICIAL INTELLIGENCE STATEMENT
Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses

COURSE ASSIGNMENT BREAKDOWN
1. Minor assignments, such as weekly homework assignments and readings, are subject to change.
2. Minor assignments include discussion boards on readings and power points, creative journals, creative activities, and response papers.
3. Major assignments include the midterm, the common assignment (research paper), and the final exam.

MINOR ASSIGNMENT DESCRIPTIONS
1. Discussion boards are completed nearly every week (but not all weeks). It is mandatory that you complete the readings and study the power points each week before you do the discussion boards. You will have to quote from the readings and the power points in your discussions. These discussion boards stand in lieu of reading quizzes, and you will have to respond to peers in your discussions. If I notice that discussion boards are AI-generated or show a lack of concentration on the readings, I will have no choice but to administer reading quizzes.
2. Creative journals will sometimes stand in lieu of discussion boards. I usually administer these when I want a student to complete creative writing in a particular style of writing that we are currently studying in the class.
3. Creative activities can include the creation of a virtual presentation on the weekly material or simply a power point or handout.

4. Response papers are papers that are smaller than traditional essays and larger than a typical journal entry. They are not personal responses to readings, as they need to be in third-person perspective. In a few hundred words, you analyze a particular reading and use specific examples from the text. There are three response papers throughout the semester, and all are due before the midterm. You may use one or two of these response papers to shape your research paper later on in the semester.

MAJOR ASSIGNMENT DESCRIPTIONS
1. **The midterm** for this course is a creative opportunity for you to write in the style of an American Naturalist writer. You will write a short story in the mode of one of the Naturalists we study, and you will then write an artistic justification page where you explicitly tell me how these Naturalist writers inspired your choices in the story. You will also write in your justification page how your story is indicative of the characteristics of American Naturalism.
2. **The research paper** is a paper where you will select one of the time periods covered in this course. For the selected period, you will choose one author to explore further, discussing how and why this author has contributed significantly to American Literature and its genre; for instance, Edgar Allan Poe, with his short stories and creation of the detective fiction genre, contributes to American Gothic literature in the Romantic Era. You may only choose from works read in this class for this assignment. (see Syllabus for full list). You may not use your outside reading novel. This paper will include five credible sources. You may use a response paper to develop this paper.
3. **Final Exam Project** is a project where you are tasked to report the findings of your research essay. You will present your claim (thesis) and your evidence that backs it up, along with background information about the era and author. This will be a mock-conference presentation with a visual and must be recorded to include your voice giving an oral presentation of your Research Paper.

OTHER NOTES
1. Since this is an online course and we will not be meeting synchronously for me to lecture, you are required to read the attached readings each week and watch the attached videos. These readings and videos serve as lecture material. If you do not do this, it will be evident in your essays. Ultimately, the essays are like tests. They assess how well you have understood the material leading up to it.
2. Please come to my office (or call) if you need extra assistance in real-time with material and assignments. I am here to help you!
3. I will give 5 bonus points on an essay if you come to my office before you turn in your final essay.