



ENH 241
American Literature Before 1860

Fall 2022 (8/22-12/16 or quicker - self-paced)
Section 32487: **Course Format: Online**

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Office Hours: **M: 1:30-2:30** (in LC 343 & online), **T: 10:30-11:30** (online only), **W: 11:30-12:30** (in LC 343 & online),
R: 10:30—11:30 (in LC 343 and online), **F:10:30-11:30** (online only)

Required Text:

Either the free OER *Renewable Anthology of Early American Literature* (available on Canvas) – **This Syllabus Reflects This Textbook** or the optional text:

Baym, Nina, et.al. *The Norton Anthology of American Literature*. Package 1, Vol. A&B. 9th ed. New York: Norton, 2018.

*You can also find all readings in used Norton 8th and 7th editions. See the 8th and 7th edition course schedules in the Syllabus page on Canvas for the right page numbers in these editions. **(See Alternative Syllabi if you are using Norton textbook editions)**

General Education Statement:

General Education enhances students' abilities in critical analysis and effective communication in Written, Oral, Visual, and Numerical forms. General Education is WOVeN through the curriculum at Scottsdale Community College. In ENH 241 we will focus on the analysis of written communication in the form of Early American Literature.

General Education Designations: Cultural Diversity - [C]; Humanities and Fine Arts - [HU]; Literacy and Critical Inquiry - [L]

Official Course Description:

Includes literature written prior to 1860 in the United States. Prerequisites: A grade of C or better in ENG 101.

Course Purpose and Goals:

The purpose of this 200-level online college course in early American literature is to give you a broad understanding of the way that literature developed and changed in America from its origins until the Civil War. One would need a lifetime to fully grasp such a subject. Our purpose here is merely to survey the landscape of early American literature. In this class, you will engage with some profound and fascinating material that will enhance your understanding of the United States and its people. If you leave the course feeling more well-read and knowledgeable about American foundations and having found something interesting that you might investigate further, the course will have served its purpose.

Overall, my goal is to provide an interesting and worthwhile experience to anyone with an interest in American literature. You should make a conscious recognition of what your goals are; however, SCC lists the following 6 course competencies as goals for this course. If you show competence in these areas, you will have met the official goals of the course:

1. Trace the development of major ideas and attitudes expressed in the literature of the period.
2. Identify major authors and works of the period.
3. Identify characteristics of major literary movements in the period.
4. List and describe characteristics of literary types written during the period.
5. Identify cultural, philosophical, political, historical, and religious influences on the literature of the period.
6. Analyze and criticize literary works of the period.

Course Policies:

Grading: The following table lists the course elements that impact your final grade according to percentage of final grade:

Using Canvas Technology.....	5%
Mindtesters.....	15%
Anthology Intro.....	15%
Discussion Boards.....	20%
Colonial Literature Section Exam.....	15%
Literature of the New Republic Section Exam.....	15%
Literature of the Romantic Period Section Exam.....	15%

To receive an **A** in this course, the grade of all assignments on the above scale must average at least **90%**; for a **B**, at least **80%**; for a **C**, a least **70%**; and for a **D**, at least **60%**. Below 60% is an F.

Instructional Contact Hours: This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly.

Assignments: Most of your coursework is to be done through Canvas. There are tutorials on how to use Canvas once you log in. See the “First Steps” Module. If you need help logging in, consult the SCC helpdesk by calling 888-994-4433.

Reading: Since this is a literature course, the bulk of your course time will be spent reading. Some of the assignments are long, and others are short. **For the long assignments, read as much as you can within your time budget for that lesson.** Obviously, reading the entire assignment thoroughly will allow you to do the best on mindtesters and discussion boards, but you can also do reasonably well by skimming. My advice is to avoid getting stuck in one lesson. If you can’t complete the reading for a lesson in your time budget for that week, try your hardest on the mindtesters (which can be retaken), and discussion board prompts can often be answered by focusing on a specific passage from the reading. Don’t get bogged down. Move on to the next lesson.

Online Lessons: Each lesson will have a PowerPoint presentation, web link, video, or other material to set context for that lesson. This material will provide useful background information for your reading. There will be questions on the mindtesters based on these lessons, and they will help you with responding to the discussion board prompts.

Mindtesters are 5-to-10-question quizzes based on the online lessons and readings. You’re able to retake each one up to four times if you don’t like your grade. The purpose of the mindtesters is to test your ability to identify authors, works, literary movements, literary types, and influences on literature.

Discussion Board assignments require you to respond to questions about lecture material, the reading, or other bonus material that I provide. An “entry” is when you respond to one of my questions directly by starting a new thread or when you respond to another student’s response. Be sure to adhere to the Guidelines for Classroom Interaction when you respond. See the **Discussion Board Rubric** at the end of this syllabus for how your entries will be graded. If at the end of the course many discussion board entries are missing, you can submit a **make-up essay** of up to ten pages (5 points per page). This will require you to propose an essay project to me and for me to approve it. The essay should be typed in normal, 12-point Times Roman font, **double-spaced** with 1-1.25-inch margins, and titled. Make-up essays are due on the Monday of the last week of class. Email your paper to me as an attachment. The purpose of the discussion board and alternative essay are for you to demonstrate your ability to analyze and criticize literary works.

Section Exams: Section exams will contain multiple choice, short answer, and essay-style questions. They are scheduled for Week Five, Week Ten, and Week Sixteen. You will be given review questions on the discussion board.

Anthology Intro Project: For one lesson in the course, compose a 750-1000-word introductory essay about one of the authors and his or her works. There is an expanded assignment sheet for this task.

Technical Skill Requirements: To successfully complete this course, you must have some basic computer skills. You must be able to access the Internet and log into Canvas; you must be able to point and click with a mouse to access materials in the course folders and to take mindtesters and exams; and you must be able to type into a text editor to complete the discussion boards. Your computer’s minimum requirements should be 64MB RAM, 1 GB hard drive, 150MHz processor speed, 54K modem, Windows 2000 or higher or Mac OSX10.3 or higher. Use Firefox or Google Chrome. Use anti-virus software like Norton or McAfee. Get free downloads of Macromedia Flash Player 7.0, Java-enabled browser, and Adobe Acrobat 4.0 or higher. You don’t need to check all of these things, but if something on Canvas does not work, the lack of one of these might be the reason. All software requirements can be met by going through mySCC. For 24/7 help with technical questions or with Canvas, call the SCC IT Helpdesk at 480-423-6274.

My Response Time: I will be devoting blocks of time to our course 3-5 times per week, which means there will be occasions when it may take me up to 72 hours to respond. If your posts are submitted past the date of the standard 2-lesson/week schedule, I may not comment on them. I’ll simply grade them. I aim to respond to emails within 24 hours, including on weekends.

Attendance/Course Withdrawal: Ours is an online class, so attendance occurs when you work on the course. If you haven’t worked on the course for two consecutive weeks, you will be withdrawn as a “non-attendee.” **Just logging in doesn’t count. Withdrawal will occur if you have done no “meaningful activity” (i.e. submit assignments or correspond with the instructor) in 14 days.** This is non-negotiable, as SCC must remain in compliance with federal regulations. If circumstances beyond your control are preventing you from working on the course and you do not want to be withdrawn, **please send me an email letting me know that you plan to continue with the course and do not want to be withdrawn.** Students may also initiate an official withdrawal from any course by submitting a withdrawal form with required signatures to the A&R office or by asking the instructor for a withdrawal within published deadlines. Failure to attend to any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See Refund Policy in the College Catalog. Official date of withdrawal is last date of attendance as determined by student’s withdrawal or as reported by the instructor. The official date of withdrawal will determine degree of refund, if any. Failure to file a withdrawal within published deadlines can result in a failing grade and may affect refund of course tuition and fees. Additional information on Withdrawals can be found in the College Catalog. **If you are withdrawn for non-attendance and do not have a passing grade, re-enrollment will not be authorized.**

Academic Dishonesty and Plagiarism: All students are responsible for upholding academic integrity. Plagiarism (when you represent another person's work as if it were your own) is one of the biggest problems with academic misconduct. The most common form of plagiarism in this course is students copying material from the Internet into their discussion board responses. Please don't do this. I'm perceptive at recognizing plagiarism, it's very easy to prove, and there are consequences. Carefully read the section on academic misconduct in the student handbook (p. 159). If you have questions about whether you may be plagiarizing, ask me.

Accessibility Statement: Scottsdale Community College is committed to providing a fully accessible learning experience to all students. If you have a disability that may impact your work in this class and **for which you may require accommodations**, you need to notify the Disability Support Services office, located in room SC 144. Call 480-423-6517.

Pregnant & Parenting Students: Students who are pregnant may receive accommodations similar to those given to students with a temporary illness when deemed medically necessary. Students may be eligible to receive attendance leniency, extended deadlines, alternative test dates, or in cases of severe temporary illness, an "incomplete" from a course. Students who are pregnant should contact Disability Resources & Services for consultation. If a student needs an academic or athletic accommodation due to pregnancy they will need to provide documentation, from their doctor, regarding their condition. Medical documentation regarding absences must also be provided. Disability Resources & Services is located in the SC Building; 480-423-6517.

Guidelines for Interaction in an Online Environment. To establish a positive learning environment for this class, SCC expects the following standards: **Instructors** are expected to be professional, courteous, respectful and empathetic to students; be prepared for each class section; provide academic feedback and grade assignments in a timely manner; be available for individual consultation; clarify assignments and inform students of any adjustments to the class schedule; maintain confidentiality about student grades; and address student grievances. **Students** are expected to be reflective, courteous, respectful, and empathetic to classmates, instructor, and other College staff assisting in your learning; be prepared for class sessions; participate in class activities; follow instructions and complete assignments; keep up with and submit assignments by the due dates; put forth your best effort; ask questions when you don't understand; maintain knowledge of your grade status; contact instructor right away about concerns or situations that interfere with your success in class; comply with policies found in the College catalog and student handbook (see 2.3.11, p. 277). Also, because this class is online and your instructor and peers cannot see you face to face, be sure that the tone and content of your contributions in emails and on the discussion board is civil and not offensive to others. Also, while perfect grammar and formality are not the goals of this course, do your best to write in a polished and fluent manner. The point of SCC's guidelines for classroom interaction is ultimately to allow class participants to make the most of the opportunities this class offers. Following the guidelines will help you keep pace with the class and learn what the class is designed to teach you. Cooperate with me by letting me know when anything is unclear to you. Remember that all aspects of this course are opportunities to grow and learn, so please do your part to make this class a worthwhile learning experience for you and for others.

Sexual Harassment: Sexual harassment is any unwelcome, verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it alters working conditions and creates a hostile environment or reasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any educational program or activity. Sexual harassment and discrimination in any college education program or activity, is prohibited. Students should report any discrimination and/or harassment they experience and/or observe to the Vice President of Student Affairs (SCC's Title IX Coordinator); located in the Administration Building (AD), phone 480-423-6300. To view the full Sexual Harassment Policy, see the Student Handbook p.254.

Maricopa Learning Tool Disclaimer: Maricopa's Canvas Instructure Learning Management System employs Learning Tools Interoperability ("LTI") standards to enhance the learning experience. Examples of learning applications that use LTI specifications to connect to Canvas include simple communication apps, learning environments for complex subjects like math or science, plagiarism detection apps, and other integration tools that may route users to another (vendor) website. MCCCDC provides links to these sites. Please be aware that when you use these links, you are leaving the Canvas environment and the protections MCCCDC has built in to assure compliance with Maricopa's Data Privacy and Security Standards and other legal compliance. At present, MCCCDC has been unable to verify that the vendors' software and systems conform to Maricopa standards in this or any other regard. There is, therefore, some risk that individuals electing to use the products and services made available by these LTI vendors may place any student information shared with the vendor at a risk of disclosure that would concern MCCCDC.

Use of Web-Based 3rd Party Tools: This course uses YouTube as a web-based 3rd party tool to complete or participate in assignments, activities and/or access course materials. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure.

Campus Security Services: The main security services that are provided on campus are provided to faculty, staff and students on a regular basis. Most importantly if you see something "out of place" or suspicious please contact the Safety Department.

SCC Emergency Numbers: Call 4-0- 911 or 480-784- 0911. All Maricopa County Community College Public Safety offices have a fully monitored, centralized dispatch center. This center is actively staffed 24 hours a day, and these numbers directly access the dispatch center, where dispatchers will then send officers to the location of the emergency activity. Non-emergency situations should be reported directly to the SCC campus safety office by calling 480-423-6175 or x36175

Use of Web-Based 3rd Party Tools: This course uses YouTube as a web-based 3rd party tool(s) to complete or participate in assignments, activities and/or access course materials. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure.

SCC Land Acknowledgment: Scottsdale Community College (SCC) credits the diverse Indigenous people still connected to the land on which we gather. Our college resides on the tribal territory of the Salt River Pima-Maricopa Indian Community (SRP-MIC). SRP-MIC is a federally recognized nation - one of 22 Arizona Indigenous nations and one of 574 across the United States. Attached to this physical space is a painful history of forced removal and the resulting intentional genocide of its Indigenous people. We remain appreciative of our ability to teach, learn, and serve in a space of such importance and reverence.

SCC acknowledges the land on which we are situated today as the traditional land and home, established by Executive Order on June 14, 1879, of two distinct tribal nations: the Onk Akimel O'odham (Pima) and the Xalychidom Piipaash (Maricopa) people. We take this opportunity to thank the original caretakers of this land. We offer our respect to their Elders and to all O'odham and Piipaash people of the past, present and future.

Course Reading Schedule (Assignments may change, so pay attention to updates) **Page #s Refer to Anthology PDF**

This is a self-paced course. You may complete it as quickly as you are able to complete it. You can also work more slowly for a period without penalty, as long as two weeks do not pass without you contributing to the course (see Withdrawal Policy above) and as long as all course submissions are made before the course end date. This course schedule is based on an even distribution of lessons throughout the 16 weeks, since completing two lessons per week is the standard pace for this course. If you go slower than this, a 0 will appear in the gradebook, but this is only cautionary. You can receive full credit upon all assignments completed before the course end date.

SECTION ONE: COLONIAL LITERATURE**WEEK ONE: (8/22-8/28)**

Lesson One: Using Canvas Technology (must be complete by 11:59 PM on Friday of Week One to verify attendance)

Lesson Two: Utopia and Early European Literature of the Atlantic & America

Aim to complete both lessons by 11:59 PM on the Sunday ending Week One. See Lesson One and Two modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK TWO: (8/29-9/4)**Lesson Three: John Smith**

Due: Read from *General History of Virginia, New England, and the Summer Isles*, from The Third Book, Chapter Two: "What Happened Until the First Supply" pp. 18-26 and from *A Description of New England*, pp. 27-30

Extra Credit Reading: from *General History of Virginia, New England, and the Summer Isles*, from The Second Book (see *Renewable Anthology of Early American Literature* pp. 4-18).

Lesson Four: William Bradford / John Winthrop

Due: Read William Bradford's *Of Plymouth Plantation* Book 2, chs. 11, 12, 19, 23, 25, 27, 28, 32, 34 (pp.45-61) and John Winthrop's "A Model of Christian Charity" (pp. 62-70)

Extra Credit Reading: William Bradford's *Of Plymouth Plantation* Book 1, chs. 1, 4, 7, 9, 10 (pp. 31-45)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Two. See Lesson Three and Four modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK THREE: (9/5-9/11)**Lesson Five: Mary Rowlandson**

Due: Read Mary Rowlandson's "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson" (pp. 71-98)

Lesson Six: Anne Bradstreet / Sarah Kemble Knight

Due: Read Anne Bradstreet's "In Memory of My Dear Grandchild Elizabeth Bradstreet, Who Deceased August, 1665, Being a Year and Half Old" (p. 99); "In Memory of my Dear Grandchild Anne Bradstreet, Who Deceased June 20, 1669, Being Three Years and Seven Months Old" (p. 99); "On my Dear Grandchild Simon Bradstreet, Who Died on 16 November, 1669, Being But a Month, and One Day Old" (p. 100)

and Sarah Kemble Knight's from *The Private Journal of a Journey from Boston to New York*: Tuesday, October the Third; Friday October the Sixth; Saturday, October the Seventh; December the Sixth; January the Sixth (pp. 101-110)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Three. See Lesson Five and Six modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK FOUR: (9/12-9/18)**Lesson Seven: Jonathan Edwards**

Due: Read "Sinners in the Hands of an Angry God" (pp. 111-121)

Lesson Eight: Pontiac / Samson Occum

Due: Read Pontiac's "Speech at Detroit" (pp. 122-124)

and Samson Occum's from *A Short Narrative of my Life* (pp.125-129)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Four. See Lesson Seven and Eight modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK FIVE: (9/19-9/25)

Section One Exam.

Review Lessons Two through Eight before taking the Section One Exam. See your Section One Exam module on Canvas for the exam materials.

SECTION TWO: LITERATURE OF THE NEW REPUBLIC

WEEK SIX: (9/26-10/2)

Lesson Nine: Thomas Paine / Thomas Jefferson

Due: Read Thomas Paine's *Common Sense* – the Introduction & from “III. Thoughts on the Present State of American Affairs” (pp. 130-136)

and from Thomas Jefferson's *The Autobiography of Thomas Jefferson* from “The Declaration of Independence” (pp. 137-140)

Lesson Ten: John Adams and Abigail Adams

Due: Read The Letters of John and Abigail Adams (pp. 141-151): Abigail to John, August 19, 1774; John to Abigail, Sept. 16, 1774; John to Abigail, July 23, 1775; John to Abigail, October 29, 1775; Abigail to John, November 27, 1775; John to Abigail, July 3, 1776; Abigail to John, July 13-14, 1776; John to Abigail, July 20, 1776; Abigail to John, July 21-22, 1776

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Six. See Lesson Nine and Ten modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK SEVEN: (10/3-10/9)

Lesson Eleven: Benjamin Franklin

Due: Read “The Way to Wealth” (pp. 152-157) and “Information to Those Who Would Remove to America” (pp. 158-163)

Lesson Twelve: Hector St. John de Crevecoeur

Due: Read *Letters from an American Farmer*: “from Letter III. What is an American?”; “from Letter IX. Description of Charles-Town; Thoughts on Slavery: on Physical Evil; A Melancholy Scene”; and “from Letter XII. Distresses of a Frontier Man” (pp. 164-199)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Seven. See Lesson Eleven and Twelve modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK EIGHT: (10/10-10/16)

Lesson Thirteen: Olaudah Equiano

Due: Read from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*. From Chapter 1, Chapter 2, from Chapter 3, from Chapter 4, from Chapter 5, from Chapter 6, & from Chapter 7 (pp. 200-234)

Lesson Fourteen: Phillis Wheatley

Due: Read “On Being Brought from Africa to America” (p. 235); “To the Right Honorable William, Earl of Dartmouth, His Majesty's Principal Secretary of State for North America & c.” (p. 235); “To S.M., a Young African Painter, on Seeing His Works” (p. 236); & “To His Excellency General Washington” (p. 237)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Eight. See Lesson Thirteen and Fourteen modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK NINE: (10/17-10/23)

Lesson Fifteen: Washington Irving

Due: Read: – “Rip Van Winkle” (pp. 239-249) & “The Legend of Sleepy Hollow” (pp. 251-268)

Lesson Sixteen: James Fenimore Cooper

Due: Read from *The Pioneers* from Chapter 21 and Chapter 22 (pp. 269-281) & from *Last of the Mohicans* from Volume I, Chapter 3 (pp. 282-287)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Nine. See Lesson Fifteen and Sixteen modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts

WEEK TEN: (10/24-10/30)

Section Two Exam

Review Lessons Nine through Sixteen before taking the Section Two Exam. See your Section Two Exam module on Canvas for the exam materials.

SECTION THREE: LITERATURE OF THE ROMANTIC PERIOD

WEEK ELEVEN: (10/31-11/6)

Lesson Seventeen: Ralph Waldo Emerson

Due: Read “Nature” (pp. 288-312) {This is an especially challenging selection, but it’s a cornerstone of Transcendentalism.}

Extra Credit Reading: “The American Scholar” and “Self-Reliance” (Available in E-book only. See link in Canvas)

Lesson Eighteen: Henry David Thoreau

Due: Read from *Walden* Chapter 2 “Where I Lived and What I Lived For”; Chapter 11 “Higher Laws”; & Chapter 17 “Spring” (pp. 313-337)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Eleven. See your Lesson Seventeen and Eighteen modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts

WEEK TWELVE: (11/7-11/13)

Lesson Nineteen: Nathaniel Hawthorne

Due: Read *The Blithedale Romance* – ch. II, III, VIII, XV, and XVI (pp. 369-390)

Extra Credit Reading: “The Minister’s Black Veil” (338-346), “The May-Pole of Merrymount” (347-353), and “The Artist of the Beautiful” (354-368).

Aim to complete this lesson by 11:59 PM on the Sunday ending Week Twelve. See your Lesson Nineteen module on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK THIRTEEN: (11/14-11/20)

Lesson Twenty: Edgar Allan Poe

Due: Read “The Black Cat” (pp. 391-396) & “The Purloined Letter” (pp. 397-408)

Lesson Twenty-One: Herman Melville

Due: Read “Bartleby, the Scrivener” (pp. 409-433)

Extra Credit Reading: “Benito Cereno” (pp. 434-479)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Thirteen. See your Lesson Twenty and Twenty-One modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts

WEEK FOURTEEN: (11/21-11/27)

Lesson Twenty-Two: Harriet Beecher Stowe

Due: Read from *Uncle Tom's Cabin* (pp. 480-571) – READ AS MUCH AS YOU CAN

Vol. 1 – Chapters I, III, VII, IX, XII, XIII & XIV and Vol. 2 – Chapters XX, XXX, XXXI, XXXIV & XL

Lesson Twenty-Three: Frederick Douglass

Due: Read “What to the Slave is the Fourth of July?” (pp. 634-651)

Extra Credit Reading: *Narrative of the Life of Frederick Douglass, An American Slave* (pp. 572-633)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Fourteen. See your Lesson Twenty-Two and Twenty-Three modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK FIFTEEN: (11/28-12/4)

Lesson Twenty-Four: Walt Whitman

Due: Read “Crossing Brooklyn Ferry” (pp. 652-656) & “When Lilacs Last in Dooryard Bloom’d” (pp. 657-664)

Lesson Twenty-Five: Emily Dickinson

Due: Read “39 [49]” (p. 665), “260 [288]” (p. 665), “269 [249]” (p. 666), “339 [241]” (p. 666), “519 [441]” (p. 667), “591 [465]” (p. 667) & “1263 [1129]” (p. 668)

Aim to complete both lessons by 11:59 PM on the Sunday ending Week Fifteen. See Lesson Twenty-Four and Twenty-Five modules on Canvas for background lectures and materials, Mindtesters, and Discussion Board prompts.

WEEK SIXTEEN: (12/5-12/11)

Section Three Exam – (Not a cumulative final – it’s just focused on Section Three)

Review Lessons Seventeen through Twenty-Five before taking the Section Three Exam. See your Section Three Exam module on Canvas for the exam materials.

WEEK SEVENTEEN (Finals Week): (12/12-12/16)

**** All course assignments and exams must be submitted no later than 5 pm on 12/16 – the course end date.**

Discussion Board Rubric

Unsatisfactory 0 Points	Poor 1 Point	Fair 2 Points	Satisfactory 3 Points	Good 4 Points	Excellent 5 Points
<p>No entries were made for the week</p> <p>(or)</p> <p>An entry is blatantly disrespectful or rude</p> <p>(or)</p> <p>An entry aims to distract classmates from course considerations</p> <p>(or)</p> <p>An entry includes plagiarized material</p>	<p>Only one brief entry was made.</p>	<p>There are an insufficient number of responses.</p> <p>(or)</p> <p>Entries are too brief to be a paragraph.</p> <p>(or)</p> <p>Each entry has little in the way of thoughtful, substantive ideas concerning the assignment or course content related to it.</p>	<p>One or more entries are posted, equaling roughly 100 words or more.</p> <p>PLUS</p> <p>The response(s) address the assigned question.</p>	<p>One or more entries are posted consisting of at least 100-200 words.</p> <p>PLUS (a or b)</p> <p>(a) Each entry contains thoughtful, substantive ideas concerning the assigned question or course content related to it.</p> <p>(or)</p> <p>(b) The entry(ies) are responsive to another classmates' submission, with detailed remarks about their response.</p>	<p>Two entries are posted consisting of 200 words or more in total.</p> <p>PLUS (a or b)</p> <p>(a) Each entry contains thoughtful, substantive ideas concerning assignment or content related to it.</p> <p>(or)</p> <p>(b) The entries are responsive to at least another classmate, with detailed remarks about their writing or discussion response.</p> <p>PLUS (c or d)</p> <p>(c) Entries include well summarized illustrations of literary work to help clarify points.</p> <p>(or)</p> <p>(d) Your response to classmates clearly indicates and defends your position (agreeing, disagreeing, adding to, modifying, extending or questioning.)</p>