

ENH241: American Literature Before 1860

Mesa Community College

Internet Section

Summer 2010

Course Line #: 17859

Course Websites:

- For assignments and instruction: <http://enh241.wetpaint.com/>
- For shared Timelines: <http://timerime.com/>
- For shared Maps: <http://maps.google.com/>
- For gradebook: Google Spreadsheets in your preferred Google Account (<https://google.maricopa.edu/>) or (<https://docs.google.com>)

Course Handbook/Syllabus

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- by appointment

Letter to the Student

Welcome! I'm glad you have decided to join us this term as a distance learning student. Distance learning will require you to be self-motivated, and you may find that it takes more time and effort than a traditional face-to-face classroom. Being a humanities student, especially one working through a reading and writing projects, will also require self-motivation as well as strong organizational skills. I am here to help and guide you as much as possible. Since I never see you, I only assume the best unless you ask for help. I am happy to answer any questions you may have, but you have to ask.

I have tried to do two major things in this course:

1. To introduce you to major periods, themes, and texts in Early American Literatures; and
2. To give you the space and support to try a variety of activities to improve your cultural knowledge and writing skills.

Both goals attempt to give you critical reading, writing, and thinking strategies that you will be able to use in other academic classes as well as in your professional, civic, and personal lives.

This is also a highly technologically mediated course. You will be responsible for working with a variety of different technologies to accomplish the course goals. A side benefit to working with these technologies is that you will be more comfortable with our ever changing, increasingly technological world, and learn how to more readily adapt in and to it. You will be required to open a number of freeware accounts. Please recognize that you may choose to use your name, or a pseudonym, when starting these accounts. If you are highly concerned about the safety of your digital identity, consider using the pseudonym option. Feel free to email (shelley.rodrigo@gmail.com) or call me with any questions or concerns.

Although I firmly believe that a student is responsible for his or her own learning, I also take my role as course instructor, learning facilitator, seriously. Part of being a good student is knowing when you need help and seeking your instructor out for it. Do not wait until you are too far behind to catch up; if you need help, ask early, ask often!

Good Luck, and may we have a fun journey together!

Shelley

Course Information

Purpose of the Course

The purpose of this course is to further improve your cultural knowledge and literacy skills. It presents basic literary concepts that a student would use to discuss literature. The course fits into general education curriculum as one possible route of introducing the humanities and arts.

The course also fits into the Arizona General Education Curriculum (AGEC) matrix in one way. It fulfills one of the Core Requirements: Humanities (HU). As a Humanities course it asks that you critically engage in multiple perspectives, becoming aware of different understandings of how the world functions.

Course Description

Being able to analyze literature provides a basis for understanding both textual and narrative rhetorical techniques. This course covers with an overview of major literary elements used to talk about the production and consumption of literature. The course then introduces major periods and themes of Early American Literatures. .

As a humanities course, based in the English department, there will be a lot of reading and writing in this class. You will not *just* be reading books and writing reviews. In fact, you will be responsible for reading, and researching, a lot of material as well as developing materials in a website that will help your fellow classmates. Although there are no tests for this course, you will be responsible for writing four major papers. Therefore, you will not only be responsible for learning the material, but being able to critical engage with the material in your writing.

This course has a heavy technological component. Most of your writing will be published in an online wiki and you will be updating shared timelines and maps as well. Finally, you will construct an individual course page to track your work in Google Docs (an online document sharing service).

As you can see, we will be using some newer technologies in this course. Although I am generally lenient about giving appropriate time to learning the technology, I do expect you to take some time the first week and play with the technology so that you become familiar with it. If you are sincerely concerned about needing to learn new technologies for this course, you may want to find another course to take this term. Also feel free to contact me if you would like to meet to go over any of the technologies.

Course Competencies

Includes literature written prior to 1860 in the United States. Prerequisites: None.

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.

Time Commitment

Please recognize that most college courses expect two to three hours of work outside the class, for every one hour in class. So, for a three credit hour class (during sixteen weeks) that would equate to three hours in class, and six to nine outside of class. Since we do not meet in class, this equates to nine to twelve hours of work a week during a sixteen week semester; **it then is three times as much work for a five week summer session class (27-36 hours a week).**

Communication Policies

Methods of Communication

- **Email**—except for one assignment (it is the “signing” of the course syllabus) you may use any email account you desire; however, you will be asked to set up a regular Gmail account (if you do not already have one) so you may want to use it for the duration of the course.
- **Wiki**—unless otherwise noted, most homework will result in a posting to the course wiki. Be sure to label your changes (put your name or pseudonym) so that you get credit. Official course announcements will also be posted in the wiki.
- **Major Writing Project Submission**—You may submit your final drafts of your major writing project submissions either via email or as a shared Google document. After you get a graded version (w/comments) back from the instructor, you will also need to post your final (hopefully revised) version on the course wiki.
- **Shared Timeline**—We will be collaboratively constructing timelines about the five major periods in Early American Literature using TimeRime.
- **Shared Map**—We will be collaboratively constructing maps about the five major periods in Early American Literature using Google Maps.
- **Google Documents**—Your official course gradesheet will reside as a privately shared (only between you and the instructor) spreadsheet within Google Docs.

Communicating with the Instructor

If you have any questions, concerns, or other general comments about the class, the best way to communicate with the instructor is via email. The instructor reserves the right to take up to **72 hours** to respond to your communication. The instructor may have to do some grading, look something up, or may just be taking care of his or her own life requirements. Therefore, do not put off your homework to the last minute, have a question, and then expect the instructor to respond prior to the deadline.

Announcements

Course announcements are made in the course wiki. Be sure to check the wiki announcements area every time you go to work on the course (probably at least every-other-day in a five week summer session course).

Course Materials

Required Materials

- A college-level dictionary and a thesaurus, for example <http://www.m-w.com/>
- Access to the Modern Language Association style guide:
 - http://www.dianahacker.com/resdoc/p04_c08_o.html
 - http://owl.english.purdue.edu/handouts/research/r_mla.html

Required Technologies

Remember, you are not required to open these accounts using your legal name. Feel free to use a pseudonym; however, don't forget to provide the translation to your instructor!

- Access to a computer with an internet connection (preferably high-speed)
- **MyMCC Account:** <http://www.mc.maricopa.edu/mymcc/> (you'll need this to access the library databases; however, if you are already an ASU student, you may access those databases instead.)
- **Regular Google Account** (gmail.com—Since you need a regular Google account for the Maps application; unless you already have one, I would just start with a regular Gmail account and activate everything else as you need it. I will post a video in the course announcements area how to combined all your Gmail accounts into one.)
- **TimeRime Account:** <http://timerime.com/> (You'll need to keep track of which email account you used to set up this account so that the instructor can share author access to the course timelines.)
- **Wetpaint Wiki Account:** <http://enh241.wetpaint.com/> (Email the instructor with your preferred email address and she'll invite you to the course wiki.)
- Browser Readers/Players/Plug-Ins, etc.:
 - Adobe Acrobat Reader: <http://www.adobe.com/products/acrobat/readstep2.html>
 - Flash: <http://www.adobe.com/shockwave/download/alternates/#fp>
 - Shockwave: <http://www.adobe.com/shockwave/download/alternates/#sp>
 - Java: <http://www.java.com/en/download/manual.jsp>

Suggested Technologies

- MS Word or other word processor that can export to RTF (rich text file):
 - Open Office: http://www.filehippo.com/download_openoffice/
 - Google Docs: <http://docs.google.com>
 - Zoho Writer: <http://www.zohowriter.com/jsp/home.jsp>
 - Think Free: <http://www.thinkfree.com/>
- Bookmarking account at delicious: <http://del.icio.us/>
- Online Storage account: <http://box.net/>
- Personal Portal (iGoogle): <http://www.google.com/ig>
- Online diagramming service: <http://www.gliffy.com/>
- Browser Readers/Players/Plug-Ins, etc.
 - Quicktime: <http://www.apple.com/quicktime/download/win.html>
 - RealPlayer: <http://www.real.com/freeplayer/?rppr=rnwk>
 - MSWord Viewer: <http://www.microsoft.com/downloads/details.aspx?FamilyId=95E24C87-8732-48D5-8689-AB826E7B8FDF&displaylang=en>

Refer to the "Class Resource & Help" page on the course wiki for more resources.

Course Policies

Attendance, Participation, and Withdrawal Policies

Because so much of our learning will take place in class, you must participate in class on a regular basis to receive credit for this course. The college catalog allows students absences equal to the number of time the class meets each week during a full, 16 week, semester. Since we never meet, your attendance is based on submitting work. If you do not submit any work for over a **two deadline** period (generally **four days**), I reserve the right to withdraw you from the course. Please take attendance and participation seriously; since this class is a community of thinkers who will discuss and collaborate on ideas, your absence or lack of preparation hurts others as well as yourself. So please participate in class on time and have your homework completed.

Completion Policies

Due dates and times for assignments are listed in the course schedule. All assignments must be turned in by the date and time listed. All work has a 48 hour grace period; **you may not submit anything after the 48 hour grace period.** However, you will have the option to continue revising major writing projects (except the last module) in an attempt to earn a better grade. Because you will be collaborating with other students' work in this class, your timely completion of assignments affects others in the course. Although it is possible that the technology can fail, it is ultimately your responsibility to submit the work, in the method requested, by the due date. (If there is an institutional, server side, technology error, I will learn about it. If no one is able to submit their work, a new deadline will be assigned. However, if only a few people were unable to submit the work, it is not an error on the instructor's, institution's, or district's side.) If you are having difficulty submitting an assignment, it is your responsibility to contact the instructor before the assignment is due. Otherwise, you risk receiving no credit for the assignment.

Essay Format

All final drafts of writing projects must be double-spaced, with 1-inch margins. Please be sure to include your name, the date, the class section #, the assignment name, and your project title at the top of the document. Please use a standard, 12-point font (such as Times New Roman). To help format your documents, use page breaks ("Insert" and "Break" in MS Word), instead of just hitting the return key. Final versions of major essay assignments will be email to the instructor as an attachment or shared as a Google Doc. After the paper is graded, you will be responsible for revising it accordingly and then publishing it to the course wiki.

The Public Nature of Writing and Issues of Confidentiality

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about things that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effects on others. In particular, please do not write about any criminal activity you may have knowledge of—as a witness, as a victim, or as a perpetrator. This may seem like an odd thing to caution you about, but if you were to write about such activity, I may be legally required to report it to the authorities.

Disposition of Papers

Students should keep their own papers for at least one semester. Among other things, any student who appeals a course grade will need to submit copies of all graded course papers with the appeal.

Safe Classroom Environment Statement

This classroom will be a safe learning environment for everyone individual insofar as I am able to ensure that outcome. This means I will treat all students with the respect they deserve, and in turn, I expect respect to be given to the instructor and to every individual in class. *Disagreement does not constitute disrespect.* We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. I call these differences diversity, and diversity is welcome in the academic area. This is the stuff of which great discussions are made, and potentially, this diversity adds interesting dimensions to our interpersonal relationships. Consequently, I expect all students to respect the rights and needs of their classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes, and beliefs will be treated with respect.

Therefore, I ask that all student monitor their language and ways of talking about people, views, issues, and situations. For example, sexist, racist, or homophobic language will not be tolerated. Students may encounter ideas of which they have never hear or of which they disapprove or feel uncomfortable. I do not hope to change people's ideas, but I do hope to introduce students to ideas that will require them to think critically. If you feel you or others are not being treated respectfully, please see me immediately. Consult the Student Handbook for college policies regarding sexual harassment and other abusive behaviors.

Learning Centered Environment Statement

Everyone does not learn in the same manner; therefore, it is important that we construct an environment that facilitates learning for the greatest number of individuals. In other words, try not to engage in behaviors that disturb the learning environment. Disturbing behaviors include (but are not limited to):

- acting disrespectfully to classmates or the teacher;
- making comments that are off-topic and demonstrate that a student is not paying attention;
- criticizing, laughing at, or putting down other students;
- making comments or acting in way that promotes ignorance or stupidity rather than intelligence and competence; and
- failing to pay attention and follow directions.

Statement of Accommodation

I would like everyone to know that I am willing to make any reasonable accommodation for limitations due to any disability, including learning disabilities. If you have or think you have a disability, including a learning disability, please make an appointment with an advisor at disability resources as soon as possible. They can assist you with appropriate accommodations for you in your classes. Please see MCC's Disability Resources & Services center, and then me, to discuss any special needs you might have. Information about MCC's Disability Resources & Services center:

- Web address: <http://www.mc.maricopa.edu/students/disability/>
- Email address: 480-461-7447
- Phone number: drs@mcmail.maricopa.edu

A Note on Plagiarism

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

Council of Writing Program Administrators

Plagiarism is stealing; it is presenting work as your own that is not exclusively your own. Plagiarism can include turning in part or all of someone else's writing as your own or using information from another source without giving credit. The consequences of plagiarism are severe, including failure of the assignment, probable failure for the course, disciplinary referral to the Dean, and possible expulsion from the institution. Whenever you borrow a phrase, sentence, paragraph—or even an idea stated in your own words—from any outside source without giving credit, you have plagiarized.

Some common examples of plagiarism in academic assignments are:

- the use of paraphrase or quotes from another writer without documentation,
- copying all or parts of another writer's paper,
- having another writer do the paper, and
- purchasing another writer's paper.

In cases where the instructor has carefully considered the evidence and concluded that a student has deliberately plagiarized, the instructor may use any, and all, of the district wide sanctions provided in the student handbook:

- A written warning to the student that s/he has violated the academic code;
- Lowering the assignment or course grade;
- Giving discretionary, additional assignments; and
- Course failure.

Additionally, the instructor may recommend to the department chair and dean any of the following:

- Academic probation;
- Suspension from the college; and
- Expulsion from the college.

If you have any questions about how to acknowledge someone else's words or ideas, or you have a question about whether a source needs to be acknowledged, come talk to me. Please also remember that any writing that you turn in for credit in this course must be written for this course.

MCC Early Alert Program (EARS)

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: <http://www.mesacc.edu/students/ears> or at the "Early Alert" selection at the mymcc link from MCC's home page.

Online Learning Environments

We will be using a wiki application (Wetpaint), a timeline application (TimeRime), as well as various applications by Google (esp. documents and maps) for academic use in ENG241, American Literature before 1860, section 17859, Summer 2010. By default, the wiki, timelines and maps are open to the public for the purpose of sharing your work with the larger Internet community; specifically, using these applications will:

- provide an opportunity to present information in a variety of modalities,
- allow students to present information in a variety of organizational structures,
- provide an opportunity to collaborate on large scale projects, and
- engage a larger audience who may provide feedback on the project.

To use these applications responsibly, please observe all laws, MCC, and MCCCCD policy that are incorporated into the Codes of Conduct and Academic Integrity. Some specific aspects of law and policy that might be well to remember are prohibitions against copyright infringement, plagiarism, harassment or interferences with the underlying technical code of the software. Some resources to remind yourself about MCC and MCCCCD policies as well as laws about copyright and fair use:

- [MCC College Catalog and Student Handbook](#)
- [MCCCCD Copyright Guidelines](#)

As a student using the wiki application certain rights accrue to you. Any original work that you make tangible belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records as a matter of federal law. Your contributions to the projects in these applications constitute an educational record. By contributing to the projects in these applications, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the Internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Grading Policies

Assignment Distribution

Accounts Set Up, Introductions, and Sign Ups <ul style="list-style-type: none"> • 25 points for account set up & intros • 25 points Sign Ups 	50 points
Literary Period Update <ul style="list-style-type: none"> • 65 points to group for work on literary period wiki page • 35 points to individual (based on individual reflection and response by group members on collaborative survey) 	100 points
Literary Theme Updates <ul style="list-style-type: none"> • 65 points to group for work on literary theme wiki pages (2 pages) • 35 points to individual (based on individual reflection and response by group members on collaborative survey) 	100 points
Literary Term Update <ul style="list-style-type: none"> • 65 points to group for work on literary term wiki pages (2 pages) • 35 points to individual (based on individual reflection and response by group members on collaborative survey) 	100 points
Author Updates (x3 Literary Periods) <ul style="list-style-type: none"> • 40 points to group for work on literary author wiki pages (2 authors per literary period) • 10 points to individual (based on individual reflection and response by group members on collaborative survey) 	150
Text Updates (two texts, per two authors, per literary period; 12 texts total split over three deadlines); 25 points each page	300
Insight Papers (x3); 50 points each	150
The UnKnown Period Reflection	50 points
Total	1000 points

Grading Scale

Grades are determined according to the following scale:

- A (900-1000)
- B (800-899)
- C (700-799)
- D (600-699)
- F (599 or below)

Grading Response Time

Although the instructor will attempt to respond faster, he or she will be sure to grade and/or respond to homework assignments within a couple days of their deadlines and major writing projects within a week of their final submission deadlines.

Guidelines to Success

Learning Online

Taking a course online can be a great learning experience for some students and for others it can produce less than optimal outcomes. For this online course, the student and the course instructor use online technology to collaborate together to study literature. The course requires that students work independently and interdependently with the course instructor and with fellow students. Consequently, students must be able to make a commitment to sustain their participation in the course and to communicate regularly with fellow students registered for the same course and with the instructor.

Students must possess self motivation and direction to progress through the course without being required to physically come to class. Students must also feel comfortable with computer tasks such as using email, browsing the web, using word processing software, and posting messages to an electronic bulletin board. The most difficult aspect of distance learning that students report is that time management rests on the student's shoulders. I know that you have many other demands on your time, but in order to succeed in this course, you will have to set aside regular time for coursework, reading and writing, and you will need to keep a detailed schedule.

Generally you will have reading, homework, and work on a major writing project each deadline. You will probably want to be sure to do the following on a **daily** basis:

- Take a look at the Course Schedule. You will be responsible for reading the deadline dates and paying attention to these deadlines.
- Check the course wiki, especially the announcements; there maybe something new.
- Communicate with your instructor regularly. If you have questions or concerns, please e-mail me and let me know.

As you can see, you will stay busy during the term, but student feedback has stated that the class is informative and fun. I hope you will feel the same way at the end of the course. Have fun, and I hope to hear from you in the next day or two!

Techno-Help

After chatting with some of your classmates from former sections and Technology Support Services, I think many of you might have various "things" called adware or spyware running in the back ground of your computer operating system. Sometimes these can cause problems when you try to interface with various online technologies, especially educational software (WebCT, WebBoard, BlackBoard, etc.).

You may wonder what adware or spyware is:

- **adware** is defined as: "while not necessarily malware, adware is considered to go beyond the reasonable advertising that one might expect from freeware or shareware. Typically a separate program that is installed at the same time as a shareware or similar program, adware will usually continue to generate advertising even when the user is not running the originally desired program. See also cookies, spyware, and web bugs" (<http://sun.soci.niu.edu/~rslade/secgloss.htm>).
- **spyware** is defined as: "A general term for a program that surreptitiously monitors your actions. While they are sometimes sinister, like a remote control program used by a hacker, software companies have been known to use spyware to gather data about customers. The practice is generally frowned upon" (<http://blackice.iss.net/glossary.php>).

In general spyware and adware are both ways of gathering information and herding customers toward products. There are several reasons they are should be removed, not the least of which is to protect your information. You may want to consider downloading some Spyware or Adware software programs. The following are some free programs that I know about. There are others out there, just be sure to do a little research on them before downloading programs you do not know.

- <http://www.lavasoft.de/>
- <http://www.javacoolsoftware.com/>
- <http://www.safer-networking.org/>

If you are using a PC running Windows, you may want to do a Windows update. The following website should get you started on that process: <http://v4.windowsupdate.microsoft.com/en/default.asp>

And, if you do not already have a virus protection program, you should get one. Consider checking out AVG's free virus protection program: <http://www.grisoft.com/doc/40/lng/ww>

Email Guidelines

I am here to help and guide you as much as possible. I only assume the best unless you ask for help. I am happy to answer any questions you may have, but you have to ask. The best way to contact me is in e-mail. My turn-around time for e-mail is about **72 hours**, although I may often reply much faster than that. The time it takes me to return your message may depend on several things: I might want to research the answer, I might have several other messages to respond to, or the server might be down. Be patient, and I will respond as quickly as I can.

You should regularly check for “announcements from the prof” emails or announcements in the course wiki to check for changes and updates. You are responsible for keeping a copy of all e-mail sent to and received from the professor in case of computer problems or other issues that may arise.

How should I send a useful email message to the instructor?

When sending email message, you should take care to include certain information that will help you receive a proper response in a timely manner. The email should have accurate header information as to who the email is from, a useful subject line description, and Class #/Session# information to separate you from the instructor's other courses. Please clearly ask for what you need in the message. For example, if you say “I went to the page and it doesn't work” no help can be provided to you. If you say “I went to <http://www.msn.com> and got an error 404,” help can be provided.

What should be in the header information of the email message:

Never assume that your Instructor knows who the email is from because your email program may place an alias or nickname in the email header, or even worse, use a default one if you are using someone else's computer or one at the computer lab on campus. Your instructor isn't going to know who “The Nickster” or “Campus Computer Lab User” is.

1. Ensure that your email program is using a correct name for the sender (meaning something that tells the instructor who you are and what class you are enrolled in).

Or

2. Another way to ensure that the instructor knows who the email is from is to include this information in the body of the message. You can include such information as:
 - Your Complete Name as listed on your registration.

- Your Course Number (Ex: ENG102)
- Your Session Number if applicable.
- Any references to a particular assignment if applicable.

You should keep in mind that the Instructor has quite a few students taking the same course as you and could also be teaching several other courses. More than likely, the instructor will be using a single email account so all the mail from his/her students are sent to the same mailbox. The instructor is not able to communicate with you through someone else's account due to the private nature of grades.

Guide to Active Reading

We are often so conditioned as passive viewers or readers that taking notes or making critical judgments becomes difficult. To fight "reading hypnosis," use these strategies.

1. Read and then reread.

Unless you're a fast reader, rereading entire critical pieces is probably out of the question. When you've finished the first reading, though, go back and reread the first paragraph or couple of pages. Knowing now how things work out, look at how the author established the context and introduced the issues. Reread other pivotal points to see how they help to construct the conclusion.

2. Write in the book.

Fight your reluctance to write in books. It is important. Underline significant passages and make notes in the margins. Mark pages with post-its or (gasp) bend over corners.

3. Make an outline.

Work out the order of ideas, including those that the authors sets as a context prior to writing the piece, in order to see the argument more clearly.

4. Map out the examples.

Mapping out example relationships in a cluster map can help you see how each example functions in the article and in relationship to the points and other examples. This is especially helpful if there are many points and/or examples.

5. Don't try to read it all at once.

If you delay reading until the last minute your only concern becomes finishing. Spread out your reading so you'll notice not just what the article says, but how it says it.

Assignment Prompts

Introduction to the Course Structure/Philosophy

As a course that is supposed to survey American Literature before 1860, most instructors feel the need to get students to read as much as possible from the period. However, as you can see from the following website (<http://www.lang.nagoya-u.ac.jp/~matsuoka/AmeLit.html> —and this is just a listing of authors, most of them have multiple works) it would be impossible to have you “read everything” in a full 16 week semester, let alone a condensed five week summer session.

I believe, instead, that it is more important to introduce you to the primary periods and themes within this span of Early American Literature. Therefore, this course is structured around your exploration of the primary periods in American Literature before 1860. Now, please recognize that there are a variety of ways to break up and define these periods; however, that is part of the fun of letting you all explore them on your own. You will be responsible for co-constructing your own understanding/definition of the periods, themes, authors, etc.

I also believe that there are more than enough reputable sources in library databases and on the internet for you to construct this understanding of Early American Literature. Therefore, our class will immerse ourselves in the discussion of Early American Literature as it is currently raging on the internet. You will find online and library resources, evaluate their authority and credibility, and work them into our class discussion.

Therefore, to facilitate this personal exploration of the major periods and themes of American Literature before 1860, you will continue to revise the wiki website that my ENH241: American Literature before 1860 students have been building for three years now. For the course you will take responsibility for (co-)revising the following pages:

- one **period** (no more than 5 people revising the same period page)
- two **authors** for three periods (not the period listed above); at least one must be an author of color or woman (no more than two people revising per author); six author's total
- two **texts** per author listed above; at least one text must be a novel and another must be a poem (no more than one person per text); 12 texts total
- two **literary themes** (no more than four people per theme)
- two **literary terms** (no more than four people per term)

For each period that you focus on two authors, you will be responsible for writing an **insight paper** (three total) that will be very formulaic, asking you to describe how/why the author and one of his/her texts “fits” into the period as well as explore how two literary themes and terms play out in the text. Finally, you will write an “unknown period” paper discussing the period that you did not either revise the wiki website page for and/or work with authors.

For each of the author you focus on, you will select two of his or her texts to read. You will want to use your exploration of the period and authors as a way to identify the author’s major texts. By the end of the course you will need to have selected at least one poem and one novel. Since all of these texts were written before current copy right laws, the vast majority of them are available on the web. Just be sure to check that you are reading a version from a reliable source (so you know you are getting a good copy of the text on the internet). And if reading on the computer screen is too difficult, most of these texts can easily be found at a library or bookstore (even at used bookstores).

To get started with this/these assignment/s, be sure to read each of the assignment prompts in detail. Also consider using the following websites as starting places for your search for authoritative and credible internet resources:

- <http://www.bartleby.com/cambridge/>
- <http://www.csustan.edu/english/reuben/pal/TABLE.HTML>
- <http://guweb2.gonzaga.edu/faculty/campbell/enl311/litfram.html>
- <http://vos.ucsb.edu/browse.asp?id=2739>
- <http://www.america.gov/publications/books/outline-of-american-literature.html>

Accounts Set Up, Introductions, & Sign-Ups

Due Date: Wed. 6/2; Grace Period Ends: Fri. 6/4 (11:59pm, PST)—There are nine tasks for this deadline.

Points Possible:

- 25 points for account set up & intros (tasks #1-8)
- 25 points Sign Ups (task #9)

For this first deadline you will need to set up the various accounts you'll be using in the course. To test out the accounts, your course introductions will be done in 3 different spaces (the wiki, shared timeline, and shared map). You also need to sign up for the various early American literature time period, themes, authors, and texts you'll be taking responsibility for during the course.

1. Watch the course introduction video on course homepage.
2. Download (from the homepage of the course wiki), “sign” and email the document to your instructor from your MyMaricopa Gmail account. Go to <http://google.maricopa.edu>, login with your MEID username and password, and click on Gmail in the menu across the top in the far upper-left hand corner. Email me at: shellee.rodriego@gmail.com
3. You will be setting up a variety of accounts in different web-based applications. Feel free to use pseudonyms; however, you will need to be sure to share with the instructor the email you used to start the account and/or pseudonym you plan to use.
 - Regular Google Account (you don't have to start a new one if you already have one; however, the student Gmail accounts through MCCC or ASU will not work for Google Maps). I suggest you start at the gmail.com page to start your new account. You'll need to tell the instructor your gmail address.
 - TimeRime timeline account (<http://timerime.com/>). You'll need to tell the instructor the email address and username you used to start the account.
 - Fill out the “Accounts Info” form so that the instructor gets all of your account information: (link will be in course announcements and on course homepage)
4. Once you've been invited to participate in the course wiki, post an introduction to yourself on your wiki profile page. Take a moment to answer the following questions:
 - Why are you taking this class?
 - Why this particular class instead of another class that fulfilled the same requirements?
 - What do you want to learn from this class?
 - What do you expect to do in this class?

I suggest that you start getting in the habit of typing your wiki postings in a word processor first, and then cutting and pasting to the wiki. Too many times students, and myself, have lost work by typing directly into the wiki and then a glitch in the network loses everything. **If you choose to make your wiki account with a pseudonym instead of your name, please email me with your pseudonym so I know who does what work!**

5. Comment on two of your classmates' introductions (click on "Members" to find everyone; sort by "Date Registered" to find folks from this summer's course) using the "threads" feature at the bottom of each wiki page. This is **not** changing the wiki page. Think of these comments as conversations at a party, you are just trying to get to know one another. Keep track of who you commented on (you'll need to inform the instructor). **Make sure you look for classmates enrolled in the Summer 2010 session.**
6. Shelley will invite you to a shared "Getting to Know You" TimeRime timeline. Input three "nodes" (dates/times) with relevant dates/information about yourself. Include a picture of something (it doesn't have to be you) in at least one of the nodes. Include at least your name and/or ps
7. Shelley will invite you to a shared "Getting to Know You" Google Map. Input three "nodes" (locations) with relevant dates/information about yourself. Include a picture of something (it doesn't have to be you) in at least one of the nodes.
8. Fill out the "Introductions" form so that the instructor gets all of your introductions information: (link will be in course announcements and on course homepage)
9. Finally, you have to sign up for the literary works and associated wiki pages you'll be updating. To officially "sign-up" for it you must update the shared Google Doc (Shelley will invite you as soon you fill out the form above with your Google email) as well as submit fill out the "sign up form." You must sign up for the following:
 - one period (no more than 5 people per period)
 - two authors for three periods (not period listed above); at least one must be an author of color or woman (no more than two people per author); six author's total
 - two texts per author listed above; at least one text must be a novel and another must be a poem (no more than one person per text); 12 texts total
 - two literary themes (no more than four people per theme)
 - two literary terms (no more than four people per term)

Sign Up form: (the document will be linked in the course announcements and on course homepage)

Updating the Literary Period Wiki Pages

Due Date: Sat. 6/5; Grace Period Ends: Mon. 6/7 (11:59pm)

Points Possible:

- 65 points to group for work on literary period wiki page
- 35 points to individual (based on individual reflection and response by group members on collaborative survey)

In this deadline you and some of your classmates will be solely focusing on revising the literary period wiki page you signed up for in the first deadline (only one). You will want to coordinate with your classmates to complete the work. Check the finalized sign-up spreadsheet for who you will be working with. You may contact them through sending messages in the Wetpaint Wiki site via their member page.

Each literary period page needs the following work completed (look at the draft of the Puritan page as the beginnings of a sample):

- Split Layout w/Author's list/links on the right hand side
- One representative image (above the list of author's links in the right hand column; include full bibliographic citation for the image)
- Embedded video or slideshow "about" the period (under the list of author's, you'll probably want to shrink the size of the embedded object so it fits on the page; include full bibliographic citation)—check announcements for links to suggestions for where to find videos & slideshows.
- Below the embedded object in the right hand column type in the header “Unknown Period Reflections” and move the current links (others will be adding their own links later).
- Add at least 8 nodes of "historical" importance (not related to specific authors, think political, cultural, philosophical, historical, and religious) to the Embedded Period Timeline in TimeRime
- Add at least 8 nodes of "historical" importance (not related to specific authors, think political, cultural, philosophical, historical, and religious) to the Period Map in Google Maps.
- Towards the top of the page, bulleted list of "characteristics" or "criteria" used to define/describe the literary period (w/in-text citations referring to the full bibliographic citations listed below of where you found this characteristic/criteria)
- Update all annotated bibliographic citations to new MLA style
- Make sure all annotations of the annotated bibliographies include (therefore you will have to revise every resource on the current wiki page):
 - summary of the resource
 - evaluation of the credibility & authority of the resource
 - description of the definition/characteristics/criteria of time period outlined within the resource
- Make sure the page includes at least the following numbers/types of specific resources:
 - at least one Google Book (<http://books.google.com/>)
 - at least 3 "scholarly" and "peer reviewed" resources
 - have these four resources at the top of the annotated bibliography list on the page

Literary Period Gradesheet: TBA

Individually complete the following; be thorough:

- Detailed Deadline Individual Work/Reflection Report
- Group Work Evaluation Survey

Info about Annotated Bibliographies

Annotated bibliography entries should include:

- A full MLA bibliographic citation for the resource. See the following website for examples of MLA citations (http://www.dianahacker.com/resdoc/p04_c08_s2.html).
- A paragraph or two about the resource that answers the following questions:
 - What is the main point or purpose for the website? (Summarize the website.)
 - What are the criteria this website uses to define the specific literary period? In other words, based on this website, what criteria would you use to “check” whether a specific author or a specific text fit into this literary period?
 - How/why is this a credible website? (Check out Purdue’s suggestions on how to evaluate sources: <http://owl.english.purdue.edu/owl/resource/553/03/>).

Updating the Literary Themes Wiki Pages

Due Date: Wed. 6/9; Grace Period Ends: Fri. 6/11 (11:59pm)

Points Possible:

- 65 points to group for work on literary themes wiki pages
- 35 points to individual (based on individual reflection and response by group members on collaborative survey)

In this deadline you and some of your classmates will be solely focusing on revising the literary themes wiki pages you signed up for in the first deadline (two pages). You will want to coordinate with your classmates to complete the work. Check the finalized sign-up spreadsheet for who you will be working with. You may contact them through sending messages in the Wetpaint Wiki site via their member page.

Each literary theme page needs the following work completed:

- Split Layout with links to strictly definition pages (links to online dictionary definitions) on the right
- One representative image (above list of definition links in the right hand column; include full bibliographic citation)
- Embedded video or slideshow "about" the theme (under the list of definitions, you'll probably want to shrink the size of the embedded object so it fits on the page; include full bibliographic citation)
- Header "Representative Authors & Texts" under the embedded resource (you all will be adding links later in the course)
- Towards the top of the page, bulleted list of "characteristics" or "criteria" used to define/describe the literary theme (w/in-text citations referring to the full bibliographic citations listed below)
- Update all annotated bibliographic citations to new MLA style
- Make sure all annotations include:
 - summary of the resource
 - evaluation of the credibility & authority of the resource
 - description of the definition/characteristics/criteria of theme outlined within the resource
- Make sure the page includes at least the following numbers/types of specific resources:
 - at least one Google Book (<http://books.google.com/>)
 - at least 3 "scholarly" and "peer reviewed" resources
 - have these four resources at the top of the annotated bibliography list on the page

Literary Themes Gradesheet: TBA

Individually complete the following:

- Detailed Deadline Individual Work/Reflection Report
- Group Work Evaluation Survey

Updating the Literary Terms Wiki Pages

Due Date: Sat. 6/12; Grace Period Ends: Mon. 6/14 (11:59pm)

Points Possible:

- 65 points to group for work on literary themes wiki pages
- 35 points to individual (based on individual reflection and response by group members on collaborative survey)

In this deadline you and some of your classmates will be solely focusing on revising the literary terms wiki pages you signed up for in the first deadline (two pages). Introductions to each term can be found at: http://www.gale.com/free_resources/glossary/index.htm. You will want to coordinate with your classmates to complete the work. Check the finalized sign-up spreadsheet for who you will be working with. You may contact them through sending messages in the Wetpaint Wiki site via their member page.

Each literary term page needs the following work completed:

- Split Layout with links to strictly definition pages (links to online dictionary definitions) on the right, including a link to the
- One representative image (above list of definition links in the right hand column; include full bibliographic citation)
- Embedded video or slideshow "about" the term (under the list of definitions, you'll probably want to shrink the size of the embedded object so it fits on the page; include full bibliographic citation)
- Header "Representative Authors & Texts" under the embedded resource (you all will be adding links later in the course)
- Towards the top of the page, bulleted list of "characteristics" or "criteria" used to define/describe the literary term (w/in-text citations referring to the full bibliographic citations listed below)
- Update all annotated bibliographic citations to new MLA style
- Make sure all annotations include:
 - summary of the resource
 - evaluation of the credibility & authority of the resource
 - description of the definition/characteristics/criteria of theme outlined within the resource
- Make sure the page includes at least the following numbers/types of specific resources:
 - at least one Google Book (<http://books.google.com/>)
 - at least 3 "scholarly" and "peer reviewed" resources
 - have these four resources at the top of the annotated bibliography list on the page

Individually complete the following:

- Detailed Deadline Individual Work/Reflection Report
- Group Work Evaluation Survey

Focusing on Specific Authors & Texts

Due Dates:

- Round One Authors: Wed. 6/16; Grace Period Ends: Fri. 6/18 (11:59pm)—Complete the author wiki pages as well as the Detailed Deadline Individual Work/Reflection Report and Group Work Evaluation Survey
- Round One Texts: Sat. 6/19; Grace Period Ends: Mon. 6/21 (11:59pm)—Complete the text wiki pages as well as the Insight paper.
- Round Two, Authors & Texts: Wed. 6/23; Grace Period Ends: Fri. 6/25 (11:59pm)—Complete the author and text wiki pages as well as the Detailed Deadline Individual Work/Reflection Report, Group Work Evaluation Survey, and Insight paper.
- Round Three, Authors & Texts: Sat. 6/26; Grace Period Ends: Mon. 6/28 (11:59pm) — Complete the author and text wiki pages as well as the Detailed Deadline Individual Work/Reflection Report, Group Work Evaluation Survey, and Insight paper.

In this deadline you and some of your classmates will be solely focusing on revising the wiki pages for the authors, and their texts, you signed up for in the first deadline (two authors and two texts per author per “round” of due dates mentioned above). You will want to coordinate with your classmates to complete the work on the author pages. Check the finalized sign-up spreadsheet for who you will be working with. You may contact them through sending messages in the Wetpaint Wiki site via their member page.

Literary Author Pages

Points Possible for each round:

- 40 points to group for work on literary authors wiki pages (2 authors per literary period)
- 10 points to individual (based on individual reflection and response by group members on collaborative survey)

Each literary author page needs the following work completed:

- Split Layout with links to the Author’s texts on the right
- One representative image (above list of text links in the right hand column; include full bibliographic citation)
- Embedded video or slideshow "about" the author (under the list of texts, you'll probably want to shrink the size of the embedded object so it fits on the page; include full bibliographic citation)
- Below the embedded object in the right hand column:
 - Type in the header “Relevant Literary Period/s” and link out to the wiki pages representing the literary period/s page/s the author represents (make sure author's link is in alphabetical order on the appropriate literary period/s page/s)
 - Types in the header “Relevant Literary Themes” and link out to at least three literary theme wiki pages that the author represents (w/brief description of how/why this literary theme; make sure author's link is in alphabetical order on the appropriate literary theme/s page/s)
 - Types in the header “Relevant Literary Terms” and link out to at least three literary term wiki pages that the author represents (w/brief description of how/why this literary term; make sure author's link is in alphabetical order on the appropriate literary term/s page/s)
- Add at least 4 nodes of importance related to specific author to the Embedded Period Timeline in TimeRime

- Add at least 4 nodes of importance related to the specific author to the Period Map in Google Maps.
- Update all annotated bibliographic citations to new MLA style
- Make sure all annotations include:
 - summary of the resource
 - evaluation of the credibility & authority of the resource
 - description of the definition/characteristics/criteria of theme outlined within the resource
- Make sure the page includes at least the following numbers/types of specific resources:
 - at least one Google Book (<http://books.google.com/>)
 - at least 3 "scholarly" and "peer reviewed" resources
 - have these four resources at the top of the annotated bibliography list on the page

Literary Author Page Gradesheet: TBA

Literary Text Pages

Points Possible: 25 per page (2 pages per author, 2 authors per period/round = 4 pages per round)

Each literary text page needs the following work completed:

- Split Layout with links to pages representing the actual text on the right, including:
 - websites that have the actual text
 - google book of the actual text
 - World CAT library page of the text (<http://www.worldcat.org/>)
 - Amazon library page of the text
- One representative image (above list of text links in the right hand column; include full bibliographic citation)
- Embedded video or slideshow "about" the text (under the list of texts, you'll probably want to shrink the size of the embedded object so it fits on the page; include full bibliographic citation)
- Below the embedded object in the right hand column,
 - Type in the header "Insight Papers" and put the links to any insight papers about the text.
 - Types in the header "Relevant Literary Themes" and link out to at least three literary theme wiki pages that the text represents (w/brief description of how/why this literary theme; make sure author's link is in alphabetical order on the appropriate literary theme/s page/s)
 - Types in the header "Relevant Literary Terms" and link out to at least three literary term wiki pages that the text represents (w/brief description of how/why this literary term; make sure author's link is in alphabetical order on the appropriate literary term/s page/s)
- Add at least 1 node of importance related to specific text to the Embedded Period Timeline in TimeRime
- Add at least 1 node of importance related to the specific text to the Period Map in Google Maps.
- Update all annotated bibliographic citations to new MLA style
- Make sure all annotations include:
 - summary of the resource
 - evaluation of the credibility & authority of the resource
 - description of the definition/characteristics/criteria of theme outlined within the resource
- Make sure the page includes at least the following numbers/types of specific resources:

- at least one Google Book (<http://books.google.com/>)
- at least 2 "scholarly" and "peer reviewed" resources
- have these three resources at the top of the annotated bibliography list on the page

Literary Text Page Gradesheet: TBA

Insight Paper

Points Possible: 50 points for each paper (3 papers total)

For each “round” you will need to write an insight paper focusing on one of the texts by one of your authors. In the paper you’ll want to discuss how one of the two literary **themes** you focused on emerges in the text. In other words, what are the defining characteristics of the specific literary theme and how/where does the text exemplify those elements? You’ll also want to discuss the author’s use of or construction through one of the literary **terms**. You will want to refer to specific passages in the text as evidence of your analysis of the literary **theme** and **element** (term).

To help with avoiding plagiarism, be sure to document (both in-text and full bibliographic citations at the end) any sources you use. At minimum, you’ll need to include in-text citations and a full bibliographic citation for the text you are writing about. You’ll be using MLA style for these papers!

Insight Paper Gradesheet

To earn a passing grade (a C, 32-35 points) you must fulfill the minimum requirements of the essay:

- _____ introduce, and possibly define, the focused issue you are exploring in this project.
 - _____ period
 - _____ author
 - _____ text
 - _____ literary theme
 - _____ literary term
- _____ provide a detailed analysis of the text using the literary theme
- _____ provide a detailed analysis of the text using the literary term
- _____ provide a clear organizational structure to the project
- _____ check that sentences are complete with a subject and agreeing verb (no fragments or run-on sentences).
- _____ check that there are properly capitalized words and end of sentence punctuation.
- _____ write in an intelligible manner (not have so many grammar, mechanics, etc. issues that make the meaning of the text incomprehensible)

To earn an above average grade (a B, 36-40 points) you will also need to:

- _____ provide a creative title for the entire paper that includes relevant details of the topic
- _____ provide a detailed point or claim about the literary theme in the text
- _____ provide a detailed point or claim about the literary term in the text
- _____ develop a robust argument with well applied evidence
 - _____ evidence from the text
 - _____ provide detailed connection/description of how the evidence supports the point/reason/claim
- _____ motivate the audience to read with an introduction that does the following based on the needs of the rhetorical situation:
 - _____ introduces the main topic and the purpose of the project.

- _____ makes the reader attentive and receptive to both the topic and the author.
- _____ grabs the reader's attention.
- _____ gives a brief history of the topic to justify its importance to the audience.
- _____ lists or outlines the sources used in the project.

_____ wrap-up the text in a conclusion that does the following based on the needs of the rhetorical situation:

- _____ Sum up your arguments.
- _____ Associate the opposition with negative connotations.
- _____ Arouse sympathy for the topic.
- _____ Motive the audience to action.

_____ focus each paragraph with a single clear organizing point and discuss details, examples, and evidence that support the point.

- _____ provide a variety of sentence styles and lengths.
- _____ make sentences are tight and concise (no redundant or awkward words or phrases).
- _____ check that there are no pronouns with unclear referents.
- _____ use words correctly and consistently in their meanings.

_____ follow the submission policies:

- _____ double-space your document, provide one-inch margins
- _____ include your name, the date, the class section #, the assignment name, and your project title at the top of the document.
- _____ use a standard, 12-point font (such as Times New Roman).
- _____ follow MLA guidelines as for in-text citations
- _____ follow MLA guidelines as for reference list (bibliographic citations) at the end of the letter

To earn an excellent grade (an A, 41-65 pts) You will also need to demonstrate careful attention to your writing arrangement, style and tone:

- _____ develop a robust argument with well applied evidence
 - _____ evidence from outside sources
 - _____ provide detailed connection/description of how the evidence supports the point/reason/claim
- _____ make each paragraph clearly function as a part of the paper's argument/thesis.
- _____ provide clear transitions between the paragraphs above and below that show how each paragraph's main points are related to one another.
- _____ make sentences clearly flow from one to another, occasionally using transitional words and phrases.
 - _____ make sentences sound crisp and flow smoothly (when read aloud, sentences sound appealing).
 - _____ check for no spelling or typographical errors.
 - _____ check that there are no dangling or misplaced modifiers.
 - _____ make sure commas are used to help the syntax and meaning of the sentence.

You can not earn a B or an A without also completing all the requirements in the earlier grade groupings.

Grade: A B C D/F; _____/45 points

Be sure to post a revised version posting to Course Wiki (5 points). Don't worry about formatting as much, it won't copy and paste well to the wiki.

The UnKnown Period Reflection

Due Date: Wed. 7/1; Grace Period Ends: Fri. 7/3 (11:59pm)

Points Possible: 50 points

After finishing the work on one period as well as authors and texts on three more periods, you know you've missed a period. Therefore, to make sure you get "some" knowledge of the period, go into the course wiki for that period and read all of your classmate's postings. Folks, this should take a while!

After reading through all of the postings (including your classmate's insight papers), write a reflection (essay) about this period. In your reflection, be sure to answer the following questions/prompts:

- How does understanding this period get you to better understanding the other four periods?
- How does understanding this period affect your understanding of the various literary themes?
- If you had done this period, which authors would you have selected? Why?
- If you had done this period, which texts would you have selected? Why?

Both email and post your "UnKnown" reflection within the wiki for the appropriate period.

Unknown Period Reflection Gradesheet: TBA

Handbook/Syllabus Contract Form

Student Responsibilities

You are expected to contribute positively to the learning environment of the classroom by:

- taking responsibility for your own success in class;
- reading, reviewing, and referring to the course handbook/syllabus for all pertinent information;
- reading, reviewing, and referring to the college catalog and student handbook for college policies;
- actively asking questions and seeking out help from the instructor;
- participating regularly in this course in the various virtual environments;
- keeping a copy of all assignments until the end of the semester; and
- immediately reporting all e-mail/computer problems to the professor and it is your responsibility to complete the course assignment and activities even in the face of computer failure.

Instructor Responsibilities:

- The instructor reserves the right to require proctoring or validation of students' academic work at the instructor's discretion.
- The instructor reserves the right to change or modify course policies, materials, or deadlines in response to student feedback or unforeseen circumstances. Students will be notified by the instructor of any changes in course requirements or policies.
- The instructor requests that students allow the instructor **72 hours** to respond to student emails or other forms of contact.
- The instructor will attempt to be available during weekdays, however, as balance between family and work is important in everyone's lives, the instructor reserves the right to be unavailable on weekends.
- The instructor requests that students allow the instructor one week from the date of submission (original deadline, not if the assignment is turned in late), to post a grade, or provide feedback, on any homework assignments, two weeks for major writing projects. (Note: the instructor will make every effort to provide faster turn around time-however, sometimes faster turn around is not possible)
- The instructor may be "out-of-the-office" for extended periods of time, and requests that students understand that this situation may occur and allow for such inconveniences (however, the instructor will always attempt to email and/or post an announcement to the class about any such circumstances)

Student Agreement

The signature below, as well as attendance and participation in this class, signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this Handbook/syllabus and the assignments contained within it according to circumstances that may arise during the course of the class. The instructor may drop a student if the student fails to complete the work; however, it is the student's responsibility to drop the course if they do not wish to continue. If the student does not drop the course by the appropriate date the student will receive an F.

(Be sure to ask the instructor any questions concerning the handbook/syllabus before signing below.)

Student's Name, Printed

Student ID Number

Date