

Course Information

- Semester and Year: Fall 2026
- Course Title: American Literature Before 1860
- Course Prefix and Number: ENH 241
- Section Number: 18374
- Credit Hours: 3
- Start Date: 8/24/26
- End Date: 12/18/26
- Class Format: Online

Instructor Information

- Instructor: Dr. Jared L. Aragona
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- Phone: 480-423-6467
- Office Location: LC 343
- Office Hours:

M: 11:30-12:30 (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 (online only), **F:** 10:30-11:30 (online only)

Course Description

Includes literature written prior to 1860 in the United States.

Prerequisites and/or Corequisites

A grade of C or better in ENG 101.

Course Competencies

The purpose of this 200-level online college course in early American literature is to give you a broad understanding of how 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.

General Education & Institutional Learning Outcomes

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in Scottsdale Community College's Institutional Learning Outcomes: Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility. ENH 241 will increase students' awareness of important works in the American Arts & Humanities and enhance their critical thinking and communication skills.

Program Learning Outcomes

Credit-bearing courses at Scottsdale Community College can count toward the completion of a degree or certificate program. Each program has Program Learning Outcomes, which are learned assets that students can claim to have acquired by completing their academic or occupational program at SCC. Program Learning Outcomes can be found on the Degrees and Certificates page of the SCC Website. For each degree, look under "What You'll Learn."

This course is a General Education course that is foundational to many degree programs and a key component of the Arizona General Education Curriculum (AGEC) certificate program. ENH 241 fulfills the Cultural Diversity - [C]; Humanities and Fine Arts - [HU]; Literacy and Critical Inquiry - [L] requirements for the AGEC.

It also directly applies to the Associate of Arts, Emphasis in English (Literature) program, with the following Program Learning Outcomes:

1. Utilize effective written and oral communication skills to meet the needs of various audiences and contexts, with a special emphasis on scholarly concepts and conventions within the field of English studies.
2. Perform academic research pertaining to works of literature utilizing scholarly practices and ethical standards.
3. Analyze literature and other relevant texts in relation to the social, cultural, and historical contexts within which they are produced and consumed.
4. Analyze literature and other relevant texts in relation to genre, movement, national tradition, and themes.
5. Synthesize theory, scholarly work, and personal insights to develop and support textual analysis.

Texts and Course Materials

Either the free OER *Renewable Anthology of Early American Literature*, 2nd Ed. (available on Canvas) 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 the 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.

Be sure to use the Course Schedule that corresponds to your chosen textbook option.

[Visit the SCC Bookstore](#)

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

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. 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 are 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.

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 know what the Internet sites say. Plagiarism like this is very easy to prove, and there are

consequences. Carefully read the section on academic misconduct in the student handbook. If you have questions about whether you may be plagiarizing, ask me. **SUBMITTING AI-GENERATED RESPONSES FOR ANY ASSIGNMENT IS CONSIDERED ACADEMIC DISHONESTY IN THIS COURSE.**

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, 150 MHz processor speed, 54K modem, Windows 2000 or higher, or Mac OS X 10.3 or higher. Use Firefox or Google Chrome. Use anti-virus software like Norton or McAfee. Get free downloads of Macromedia Flash Player 7.0, a 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.

Attendance Policy

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 any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See Refund Policy in the College Catalog. The official date of withdrawal is the last date of attendance as determined by the student's withdrawal or as reported by the instructor. The official date of withdrawal will determine the degree of refund, if any. Failure to file a withdrawal within published deadlines can result in a failing grade and may affect the 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.

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

Minimum course expectations include the number of hours students are expected to spend outside of class (weekly) completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

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.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools: Google Meet for online office hours.

Streaming Media/Audio/Video 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 risk of disclosure.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

No Generative Artificial Intelligence (AI) Allowed

In this class, all work submitted must be your own. The use of generative AI tools will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website.

Grading Standards and Practices

Grade Scale

Table 1: Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Table 2: Assignment Weighting

Assignment Name	Percent of 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%
TOTAL:	100%

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 lecture 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 the course schedule 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 is 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.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via in-person, recorded, and/or text-based lectures.
- Engaging in weekly discussions about course content within discussion boards in Canvas.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

I will usually join the discussion boards by Friday of the week we are covering the lessons. If you ask a question on the discussion board or send me an email, I will try to respond the same day. However, there may be occasions when it will take me up to 72 hours to respond. If your posts are submitted after Friday, I usually won't comment on them (unless you choose the "Ask a Question" option). I'll simply grade them. It's perfectly acceptable to submit assignments over the weekend as deadlines are on Sundays. I will submit grades for assignments usually on the Monday following the week.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. physical, sensory, neurological, chronic illness, mental health, learning disabilities, or other health concerns). If you require accommodations for this course, please contact [Disability Resources and Services](#) (DRS) at your college.

Contact with [DRS](#) should be made as soon as possible to ensure academic needs are met in a reasonable time. Additional information can be found in the [Non-Discrimination Statement](#) and [MCCCD Non-Discrimination Policies](#).

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

[Classroom Accommodations for Students with Disabilities](#)

[Addressing Incidents of Title IX Sexual Harassment](#)

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.



Course Schedule Using the OER Textbook Provided in Canvas

See the OER Textbook “Content” menu for the assigned readings

(Assignments may change, so pay attention to updates)

SECTION ONE: COLONIAL LITERATURE

WEEK ONE: (8/24-8/30)

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: (8/31-9/6)

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” and *from A Description of New England*

Extra Credit Reading: *from General History of Virginia, New England, and the Summer Isles*, from The Second Book

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
and John Winthrop’s “A Model of Christian Charity”

Extra Credit Reading: William Bradford’s *Of Plymouth Plantation* Book 1, chs. 1, 4, 7, 9, 10

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: (9/7-9/13)

Lesson Five: Mary Rowlandson

Due: Read Mary Rowlandson’s “A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson”

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”; “In Memory of my Dear Grandchild Anne Bradstreet, Who Deceased June 20, 1669, Being Three Years and Seven Months Old”; “On my Dear Grandchild Simon Bradstreet, Who Died on 16 November, 1669, Being But a Month, and One Day Old”

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

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: (9/14-9/20)

Lesson Seven: Jonathan Edwards

Due: Read “Sinners in the Hands of an Angry God”

Lesson Eight: Pontiac / Samson Occom

Due: Read Pontiac’s “Speech at Detroit”

and Samson Occum’s *from A Short Narrative of my Life*

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: (9/21-9/27)

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: (9/28-10/4)

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”

and from Thomas Jefferson's *The Autobiography of Thomas Jefferson* from “The Declaration of Independence”

Lesson Ten: John Adams and Abigail Adams

Due: Read The Letters of John and Abigail Adams: 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: (10/5-10/11)

Lesson Eleven: Benjamin Franklin

Due: Read “The Way to Wealth” and “Information to Those Who Would Remove to America”

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”

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: (10/12-10/18)

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

Lesson Fourteen: Phillis Wheatley

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

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: (10/19-10/25)

Lesson Fifteen: Washington Irving

Due: Read – “Rip Van Winkle” & “The Legend of Sleepy Hollow”

Lesson Sixteen: James Fenimore Cooper

Due: Read from *The Pioneers* from Chapter 21 and Chapter 22 & from *Last of the Mohicans* from Volume I. Chapter 3

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: (10/26-11/1)

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: (11/2-11/8)

Lesson Seventeen: Ralph Waldo Emerson

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

Extra Credit Reading: “The American Scholar” and “Self-Reliance”

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”

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: (11/9-11/15)

Lesson Nineteen: Nathaniel Hawthorne

Due: Read *The Blithedale Romance* – ch. II, III, VIII, XV, and XVI

Extra Credit Reading: “The Minister’s Black Veil”, “The May-Pole of Merrymount”, and “The Artist of the Beautiful”.

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: (11/16-11/22)

Lesson Twenty: Edgar Allan Poe

Due: Read “The Black Cat” & “The Purloined Letter”

Lesson Twenty-One: Herman Melville

Due: Read “Bartleby, the Scrivener”

Extra Credit Reading: “Benito Cereno”

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: (11/23-11/29)

Lesson Twenty-Two: Harriet Beecher Stowe

Due: Read from *Uncle Tom's Cabin* – 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?”

Extra Credit Reading: *Narrative of the Life of Frederick Douglass, An American Slave*

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: (11/30-12/6)

Lesson Twenty-Four: Walt Whitman

Due: Read “Crossing Brooklyn Ferry” & “When Lilacs Last in Dooryard Bloom’d”

Lesson Twenty-Five: Emily Dickinson

Due: Read “39 [49]”, “260 [288]”, “269 [249]”, “339 [241]”, “519 [441]”, “591 [465]” & “1263 [1129]”

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: (12/7-12/13)

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): (12/14-12/18)

**** Work on your Anthology Intro Assignment. All course assignments and exams must be submitted no later than 5 PM on 12/18 – 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
No entries were made for the week (or) An entry is blatantly disrespectful or rude (or) An entry aims to distract classmates from course considerations (or) An entry includes plagiarized material	Only one brief entry was made.	There are an insufficient number of responses. (or) Entries are too brief to be a paragraph. (or) Each entry has little in the way of thoughtful, substantive ideas concerning the assignment or course content related to it.	One or more entries are posted, equaling roughly 100 words or more. PLUS The response(s) address the assigned question.	One or more entries are posted consisting of at least 100-200 words. PLUS (a or b) (a) Each entry contains thoughtful, substantive ideas concerning the assigned question or course content related to it. (or) (b) The entry(ies) are responsive to another classmates' submission, with detailed remarks about their response.	Two entries are posted consisting of 200 words or more in total. PLUS (a or b) (a) Each entry contains thoughtful, substantive ideas concerning assignment or content related to it. (or) (b) The entries are responsive to at least another classmate, with detailed remarks about their writing or discussion response. PLUS (c or d) (c) Entries include well summarized illustrations of literary work to help clarify points. (or) (d) Your response to classmates clearly indicates and defends your position (agreeing, disagreeing, adding to, modifying, extending or questioning.)