

ENGL 4345.061 / ENGL 5346.061

[**Online - Asynchronous**]

American Literature Thru the Romantics (1600-1830)

“The Room Where It Happens”

Fall 2024

Dr. Ann Beebe

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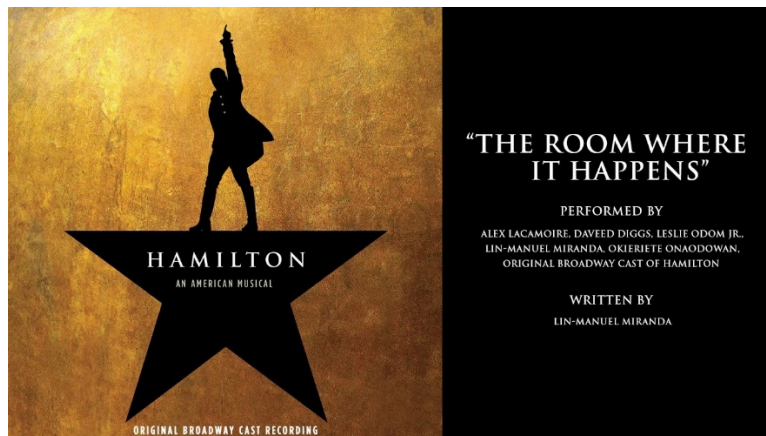
I will post my cell # to Canvas

Office Hours:

TW 10:00am-12:00pm

R 1:00-3:00pm and by Appt.

NOTE: Any changes to OH will be posted as an Announcement



“The Room Where It Happens”: <https://www.youtube.com/watch?v=qrkwgEUXyTU>

Welcome to American Literature thru the Romantics (1600-1830). Thank you for signing up for this asynchronous online class! **We do not have a standard meeting time, and there are no Zoom discussions scheduled for ENGL 4345 / 5346.**

An online class requires students to practice time management and self-discipline, and it is generally 2-3x more work for a faculty member. I will always prefer the magic of a face-to-face classroom, but I recognize the reality of life for a 21st-century student. You have many demands on your time—academics, work, family—and sometimes you need the flexibility of an online class.

The ENGL 4345 course number (5346 at the graduate level) has been my “base camp” class for almost 25 years. I love this literature, and I love helping students gain an appreciation for the beauty and the relevance of this early American literature. This version of 4345 / 5346 has been fashioned for an online delivery method. I hope you enjoy these texts and take advantage of the opportunity to discuss their themes, characters, images, and symbols with your classmates. We will be studying a variety of genres: lyrics, sermon, novel, poetry, drama, slave narrative, and

speech. The primary goals of English 4345 / 5346 are the instruction and daily practice of **critical reading, thinking, debate, and writing.**

I work hard to put together my classes, and I expect a great deal from my students. I expect all readings to be completed by the assigned date. I expect your reading to be active. Mark up your books and take notes as you read. I expect everyone to participate substantially in Canvas discussions and listen respectfully to classmates. And lastly, if you have any questions about class policies, assignments, or readings, I expect you to ask them.

In return there are certain things you can expect from me. I will keep my office hours and make appointments with students who cannot meet during my hours. I will reply to your emails in a timely fashion. [Please note: I am not on my computer 24/7; that's just not healthy. For example, I will reply to your midnight emails in the morning.] I will give all assignments in writing and sufficiently in advance. I will grade and return all assignments in a timely manner. I will maintain your class Grade Center on Canvas.

The assignments and most of the readings for this cross-listed ENGL 4345 / 5346 class are the same. The expectations for the undergraduate students in ENGL 4345 will be slightly lower. To streamline announcements, audios, handouts, grade centers, discussion boards, etc., I have requested that the cross-listed classes have a common Canvas shell. The ENGL 5346 Canvas shell should be the “child” of the ENGL 4345 Canvas shell on your Canvas Dashboard. [Note: ENGL 4345 will appear on the transcript of 4345 students; ENGL 5346 will appear on the transcript of 5346 students.]

Required Texts: (please use these editions – hardcopy or etext)

Both 4345 & 5346:

Hamilton: Revolution (Lin-Manuel Miranda, 9781455539741)

The Interesting Narrative of the Life of Olaudah Equiano (Norton, Werner Sollors, ed., 9780393974942)

The Works of Anne Bradstreet (Harvard, Jeannine Hensley, ed., 978-0674050273)

Benjamin Franklin's Autobiography (Norton, Joyce Chaplin, ed., 978-0393935615)

Letters from an American Farmer (Penguin, Albert Stone, ed., 978-0140390063)

Hope Leslie (Penguin, Carolyn Karcher, ed., 978-0140436761)

5346 Only:

Early American Drama (ed. Jeffrey Richards, 9780140435887) – 5346 students only

Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater (U of PA, Jason Shaffer, 978-0812240245) – 5346 students only

Note: The 2019 Margaret Thickstun edition of Bradstreet's poetry is superior. However, it is more costly. I am ordering the Hensley edition for this course on the basis of cost alone.
Thickstun ISBN: 9781455539741

Weekly Schedule

[Any changes in the schedule will be posted in Canvas Announcements]
Unless otherwise noted, all assignments are due by 11:59pm (CT) on Sundays.
You are responsible for your own hardware, software, and wifi.

Note about Time Management & Online Classes: A 12-hour course schedule is considered full-time for an undergraduate university student. Why? For every 3-credit class, a student is expected to spend 6 hours per week outside of the classroom reading and writing. That means a student is expected to dedicate 9 hours minimum per week for each 3-credit course.

12 hours in class + 24 hours outside of class = 36 hours = full-time student.

You all maintain some sort of weekly calendar where you block out time for your F2F (face-to-face) classes as well as meetings, job schedule, appointments, etc. Block out 9 hours each week for your ENGL 4345 / 5346 online course **now**. **An online course does not magically get finished.** You can work on your own schedule with an online class, but you must set the time aside each week to complete the reading, writing, and exams.

Ethics and the University Student: Cheating or plagiarizing on assignments in ENGL 4345 / 5346 – including the use of AI (open or paid) – will result in failure of the assignment and an Academic Dishonesty Report. Seriously, think about it. If you develop the habit of only copying & pasting something from AI, why would anyone need to hire you? You are training yourself to be professionally obsolete. Instead, train your mind now; cultivate real marketable skills. Develop your critical reasoning, reading, and writing skills as well as an understanding of human nature. Lean into what makes you irreplaceably empathetic, moral, and human. [See the course AI Policy Statement below.]

Week 1: starts August 26

Listen to the Week 1 Audio

Check that you have requested **Canvas announcements** to be forwarded to your email [**Check** your Patriots email daily during the semester.]

Draft your weekly schedule for the semester. Pencil in regular blocks of time to work on your online courses.

Post professional / personal introduction on the “Class Bios” Discussion Board

Read from *Hamilton: The Revolution*: “My Shot” 26-30, “The Schuyler Sisters” 42-45, “Helpless” 71-77, “Satisfied” 80-85, “Wait For It” 91-92, “That Would Be Enough” 110-111, “History Has Its Eyes on You” 120, “Dear Theodosia” 128-129, “What’d I Miss?” 152-153, “Cabinet Battle #1” 161-163, “The Room Where It Happens” 186-190, “Cabinet Battle #2” 192-193, “One Last Time” 209-211, “Cabinet Battle #3” 212-213, “Burn” 238, “The Election of 1800” 258-261, “Who Lives, Who Dies, Who Tells Your Story” 280-281

Additional Reading for 5346: *The Contrast* (Acts I & II, 1-30)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 1 Discussion Board

[Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #1 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 2: starts September 2

Listen to the Week 2 Audio

Read from *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, The African, Written by Himself* (Volume 1, 1-97)

Note: Familiarize yourself with the Norton edition of Equiano’s text. There are maps, illustrations, letters, and other supplementary materials.

Additional Reading for 5346: *The Contrast* (Acts III, IV, & V, 30-57)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 2 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #2 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Census Day – September 9. All online students must have participated in the course or be listed as “non-attending.” This designation may impact financial aid.

Week 3: starts September 9

Listen to the Week 3 Audio

Read from *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, The African, Written by Himself* (Volume II, 101-178)

Additional Reading for 5346: *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater* (1-45)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 3 Discussion Board

[Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #3 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 4: starts September 16

Listen to the Week 4 Audio

Read from *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, The African, Written by Himself* Norton Edition: Article Excerpts by Catherine Obianju Acholonu, Henry Louis Gates, Jr., and Adam Potkay, 351-361, 361-367, 382-395)

Additional Reading for 5346: *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater* (45-93)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 4 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #4 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 5: starts September 23

Listen to the Week 5 Audio

Read from Anne Bradstreet, “The Prologue,” “The Four Ages of Man,” “A Dialogue Between Old England and New,” “In Honour of Queen Elizabeth,” “Contemplations,” and “The Vanity of All Wordly Things” [I have not added page numbers since you have the option of using either the Hensley or the Thicketon edition.]

Recommendation: If you need a refresher on poetry conventions and scansion, please see the two handouts posted in the Module.

Additional Reading for 5346: *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater* (93-137)

Recommendation: If you tend to have internet or Canvas problems, email me your

homework as Word attachments before the due date.

Post your Canvas contributions on this week's readings to the Week 5 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the "Discussions" icon and scroll down to the "Closed for Comments" section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #5 (700-1000 words, see "Prompt Response" section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 6: starts September 30

Listen to the Week 6 Audio

Read from Anne Bradstreet, "The Author to Her Book," "Before the Birth of One of Her Children," "A Letter to My Husband," "On My Dear Grandchild Simon Bradstreet," "August 28, 1656" (prose), "To My Dear Children" (prose), and "Meditations Divine and Moral" (prose) [I have not added page numbers since you have the option of using either the Hensley or the Thickstun edition.]

Recommendation: If you need a refresher on poetry conventions and scansion, please see the two handouts posted in the Module.

Additional Reading for 5346: *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater* (138-178)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week's readings to the Week 6 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the "Discussions" icon and scroll down to the "Closed for Comments" section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #6 (700-1000 words, see "Prompt Response" section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

NOTE: The last day to file for F24 Graduation is October 1.

Week 7: starts October 7

Listen to the Week 7 Audio

No new readings in Week 7

The Week 7 Discussion Board is optional.

Submit your Midterm Exam by Sunday at midnight. The Midterm Exam is your only task this week in 4345 / 5346. I have not assigned any readings or other written assignments this week. Do NOT procrastinate. I encourage you to set a personal deadline of Friday so you can enjoy your weekend.

Note: Students are responsible for their own hardware, software, and wifi. Plan ahead & anticipate tech problems. After you submit your exam in Canvas, you may email me a backup copy before the Sunday at 11:59pm (CT) deadline. See “Midterm Exam” section below for more details.]

Week 8: starts October 14

Listen to the Week 8 Audio

Read from *The Autobiography of Benjamin Franklin* (Parts 1 & 2, 9-88)

Note: Familiarize yourself with the Norton edition of Franklin’s text. There are maps, illustrations, letters, and other supplementary materials.

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 8 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #7 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 9: starts October 21

Listen to the Week 9 Audio

No new readings in Week 9

No Prompt Response in Week 9

The Week 9 Discussion Board is optional.

Submit your Mini-Project by Sunday at midnight – **4345 students** [See “Mini-Project” section below for details]

Submit your BSE Essay by Sunday at midnight – **5346 students** [See “Book Summary & Evaluation” section below for details]

5346 students - Post a second copy of your BSE Essay on Canvas for your classmates to read in the BSE Discussion Board.

Week 10: starts October 28

Listen to the Week 10 Audio

Read from *The Autobiography of Benjamin Franklin* (Part 3, 89-160)

Note: Familiarize yourself with the Norton edition of Franklin’s text. There are maps,

illustrations, letters, and other supplementary materials.

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week's readings to the Week 10 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the "Discussions" icon and scroll down to the "Closed for Comments" section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #8 (700-1000 words, see "Prompt Response" section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 11: starts November 4

Listen to the Week 11 Audio

Read from *Letters from an American Farmer* (Letters I-IV, 39-126)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week's readings to the Week 11 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the "Discussions" icon and scroll down to the "Closed for Comments" section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #9 (700-1000 words, see "Prompt Response" section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

NOTE: Registration for SP25 classes opens on November 4.

Week 12: starts November 11

Listen to the Week 11 Audio

Read from *Letters from an American Farmer* (Letters V-XII, 127-227)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week's readings to the Week 12 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the "Discussions" icon and scroll down to the "Closed for Comments" section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #10 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

Week 13: starts November 18

Listen to the Week 13 Audio

Read from *Hope Leslie* (Volume I, 3-177)

Recommendation: If you tend to have internet or Canvas problems, email me your homework as Word attachments before the due date.

Post your Canvas contributions on this week’s readings to the Week 13 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

Submit your Prompt Response #11 (700-1000 words, see “Prompt Response” section below for details)

Note: All written work for ENGL 4345 / 5346 is run through similarity programs when uploaded to Canvas. The assignments from former students are part of the comparison pool along with print and internet sources (Wikipedia, CourseHero, etc.). The use of AI (open or paid) for any assignment in ENGL 4345 / 5346 would be considered cheating. Please see the consequences for cheating & plagiarism below. See full AI Policy Statement below.

THANKSGIVING WEEK

Week 14: starts December 2

Listen to the Week 14 Audio

Read from *Hope Leslie* (Volume II, 181-371)

Post your Canvas contributions on this week’s readings to the Week 13 Discussion Board [Discussion Boards will be closed at the end of each week. Students can still read posts on closed discussion boards. Click on the “Discussions” icon and scroll down to the “Closed for Comments” section.] See Participation section below for more information about ENGL 4345 / 5346 Participation.

No Prompt Response in Week 14

Week 15: starts December 9

Submit your Course Project & Project Paper – Due Tuesday, December 10 by midnight [See “Course Project / Project Paper” section below for details]

Grading:

Participation & Performance – Weekly Grade of DB Posts (Weeks 1-14, excludes Weeks 7 & 9)	15%
Prompt Responses (11 total)	25%
Midterm Exam	20%
Mini-Project (4345) OR BSE Essay (5346)	15%
Course Project	15%
Project Description Paper (5-7 pages not counting WC page) (Paper Sections: Research Question(s) & Goals, Process & Models, Relevance & Conclusions)	10%

NOTE: The ‘F’ grade for **missing work** is a 0, not a 60.

The **Census Date** for this semester is September 9.

The last day to **Apply for Graduation** is October 1.

Registration for next semester starts on November 4. [Please see your academic or faculty advisor in
March.]

The **last day to withdraw** from a class with a “W” is November 4.

Student Learning Outcomes:

By the end of the semester, students will be able to (SWBAT):

- Reproduce a timeline of American literature from the 1600s to the 1830s that includes key genres, styles, topics, and authors
- Articulate the themes and ideas representative of American literature from the 1600s to the 1830s
- Recognize how historical, political, and social events shape our analysis and appreciation of literature
- Argue independent interpretations of canonical and non-canonical texts in the American literary tradition
- Write persuasive close readings / explications of novels, poems, essays, and sermons
- Use the terms related to literary study and literary theory appropriately in discussion and in writing
- Enter the critical interpretation of literary texts with published scholars in their own essays
- Understand literature’s significance in creating and shaping an evolving American identity

Class Participation & Performance:

This is a 4000-level / graduate class. Translation: Active and scholarly participation is expected. I want you to get into the habit of sharing your ideas and responses to the readings through the entire week, not just on Sunday night.

Each student will be expected to contribute a minimum of three (3) **substantial** posts on the readings every week for a passing participation grade.

You will be assigned a weekly participation & performance grade.

3 **substantial** posts in the weekly discussion board = C

5 **substantial** posts in the weekly discussion board = B

6+ **substantial** posts in the weekly discussion board = A

Options for the Discussion Boards:

Week 1 only – post self-introduction to the Week 1 discussion board

Post an original comment on the readings or reply to a classmate's post

Post requested sample prompt answer [I will email students to request, never require, a sample answer post.]

Post potential project ideas & options

Post a screenshot of a post to social media – quote from one of the week's readings with your commentary

Post original meme (about week's readings or an encouragement meme) – students can receive participation & performance credit for 1 original meme per week

Post URL of scholarly article on the week's readings with your summary and commentary

Post your reading notes on the texts

Post a study chart, timeline, summaries, etc. you created to study for the midterm exam

NOTE: Cheating, including the use of AI, or plagiarism on any assignment for ENGL 4345 / 5346 will result in failure of the assignment (0 points) and an Academic Dishonesty Report.

Prompt Response:

On Tuesdays I will post the prompt for your prompt response in the Announcements. [Check the daily schedule to see weeks without a required prompt response.] You will have until Sunday at 11:59pm (CT) to write your 700-1000 word answer to the question. The prompt responses are open book / open notes. Students are NOT allowed to work together. I will permit students to work with a Writing Center tutor (no classmates) for the Prompt responses but NOT for the exam. [Again – I will post the question prompts in the Announcements for the response essays; you do not select your own topics for these weekly responses.]

Use current in-text MLA citation for your prompt responses. Please consult the Purdue OWL if you need to review citation parameters and formatting:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

You are responsible for your own hardware, software, and wifi. If you are concerned about your wifi at home, please use the free wifi on the UTT campus or at a coffeeshop.

NOTE: Cheating, including the use of AI, or plagiarism on any assignment for ENGL 4345 / 5346 will result in failure of the assignment (0 points) and an Academic Dishonesty Report.

Midterm Exam:

The Midterm Exam will consist of 4 essay prompts. Each student will select 2 prompts and write 2 1000-word essay answers.

Once you open the Midterm Exam you will have up to 6 hours to write your 2 answers. You cannot open / close / reopen the exam. Once you open it, the exam will remain open for up to 6 hours.

The exam is open book / open note. You are not allowed to work with a classmate. You are not allowed to consult a tutor. You are not allowed to seek assistance from anyone – friend, family member, former teacher, life coach, personal trainer, favorite pet, etc.

Use in-text MLA 8 citation for your essay responses. Please consult the Purdue OWL if you need to review citation parameters and formatting.

NOTE: Cheating, including the use of AI, or plagiarism on any assignment for ENGL 4345 / 5346 will result in failure of the assignment (0 points) and an Academic Dishonesty Report.

Mini-Project (4345 only):

You will be given the chance to earn course points for a mini-project before you start your end-of-course project. You are NOT allowed to poach someone else's project idea, perhaps shared on a discussion board, without his or her written permission.

The mini-project and end-of-course project should cover different topics and texts. Preferably you will explore two different digital options. Each project should be the best combination of written text, visual text, audio text, and digital variety to answer your guiding research question(s) about one of the texts on the syllabus.

Both projects are **works of literary analysis** (not biographical or historical); your goal is to analyze some aspect of the text. These projects should make an **argument**. Do not view them as introductory teaching lectures to a text.

Select:

Genre – Blog, Podcast, Video, Visme (Other genres are possible; please get approval for a different genre.)

NOTE: Before you commit to a genre and a platform, make sure you know how to use it. And please make sure you can **share** (submit in Canvas) your work product, without charge, for a grade. Don't set your account / project up so only the author can view it.

Tools – Your project should mix written texts, visual texts, audio texts, and digital tools.

Text – what text from the syllabus up to Week 9 would you like to explore?

Research Question(s) – what question(s) about these texts NEED to be answered so that your audience understands the texts & their significance? [Thesis]

Relevancy – How will you persuade your audience of the relevancy of your project's questions and the project's texts? Why should university students read & debate these texts?

[Audience – Same for all projects – university students]

Here is the step-by-step process for your two projects (mini & course).

Step 1: Read the assigned texts on the syllabus.

Step 2: Review the expectations for this text's genre - play, narrative, poem, novel, etc.

Step 3: How have literary scholars approached this text? What are they overlooking? What have they misread?

Step 4: What question of literary analysis would you like to ask? What is your working thesis? How should your interpretation of the text change how your readers approach the text?
[Audience: Undergraduate & graduate students who have read the text.]

Step 5: What evidence / support do you need to gather to make your claim? [You go through steps 1-5 when writing a 10-page paper in an ENGL class. These steps should not be new to you.]

Step 6: Consider your personal toolkit of digital resources. What digital method (or combination of digital methods) would be best to make your literary analysis argument? How do you make your argument using written, visual, and audio text?

Step 7: Select 1 topic & method for your mini-project. Select a different topic & method for your course project.

URLs to Sample Projects by former students can be found below in the Course Project area.

Caution: Both projects in ENGL 4345 / 5346 are **digital** projects. Therefore -

1. A short paper pasted into a PPT is not a digital project.
2. One slide is not a digital project.
3. A podcast that reads a paper is not a strong digital project.
4. A blog that posts a paper to a website is not a strong digital project.
5. A project should not use a literary text as an excuse to talk about another subject. The literary text should not springboard you into a discussion of a modern-day topic. All roads should lead from and back into the text.

***See - Project (Mini and Course) Grading Rubric Handout**

NOTE: Cheating, including the use of AI, or plagiarism on any assignment for ENGL 4345 / 5346 will result in failure of the assignment (0 points) and an Academic Dishonesty Report.

Course Project (4345 & 5346 students):

Your course project should employ a different genre & a different text than your mini-project – 4345 students. You are NOT allowed to poach someone else's project idea, perhaps shared on a discussion board, without his or her written permission.

The mini-project and end-of-course project should cover different topics and texts. Preferably you will explore two different digital options. Each project should be the best combination of written text, visual text, audio text, and digital variety to answer your guiding research question(s) about one of the texts on the syllabus.

Both projects are works of literary analysis (not biographical or historical); your goal is to analyze some aspect of the text. These projects should make an **argument**. Do not view them as introductory teaching lectures to a text.

Select:

Genre – Blog, Podcast, Video, Visme (Other genres are possible; please get approval for a different genre.) **4345 students** – your mini-project & course project should use different digital genres

NOTE: Before you commit to a genre and a platform, make sure you know how to use it. And please make sure you can **share** (submit in Canvas) your work product, without charge, for a grade. Don't set your account / project up so only the author can view it.

Tools – Your project should mix written texts, visual texts, audio texts, and digital tools.

Text – what text from the syllabus up to Week 14 would you like to explore?

Research Question(s) – what question(s) about these texts **NEED** to be answered so that your audience understands the texts & their significance? [Thesis]

Relevancy – How will you persuade your audience of the relevancy of your project's questions and the project's texts? Why should university students read & debate these texts?

[Audience – Same for all projects – university students]

Here is the step-by-step process for your two projects (mini & course).

Step 1: Read the assigned texts on the syllabus.

Step 2: Review the expectations for this text's genre - play, narrative, poem, novel, etc.

Step 3: How have literary scholars approached this text? What are they overlooking? What have they misread?

Step 4: What question of literary analysis would you like to ask? What is your working thesis?

How should your interpretation of the text change how your readers approach the text?

[Audience: Undergraduate & graduate students who have read the text.]

Step 5: What evidence / support do you need to gather to make your claim? [You go through steps 1-5 when writing a 10-page paper in an ENGL class. These steps should not be new to you.]

Step 6: Consider your personal toolkit of digital resources. What digital method (or combination of digital methods) would be best to make your literary analysis argument? How do you make your argument using written, visual, and audio text?

Step 7: Select a different topic & method for your course project, if you submitted a mini-project.

Caution: Both projects in ENGL 4345 / 5346 are **digital** projects. Therefore -

1. A short paper pasted into a PPT is not a digital project.
2. One slide is not a digital project.
3. A podcast that reads a paper is not a strong digital project.
4. A blog that posts a paper to a website is not a strong digital project.
5. A project should not use a literary text as an excuse to talk about another subject. The literary text should not springboard you into a discussion of a modern-day topic. All roads should lead from and back into the text.

***See - Project (Mini and Course) Grading Rubric Handout**

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Sample Student Projects – URLs:

[I cannot provide the URLs to the excellent audio projects (mp4) of former students; some of the following links may now be inactive.]

Sample Student Blog from ENGL 4345 / 5346 (F19): <https://moralityandbias.wordpress.com/>

Sample Student Blog from ENGL 4345 / 5346 (F19):

<https://errandintothewilderness.home.blog/>

Sample Student Wixsite from ENGL 4345 / 5346 (F19):

<https://krystianfairchild.wixsite.com/finalproject>

Sample Student Visme from ENGL 4345 / 5346 (F19): <https://my.visme.co/projects/rxyx41gn-creative-project#s1>

Sample Student PDF from ENGL 4345 / 5346 (F19):

<https://megansportfoliowellworld.wordpress.com/2019/10/28/mini-project-a-rhetorical-analysis-and-comparison-of-sermons-using-ethos-pathos-and-logos-to-convert-the-audience/>

Sample Blog from ENGL 4345 / 5346 (F21): <https://takealooklit.weebly.com/synopsis.html>

Sample Fakebook page from ENGL 4345 / 5346 (F21): <https://www.classtools.net/FB/202110-3LiRPh>

Sample Blog from ENGL 4345 / 5346 (F21):

<https://brysonschubert.wordpress.com/2021/10/24/say-his-name-the-evolution-of-the-slave-narrative/>

Sample Blog from ENGL 4345 / 5346 (F21): <https://vgeorgedesign.weebly.com/>

Sample Visme from ENGL 4345 / 5346 (F21): <https://my.visme.co/view/vd7dq9pd-e0654kxv3mrq2np9#s1>

Course Project Description Paper (4345 & 5346 students):

Your Course Project will be accompanied by a 5-7 page project description paper (current MLA in-text citation – see Purdue OWL) with a Works Cited page in correct MLA formatting.
[12 Times New Roman, 1-inch margins, double-spaced, no title page, page numbers included]

Paper Sections:

1. Research Question(s) & Goals,
2. Process & Models,
3. Relevance & Conclusions

I suggest the 3 sections - 3 headers (see above).

Open with a short introduction - then organize your paper with 3 sections.

In the **first section** you explain the reasons behind your text selection, your guiding research question, your thesis, your goals for the project, etc.

In the **second section** you explain the actual creation process of the course project and the models (other examples of your digital format) that inspired you as you created this digital project.

In the **last section** you explain the "so what." Why should someone view your project? How should it enhance or change how they read the 4345 / 5346 text? How might it change how someone approaches pre-1830 American literature? What conclusions have you reached?

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Project (Mini and Course) Grading Checklist:

Thesis:

- Clear, debatable, focused on a 4345 / 5346 text
- Statement of topic, focused on a 4345 / 5346 text
- Topic & Text unclear

Argument & Reasoning:

- Clear analysis of 4345 / 5346 literary text with solid reasoning
- Occasionally clear analysis of 4345 / 5346 literary text with some reasoning
- Poor analysis of 4345 / 5346 literary text

Organization:

- Excellent
- Fair
- Poor

Evidence & Support:

- Strong use of relevant primary (the text) and current secondary academic sources with accurate citation
- Fair use of relevant primary (the text) and current secondary academic sources with accurate citation

___ Poor use of relevant primary (the text) and current secondary academic sources with accurate citation

GSP (Grammar, Spelling, Punctuation):

___ Excellent
___ Fair
___ Poor

Digital Tools:

___ Excellent mix of written, visual, audio tools; tools appropriate for topic / thesis (t/t)
___ Some mix of written, visual, audio tools; tools generally appropriate for t/t
___ Poor selection of written, visual, audio tools for t/t

Quality of Selected Digital Format:

[Written format / fonts consistent & legible; visual items in focus & relevant; audio delivery clear & audible]

___ Excellent
___ Fair
___ Poor

Creativity:

___ Excellent
___ Fair
___ Poor

Book Summary & Evaluation Essay (BSE) – 5346 students only:

Some of you may be familiar with a version of this assignment – the ASE or Article Summary Evaluation Essay – from a previous class. For this class you will all be working with the same work of scholarship, Jason Shaffer’s *Performing Patriotism: National Identity in the Colonial and Revolutionary American Theater*.

Your BSE essay (5-7 pages, double spaced, Times New Roman, 1-inch margins) should list the full citation in current MLA format, author background, the subjects covered, the strengths and limitations of the article, and a few key quotes (provide page numbers). You may feel the need to provide additional background information or a chronology. Make clear who would find the book useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through a plagiarism software program. The use of AI – paid or unpaid – for any stage of the writing process is not allowed and will be considered cheating. [You can email me a backup copy of the essay if you wish, but I will evaluate the copy uploaded through the Assignments icon.] **Post a second copy on Canvas for your 5346 classmates to read in the BSE Discussion Board.** Thoughtful and substantial comments on a peer’s BSE essay would be counted toward your discussion board participation. Students are responsible for their own technology and internet access.

Your essay should make clear:

- ◆ Factual details – subject of book: the who, what, where, and when of the topic and publication.
- ◆ The author’s thesis / main claims – what is the point of the book?
- ◆ Critical background & area expertise of the author (new critical, new historical, feminist, cultural, formalist, psychoanalytic, etc.)
- ◆ Contribution to the field – is the critic arguing new ideas or repeating old criticism?
- ◆ Balance of the work – are some sections weak or incomplete? How do they work together to advance the argument?
- ◆ Quality of research – what is the depth of background and analysis?
- ◆ Who would find this book useful? Why?
- ◆ How does this book help you understand Colonial / Revolutionary Era American literature?
- ◆ Your scholarly evaluation of the book (no trash talk or fan mail)

There should be four labeled sections in your essay:

1. **Author Background** [1 page – Who is the critic? What are his or her credentials? What are some key publications by the critic? Is the author credible on this topic? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections? No evaluation here.]
3. **Discussion** [3-4 pages – Unpack the main claims. How does the author reason and support the ideas? Please do not confuse the summary and discussion sections. No evaluation here.]
4. **Evaluation / Analysis** [1.5-2 pages – Be a critic. Where do the arguments succeed / fail and why? I will be looking to see strong analysis skills in this section.]

Please control your essay with tight organization. Use transitions in and between your paragraphs.

NOTE: I have attached a few sample ASE essays to Canvas as PDF files for you to review. Returning students, please post your recommendations / suggestions for this assignment for students new to the MA program in the BSE Discussion Board.

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Late Work:

Late work will not be accepted.

[NOTE: If you experience a life-changing event (serious illness, serious accident, tragedy in your family), please contact me as soon as possible. With documentation to substantiate the event, I am always willing to make schedule adjustments to help my students successfully complete my courses.

AI Policy for ENGL 4345 / 5346:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal,

philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Writing Center:

The UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning--you will be expected write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 565-5995. More information: www.uttyler.edu/writingcenter. [They can make online appointments.]

University Policies and Information

https://www.uttyler.edu/offices/academic-affairs/files/syllabus_information_2021.pdf

Withdrawing from Class:

Students are allowed to withdraw (drop) from a course through the University's Withdrawal Portal. Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. The number includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from any course has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance.

CAUTION #1: Withdrawing before census day does not mean students receive a full refund. Please see the Tuition and Fee Refund Schedule.

CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy:

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy:

If a student, because of extenuating circumstances, is unable to complete course requirements by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The “I” may be assigned in lieu of a grade only when all of the following conditions are met:

- (a) the student has been making satisfactory progress in the course;
- (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and
- (c) the student presents these reasons prior to the time that the final grade roster is due.

The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete the work for the course within the time limit, the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F or to NC, if the course was initially taken under the CR/NC grading basis.

Grade Appeal Policy:

UT Tyler’s Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of the course. If a student does not agree with the decision of the instructor, the student may then move the appeal to the department chair/school director for that course. If the student is still dissatisfied with the decision of the chair/director, the appeal moves to the Dean of the College offering that course, who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the Registrar’s Form Library.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), The University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If a student has a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, the student is encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will

contact the student when the application has been submitted and schedule an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Pregnant or Parenting Students:

Contact the Parenting Student Liaison at parents@uttyler.edu for assistance.

Military Affiliated Students:

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military-affiliated students are in the Military and Veterans Success Center (MVSC). The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct:

The UT Tyler community comes together to pledge that “Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.” Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual of Operating Procedures (Section 8).

FERPA:

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements in protecting your confidential information.

Recording of Class Sessions:

Class sessions may be recorded by the instructor for use by students enrolled in the course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in the course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Absence for Official University Events or Activities:

All courses follow the practices related to approved absences as noted by the Student Manual of Operating Procedures (Sec. 1 -501).

Absence for Religious Holidays:

Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry:

We respect the right and privacy of students who are duly licensed to carry concealed weapons in all courses. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

