Instructor: Dr. Geoffrey Grimes
Office Hours: W/F 2:00 – 3:00 p.m./TR 10:30 – 12:30 p.m.
Phone: (214) 860-8747; Cell: (972) 740-3125
Email: gagrimes@dcccd.edu

First Day of Class: January 20, 2015
Last Day to Withdraw from the Course with a “W”: April 14, 2016
Last Day of Class: May 12, 2016

CERTIFICATION STATEMENT
Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending. For this online course, please email the instructor that you have actively begun participation in your course(s). It is imperative that you contact the instructor via email, on or before the certification date for this course. For certification dates, check with the division or FAO for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

COURSE DESCRIPTION – Prerequisite: English 1301, English 1302 and TASP/Alternative Assessment Standard in Reading and Writing must be met. ENGL 2327 includes significant works of American writers from their beginnings to the 19th century.

Note: This is an Honors Writing Course. For Honors Credit, In addition to the required essays with an “A” average, you will write an additional paper on a topic posted on the website that you haven’t already addressed. Click on the ENGL 2327-MVC course link at www.distancelearningassociates.org and navigate to the Honors Research Paper page. The link is found on the homepage and the course online “Table of Contents.”

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will be able to
1) Identify main ideas in selected readings of American literature.
2) Identify key concepts in selected readings of American literature that reflect broad literary, historical, and cultural movements to which the readings are related.
3) Explain how a writer achieves his/her purpose in a reading selection.
4) Write an academic analytical essay of several pages about one or more reading selections of American literature.
5) Write an academic analytical essay that incorporates appropriate scholarly resources.
6) Write an academic analytical essay that demonstrates mastery of MLA style and formatting and the protocols of standard written American English.

EXEMPLARY EDUCATIONAL OBJECTIVES
1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
6. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

INTELLECTUAL COMPETENCIES
1. Reading: The ability to analyze and interpret a variety of printed materials—books, documents, and articles—above 12th grade level
2. Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level
3. Critical thinking: Think and analyze at a critical level.

TEXTBOOKS AND MATERIALS


CLASS PROCEDURES
Class Attendance:
(For classroom students only)
Students are expected to attend regularly all classes in which they are enrolled. Students have the responsibility to attend class and to consult with the instructor when an absence occurs. Instructors are responsible for describing attendance policies and procedures to all students enrolled in their classes. If a student is unable to complete a course (or courses) in which he/she is registered, it is the student's responsibility to withdraw from the course by the appropriate date. If the student does not withdraw, he/she will receive a performance grade, usually a grade of "F." Students who are absent from class for the observance of a religious holiday may take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day of the semester, the student notified the instructor(s) that the student would be absent for a religious holiday. Sec. 51.911 Tx. Educ. Code.
Note: This course meets five days per week for three weeks during the Winter or May mini-semester. You must attend each class at the posted times and be prepared with your readings before class. Should you miss three or more classes, you should drop. Students who leave after the break will be counted absent. If you miss a class, you are responsible for making up missed work and being prepared for discussing the readings upon your return.

(For all students)
The last day to drop with a “W” is April 14, 2016.

Dropping A Course Or Withdrawing From College:  
To drop a class or withdraw from the College, students must follow the prescribed procedure. It is the student’s responsibility to drop or withdraw. Failure to do so will result in receiving a performance grade, usually a grade of “F.” Should circumstances prevent a student from appearing in person to withdraw from the College, the student may withdraw by mail by writing the Registrar. A drop/withdrawal request by mail must be received in the Registrar’s Office by the semester deadline. No drop or withdrawal requests are accepted by telephone. Students who drop a class or withdraw from the College before the semester deadline receive a "W" (Withdraw) in each class dropped. The deadline for receiving a "W" is indicated on the academic calendar and the current class schedule. See "Refund Policy" for possible refund eligibility.

STUDENTS WHO WITHDRAW FROM A MANDATED REMEDIATION COURSE AS A RESULT OF TASP PERFORMANCE MUST ALSO WITHDRAW FROM ALL COLLEGE-COURSES.

This Course in the MVC Quality Enhancement Plan: “The Pen is Our Power”
In support of the MVC Quality Enhancement Plan and its goal for improving your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course and its content. During the development of your papers, you may receive assistance from one or a combination of the following sources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).

Additionally, you may receive feedback through use of the MVC Writing Rubric that will indicate both the strengths of your writing as well as areas that need attention.

Units of Study (Instructions are found for each unit on the website.)
Unit 1: The Study of Literature (the reading for Exercise 1 is found in the Unit 1 website, not in the book)

Unit 2: The Colonies, the Revolution, and the New Nation: The Colonies  
Exercise 1 Due midnight, Saturday/Sunday, January 29

Unit 3: The Colonies, the Revolution, and the New Nation: Clashing Theologies
Unit 4: The Colonies, the Revolution, and the New Nation: The Diarists

Unit 5: The Colonies, the Revolution, and the New Nation: Calvinism and "The Great Awakening"
**Exercise 2** Due midnight, **Saturday/Sunday, February 20**

Unit 6: The Colonies, the Revolution, and the New Nation: The Literature of Reason and Revolution

Unit 7: The Colonies, the Revolution, and the New Nation: Indigenous Cultures and Letters

Unit 8: The Romantic Temper and the House Divided: The Romance of the Wilderness
**Exercise 3** Due midnight, **Saturday/Sunday, March 12**

Unit 9: The Romantic Temper and the House Divided: Native Genius: Edgar Allan Poe

Unit 10: The Romantic Temper and the House Divided: The Concord Writers

Unit 11: The Romantic Temper and the House Divided: The New England Genteel Writers
**Exercise 4** Due midnight, **Saturday/Sunday, April 9**

Unit 12: The Romantic Temper and the House Divided: The Life and Times of Frederick Douglass

Unit 13: The Romantic Temper and the House Divided: Slavery and the Abolitionists
**Exercise 5** Due midnight, **Saturday/Sunday, April 30**

Unit 14: The Romantic Temper and the House Divided: Herman Melville

Unit 15: The Romantic Temper and the House Divided: "I Sing Myself"--Walt Whitman

Unit 16: The Final Exam
**Exercise 6** (The Final Exam) Due midnight, **Thursday, May 12**
(Note: Complete this exercise and email it to your instructor just as you have the previous assignments.)

**The Honors Research Paper** Due midnight **Thursday, Thursday, May 12**
The Honors Option is open to any student whose essays together average to a grade of 90 or higher. To complete the course with honors, you must complete an additional essay on a new topic selected from the options for each assignment.

**Schedule of Submission Dates (from above):**
Submission of Work
Read the following instructions carefully. Failure to observe these instructions will result in wasted time for both you and me and possibly misplaced or even lost work!

IMPORTANT!!!
For college security reasons, I will delete any e-mail message that does not include
1) your first and last name in the subject window,
2) a statement in the message window stating the course/section number, and
3) the name/number of the exercise attached.

How to Send Me E-Mail Messages and Attached Exercises
When you send me an e-mail message include the following information exactly:

What to place in the "subject" window:
Place in the subject window the following information:
For a question to me: Question - (your first and last name)
For a comment to me: Comment - (your first and last name)
For an emergency message to me: Urgent! - (your first and last name)
For sending me an exercise: first name initial/last name/number of exercise.doc (see example below)

NOTE: I will open and respond to "Question," "Comment," and "Urgent!" messages on the day I receive them. Do NOT attach assignments to "Question," "Comment," and "Urgent!" messages. I will not open them or even download them!

What to place in the "message" window:
Place in the message window the following information:
1) Using correct grammar and sentence form, state your message as briefly and as clearly as possible.
2) Indicate in the first line of the message what you are requesting of me.
3) Follow your request or main point with whatever supporting information you think I need to know.
4) Sign off each message with your first and last name as you are registered!
5) Below your name, give me your student ID number (your official Dallas County Community College District Student ID number--NOT your social security number).

How to attach an exercise to your e-mail message:
1) Save your exercise as an Microsoft Word file ONLY. Note: Be sure your full name, course/section, and assignment number are posted at the top left corner of each exercise before you save it.
Save your exercises using the following identification:

First name initial/last name/(hyphen)/exercise number .doc

Example:

ggrimes-Ex23.doc

(Note: Use your initial and last name, not mine!)

Note: If you do not save and label your assignments using this format, I will return them to you unopened and ask you to re-label, re-save and re-send them!

2) Near each e-mail message window, you will find a button labeled something like "Attachment" or "Attach." Place your cursor icon over that button and click once with your left mouse button. That action will open another window where you enter the name of the drive where your file is located on your hard drive or floppy drive and the name of the file (along with its extension). You may also see a "Browse" button which you may click and then select the drive and the correct file. By opening the directory where the file is located and clicking once or twice on the name of the file, the file name and path will be entered in the file name window.

3) Select "Okay" or "Send" or "Close"--whatever button indicates the submission of that file name. The window will then close and return you to your e-mail message window. Now, you should see posted in a visible place near your message window some notification that you have attached a document.

4) When you have finished composing your message, then click once on the "Send" button, and your message and attached document will be on its way!

**How to Submit Assignments**

You are encouraged to submit your work in any one of the following three procedures ONLY:

*Submitting Assignments Electronically*

Follow the instructions posted above for submitting your exercises. I will mark the exercises electronically and return them as email attachments to his replies.

**No work will be accepted after the final examination week for the current semester.**

**EVALUATION PROCEDURES**

You will be evaluated on the basis of grades assigned to your essay exercises for the course as posted in the course website. Your final course grade will be a simple average of the grades assigned to the essays.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

To better clarify how you should approach each essay, please read carefully the following explanation of essay development.
Development of Papers

*Formatting the paper.* Each paper should be approximately five typed pages long, using standard 1” margins around and 12 point plain font (Times New Roman, Helvetica, Arial, Cambria, etc. (but no italics, bold face, all capitalization, or other “fancy” fonts).

*Purpose of the paper.* Your purpose in each essay is to develop a topic assigned to the exercise. *Do not simply summarize the readings!* At the same time, you must demonstrate in your essay that you are familiar and understand the readings related to your topic. In several cases, topics will require that you read more than one selection from your text or other materials and that you draw upon those various readings for references in your paper.

*Preparation for drafting the paper.* Read the instructions for each paper found on the website. Usually, you have more than one topic from which to choose. Next, identify the related readings along with the introductory commentary for each reading selection. Then, read through the “Basic Concepts” provided for the course. There you will find basic definitions and links to other related commentary. Read the “Study Guide.” Finally, consult the “Online Resources,” the links provided in each Unit website. Each of these elements is essential in helping you shape your approach to the topic.

Then, make a list of major points supporting your topic and draft a controlling statement or thesis, a claim about the topic.

*Organization of the paper.* Each essay reflects a typical academic “thesis/support” essay with a discrete introductory paragraph, body of explanatory/interpretive/analytical paragraphs, and a concluding paragraph.

*Development of each section of the paper.* The introduction should begin with a title appropriate to the topic, not simply the name of an author or the title of a reading. The paragraph itself should provide context or background discussion of the topic, introduce the author and readings the paper will address, and close with the thesis statement, a claim about the topic assigned for the essay.

The body paragraphs support the thesis, the claim you have made for developing the topic. You should include short key quotations in the development of each body paragraph. However, never begin a body paragraph with a quotation; rather, each paragraph should begin with a topic sentence, the key words of which repeat or respond to key words in the thesis sentence. Avoid long quotations, but include quotations from the full range of the readings.

The concluding paragraph—a paragraph of at least four or five sentences—should do more than simply summarize your major points. Use the conclusion as an opportunity to make an evaluation or judgment, interpret the meaning of the study, relate your analysis to additional points for discussion or to other readings, or even make a personal response. *However, this is not a personal response essay.*

*A word about style.* This is an academic—usually analytical—and not a personal essay. You don’t need to use “I” or make references to your own experiences.
Likewise, avoid excessive references to “the reader,” a reference that usually generates wordiness.

Your final grade will be based upon a simple average of the grades assigned to these essays.

**Evaluation Standards for Written Papers**
Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.

A  The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:
1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar
7) Effective attention to audience interests
8) Use of the primary assigned readings, readings from listed "Online Resources," and information from the “Study Guide,” and the relevant “Basic Concepts.”

B  The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper. The B paper also includes references to relevant “Basic Concepts” in addition to quotations from the primary assigned readings.

C  The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed. This paper makes use only of the assigned primary readings from the text.

D  The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade. This paper lacks the use of key quotations from the readings in some of the body paragraphs.

F  The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following
weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling; (5) This paper lacks use of relevant key but short quotations in the body paragraphs.

Note: The instructor reserves the right to modify the syllabus to update the syllabus or to correct errors that conflict with institutional policy. If revisions occur, students will be sent a revised copy of the syllabus electronically, and the instructor will post the copy of the revised syllabus on the course website.

Revision of Essays
This course is a writing-intensive course, supporting the goals of the Mountain View College Quality Enhancement Plan: “The Pen is Our Power.” As such, papers submitted on time (see the dates posted above) may be revised. Grades assigned on revised copies will replace the original grade.

You are encouraged to use the services of the Mountain View College Academic Center for Writing (W114) for help with your final drafts.

The MVC Writing Rubric will help you better identify both strengths and weaknesses in your writing.

Note: All revisions are due within a week following the date of return. Revisions submitted later than a week following the return will not be accepted for regarding.

Equal Opportunity
Educational opportunities are offered by Mountain View College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

Mountain View College Disability Services
Office: W145
Phone: 214-860-8691
FAX: 214-860-8845
Relay Texas: 800-735-2988

The Disability Services/Special Services Office offers a variety of support services for students with disabilities. Students requesting services are responsible for providing current educational or psychological documentation from a qualified professional verifying the disability and the need for services. For additional information, contact the Disability Services/Special Services Office at Mountain View College or see http://www.dcccd.edu/Current+Students/Student+Services/Disability+Services/

Financial Aid Statement
Students who receive financial aid and withdraw from all Fall 2006 courses on or before November 11, 2006, will be required to repay a portion of the federal aid received. Students who complete an enrollment period with a grade of F in all courses will be required to repay a portion of financial aid received unless an instructor documents that he student participated in the class through the 60% point of the enrollment term.
**Student Code of Conduct**

All enrolled Mountain View students are responsible for following the guidelines and policies of the DCCCD Student Code of Conduct. As an enrolled student you accept the Code of Conduct and agree to abide by the policies and the procedures in place for violation of the Code of Conduct. The Code of Conduct applies to the classroom, student activities on and off campus, as well as campus facilities. Details on the Student Code of Conduct are available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

**Plagiarism**

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

Scholastic dishonesty shall constitute a violation of the Student Code of Conduct, and is punishable as prescribed by DCCC Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

(Addendum from your instructor)

Students are expected to complete all assignments on their own and independent of outside help in drafting and revising each composition. Students are expected to know how to cite and document use of outside resources using the MLA Style protocols when referencing them in a written academic composition. For assistance or review, consult the research paper and documentation pages at http://owl.english.purdue.edu/owl/section/2/.

Plagiarism—the use of another’s work or ideas as your own—on any exercise will result in an automatic failure of the exercise. Flagrant plagiarism—the intentional copying and use of substantial amounts of someone else’s work without appropriate citations and documentation—will result in an automatic grade of “0” on the assignment. (Given the few assignments, this will have a marked effect in the final course average and possible failure in the course.)

Note: Your instructor uses special software designed to identify texts copied from Internet resources and their Internet addresses.

Any other form of cheating that results in a falsification of any kind in a student’s graded learning work is prohibited and will result in failure on the applicable assignment and possible failure in the course.

*Last modified: January 10, 2016.*