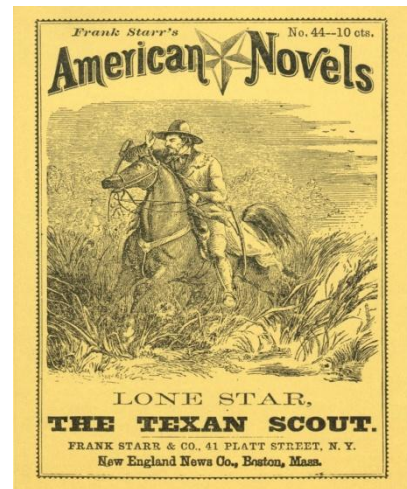


English 351.01W  
 American Novel to World War I  
 Summer I 2015

Dr. Roggenkamp  
 Email: [Karen.Roggenkamp@tamuc.edu](mailto:Karen.Roggenkamp@tamuc.edu)

**Note:** Because this is an online course, I will not hold formal, face-to-face office hours. However, if you have any questions, please contact me by email at [Karen.Roggenkamp@tamuc.edu](mailto:Karen.Roggenkamp@tamuc.edu). I will generally return your email within 24-36 hours, possibly longer over the weekends.



<p><b>Course Description</b></p>	<p>English 351 is a survey of some of the most influential and important novels of the late eighteenth century through the early twentieth century (1790s-1910s). While we must move at a vigorous speed, we will still read works from a variety of literary traditions, from sentimentalism through gothic fiction through realism. Along the way, we will discuss the novels as works of art, and we will also learn about the print culture of these years and about the social and cultural contexts in which the texts were produced.</p>
<p><b>Course Structure</b></p>	<p>This course makes use of reading notes, online discussions, and written passage analysis assignments.</p> <ol style="list-style-type: none"> <li><b>1. Reading Notes.</b> These will be generally brief notes designed to introduce and contextualize each novel. You should always read the Reading Notes <b>before</b> you begin reading and discussing the novel.</li> <li><b>2. Online Discussions.</b> This is the most substantive part of your week-to-week I have provided a number of discussion threads. In addition, you will find a place to start threads of your own ("Other Topics").</li> </ol> <p><b>Some guidelines for posting:</b></p> <ul style="list-style-type: none"> <li>• When you post in a thread, you should title your post with words that tell your fellow students exactly what the topic of your post is about. For instance, the post title "Charlotte Temple" tells us virtually nothing about what you have written about, as opposed to, say, "Narrator's Scolding Tone in Charlotte Temple."</li> <li>• You don't have to post in each and every thread that I have set up. But I absolutely <b>do</b> want you to read everything that your fellow students write, even if you are not writing on that thread. Otherwise, you will miss a huge amount of the class discussion, and that would defy a major purpose of the course.</li> <li>• Show me that you are either introducing a new idea/new observations when you start a new post, or that you are responding to the ideas and observations that other people have posted about. I'm frustrated with posts that end up starting a new post that repeats exactly what someone else has already said because it suggests that that student has not looked at other people's writing and thus is not really participating in the discussion.</li> <li>• You should start posting even if you are not yet finished with the book--it's</li> </ul>

	<p>absolutely fine to post about the issues that you see and your interpretations as you are going along. In fact, if you just wait until the very last minute to post, you aren't going to be getting the full value of discussion because you won't have time to read other people's posts, and other people will not have time to respond to your posts, either.</p> <ul style="list-style-type: none"> <li>• You do not need to contribute to each and every discussion thread listed, but you do need to participate in more than just one or two.</li> <li>• I have not set a specific quota for how many posts you must provide for each week's discussion. However, as a very general guideline, you might shoot for perhaps four substantive posts per week to earn a B for that week's discussion. By substantive, I mean posts that are more than a couple of sentences in length, posts that are detailed and specific, posts that work to enrich the conversation, and posts that show the student has read and considered other comments already. You want to avoid short, overly-generalized posts that simply say, "I really like/didn't like this story."</li> <li>• Having said that, you don't have to do a quazillion long paragraphs every week--it's perfectly ok to do quick responses. But make sure you are also doing more substantive ones as well. Balance is the key!</li> <li>• I will provide a few posts, and I will read everything you write, but I will not respond to each and every post or in each and every thread. My focus is on what you all say.</li> <li>• I will not accept late posts. If you miss a discussion deadline, you will not be allowed to go back and post there. Thus you would not receive credit for that week's discussion.</li> </ul> <p>3. <b>Writing.</b> You will have two passage analysis assignments which you will submit in the Dropbox portion of this website during weeks 3 and 4. See the Schedule at the end of this syllabus for deadlines. Each writing assignment will be relatively brief, given the time restraints of a summer course, and involve analysis or "close reading" of passages from the books. I supply more information about each assignment in the "Assignment" tabs for weeks 3 and 4. <i>I will not accept late papers or discussion posts unless under the most exceptional of circumstances (e.g. death of immediate family member, documented hospitalization, etc.). Technology problems will not be accepted as an excuse for late work of any kind, unless it is an eCollege/University server type of problem—this is an online course, and it is your responsibility to find a working machine if your own computer unexpectedly goes all crazy on your end.</i></p> <p>5. And of course plenty of <b>reading</b>.</p> <p><b>Each week you should review the schedule on the syllabus carefully each week and make sure you are looking at the "Reading Notes," "Assignment," and "Discussion" areas under the "Week" tabs on the left side of the screen. Be thorough in looking over relevant areas of the eCollege website, and let me know if you can't find something or if you find an error.</b></p>
<p><b>Student Learning Outcomes</b></p>	<p>For assessment purposes, I have designated two specific Student Learning Outcomes, which I will measure over the course of the term.</p> <ul style="list-style-type: none"> <li>▪ Students will demonstrate knowledge of key literary terms, as measured by an ungraded pretest and post-test.</li> <li>▪ Students will demonstrate effective writing by composing passage analysis assignments that meet or exceed expectations, as measured by a rubric used in</li> </ul>

	<p>evaluating the second passage analysis assignment, with an average of the analyses within each student's paper. The rubric is available in the DocSharing portion of eCollege.</p>								
<b>Required Texts</b>	<p>The following texts are available at campus bookstores, but you may obtain them from other sources like amazon.com. The ISBNs refer to the editions ordered through the bookstore—again, you are free to use other editions, provided they are complete and not abridged versions.</p> <ul style="list-style-type: none"> <li>▪ Susanna Rowson, <i>Charlotte Temple</i> (9780140390803)</li> <li>▪ Nathaniel Hawthorne, <i>The House of the Seven Gables</i> (9780140390056)</li> <li>▪ Fanny Fern, <i>Ruth Hall</i> (9780140436402)</li> <li>▪ Mark Twain, <i>Pudd'nhead Wilson</i> (9780812966220)</li> <li>▪ Charles Chesnutt, <i>The Marrow of Tradition</i> (9780312194062)</li> </ul>								
<b>Grading Breakdown</b>	<p>Your final grade for the class will be calculated with the following weights:</p> <table style="margin-left: 40px;"> <tr> <td>Discussion posts</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>▪ Passage analysis assignment 1</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>▪ Passage analysis assignment 2</td> <td style="text-align: right;"><u>20%</u></td> </tr> <tr> <td style="text-align: center;"><b>TOTAL</b></td> <td style="text-align: right;"><b>100%</b></td> </tr> </table> <p>The department of Literature and Languages does not, as a rule, allow the grade of "Incomplete" (X) for its courses; incompletes are only awarded under extraordinary circumstances, pending Department Head and Dean approval. If personal issues or conflicts arise that lead to your missing a substantial amount of class, I encourage you to consider withdrawing from the class. As a rough guideline for what A-F grades mean, realize that an A is awarded for truly outstanding work (superior), a B denotes work that is significantly above the level necessary to meet basic requirements (above average), a C is for work that meets basic requirements in every way (acceptable), a D is given for work that meets only some of the requirements yet is still deserving of credit (under average), and an F results if work is not completed or if it fails to meet the requirements of the assignment/course.</p>	Discussion posts	60%	▪ Passage analysis assignment 1	20%	▪ Passage analysis assignment 2	<u>20%</u>	<b>TOTAL</b>	<b>100%</b>
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▪ Passage analysis assignment 1	20%								
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<b>TOTAL</b>	<b>100%</b>								
<b>Papers</b>	<p>You will submit your two formal writing assignments using the eCollege Dropboxes set up for that purpose. Note carefully the deadlines indicated in the Schedule of Assignments in this syllabus. I grant extensions on papers only under the most exceptional of circumstances. I will only accept late papers if you make explicit prior arrangements with me and provide documented proof of your inability to complete the paper on time due to extenuating circumstances (dire illness, death in the immediate family, etc.). Please note that technology problems on your end are not an excuse for late papers.</p>								
<b>Technology Requirements</b>	<p>This course will be facilitated using eCollege, the Learning Management System used by TAMU-Commerce. To get started with the course, go to <a href="https://secure.ecollege.com/tamuc/index.learn?action=welcome">https://secure.ecollege.com/tamuc/index.learn?action=welcome</a>. You will need your CWID and password to log in to the course page. If you do not know your CWID or have forgotten your password, contact Technology Services at 902-468-6000 or <a href="mailto:helpdesk@online.tamuc.org">helpdesk@online.tamuc.org</a>. To complete this course successfully, you will need a computer with internet access (high speed recommended, not dial up) and a word processor equipped with Microsoft Word. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of a browser like Internet Explorer or Google Chrome. Your course will also work with Macintosh OS</p>								

	<p>x along with a recent version of Safari 2.0 or better. Along with Explorer, Chrome, and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.</p>
<p><b>Communication and Technical Support</b></p>	<p>If I need to contact the class directly, I will use your university email account (myLeo), so please be sure to check this with frequency. TAMU-Commerce provides students with technical support in the use of eCollege. Technology problems on your end are not an excuse for a late assignment—make sure you submit your work in time to allow for any problems you might encounter with your personal computer. You may reach the help desk by the following means, 24 hours a day, seven days a week:</p> <ul style="list-style-type: none"> <li>▪ Phone 1-866-656-5511 to speak with eCollege Technical Support Representatives</li> <li>▪ Email <a href="mailto:helpdesk@online.tamuc.org">helpdesk@online.tamuc.org</a> to initiate a support request with an eCollege Technical Support Representative</li> </ul> <p>Click on the “Help” button on the toolbar for information regarding working with eCollege (e.g. how to post to discussion, how to submit something to the Dropbox, etc).</p>
<p><b>Additional Policies</b></p>	<ul style="list-style-type: none"> <li>▪ Instructors in the Department of Literature and Languages do not tolerate plagiarism or other forms of academic dishonesty, and acts of plagiarism can lead to immediate failure of the assignment and/or course. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (<i>Texas A&amp;M University—Commerce Code of Student Conduct</i> 5.b[1,2,3]). Examples of plagiarism include but are not limited to cutting and pasting information directly from online sources, copying material from books without providing source documentation, taking essays wholesale from online sources, having someone else write a paper for you, and turning in work that you have already submitted for another class.</li> <li>▪ All students enrolled at the University must follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Standards of decency and acceptable behavior extend to the use of cell phones and instant messaging—please turn them off in the classroom unless you are awaiting a real emergency call for some reason. Additionally, please note that I enforce standards of inclusiveness in my classes. What that means is that I will not tolerate discrimination and disrespect in regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.</li> <li>▪ The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Texas A&amp;M University-Commerce, Gee Library 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148. <a href="mailto:StudentDisabilityServices@tamuc.edu">StudentDisabilityServices@tamuc.edu</a>.</li> <li>▪ You are responsible for reading and understanding all the information on this syllabus, as well as on any additional materials I distribute during the course.</li> </ul>
<p><b>SCHEDULE of ASSIGNMENTS</b></p>	

<p><b>Week 1 (June 8 – June 14)</b></p>	<ul style="list-style-type: none"> <li>▪ Read the course syllabus in entirety.</li> <li>▪ Take the ungraded, no-pressure pretest located in Week 1, “Quiz.”</li> <li>▪ Introduce yourself under the appropriate Week 1 discussion thread.</li> <li>▪ Study the Week 1 Reading Notes carefully.</li> <li>▪ Read <i>Charlotte Temple</i>.</li> <li>▪ Post on the Week 1 discussion board as you read the novel. The discussion board closes at 11:59 p.m. on Sunday, June 14.</li> <li>▪ Note: It would be wise to start <i>The House of the Seven Gables</i> as soon as possible. Hawthorne’s writing can be a bit daunting until you get the hang of his style.</li> </ul>
<p><b>Week 2 (June 15 – June 21)</b></p>	<ul style="list-style-type: none"> <li>▪ Study the Week 2 Reading Notes carefully.</li> <li>▪ Read <i>The House of the Seven Gables</i>.</li> <li>▪ Post on the Week 2 discussion board as you read the novel. The discussion board closes at 11:59 p.m. on Sunday, June 21.</li> </ul>
<p><b>Week 3 (June 22 – June 28)</b></p>	<ul style="list-style-type: none"> <li>▪ Study the Week 3 Reading Notes carefully.</li> <li>▪ Read <i>Ruth Hall</i>.</li> <li>▪ Post on the Week 3 discussion board as you read the novel. The discussion board closes at 11:59 p.m. on Sunday, Jun 28.</li> <li>▪ For your first writing assignment, complete the passage analysis assignment by doing a close reading of <b>2 of the 4</b> the passages I have provided in DocSharing. See instructions on the Week 3 “Assignment” tab. This assignment is due in the Week 3 Dropbox before 11:59 p.m. on Sunday, June 28.</li> </ul>
<p><b>Week 4 (June 29 – July 5)</b></p>	<ul style="list-style-type: none"> <li>▪ Study the Week 4 Reading Notes carefully.</li> <li>▪ Read <i>The Tragedy of Pudd’nhead Wilson</i>. NOTE: <i>Pudd’nhead Wilson</i> is often published with a shorter companion piece, “Those Extraordinary Twins,” which Twain wrote before <i>Pudd’nhead Wilson</i>. You are not required to read this work, but you may want to, as it helps explain the origins of Twain’s novel—and some of its idiosyncrasies!</li> <li>▪ Post on the Week 4 discussion board as you read the novel. The discussion board closes at 11:59 p.m. on Sunday, July 5.</li> <li>▪ For your second writing assignment, complete the passage analysis assignment by doing a close reading of <b>2 of the 3</b> the passages I have provided in DocSharing. See instructions on the Week 4 “Assignment” tab. This assignment is due in the Week 4 Dropbox before 11:59 p.m. on Sunday, July 5.</li> </ul>
<p><b>Week 5 (July 6 – July 9)</b></p>	<ul style="list-style-type: none"> <li>▪ Study the Week 5 Reading Notes carefully.</li> <li>▪ Read <i>The Marrow of Tradition</i>.</li> <li>▪ Post on the Week 5 discussion board as you read the novel. Summer I technically ends on Thursday July 9, but <b>I will accept discussion posts until Friday, July 10 at 11:59 p.m.</b></li> <li>▪ Take the ungraded, no-pressure post-test located in Week 5, “Quiz.”</li> </ul>