Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn’t participate for two or more weeks a grade of “F” will be entered for a final grade.
4. Login to your course a minimum of three times per week.
5. Complete all assignments to the best of your ability.
6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

Cheating and Plagiarism
It is the student’s responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB [http://www.bridgeport.edu/pages/2623.asp](http://www.bridgeport.edu/pages/2623.asp) or the appropriate graduate program handbook.

E-mail correspondence
It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. The University can no longer correspond to your personal e-mail account(s).
Have questions about taking an online course? Go to:
http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged/dl/Taking_online_classes.htm

The IDEAL Program

ENGL 208 AMERICAN LITERATURE II
Spring 2011
March 5 – April 27, 2012
Online

Faculty: Paul Rosenberg

Email: prosenbe@bridgeport.edu

Office Hours: Email at any time, online “live” office hours and phone conference by appointment.

My cell phone number is 860.309.9832.

Biography: I earned a Bachelor of Arts degree in English from Trinity College in Hartford, Connecticut and a Master of Arts degree in English from Central Connecticut State University in New Britain, Connecticut.

After many years as a freelance writer and many more years in corporate communications, primarily with Better Brands, Inc. and International Multifoods, I served as Associate Dean & Director of Distance Learning at Post University in Waterbury, Connecticut, from 2001 to 2005. From 2005 – 2007 I served as Director of Academic Services, and Managing Partner, of FacultyMentor, a company that provided training, certification, assessment, and consulting to the online education community.

In addition to teaching at The University of Bridgeport, I teach online at several other colleges and universities around the country, including The University of Maryland and Southern New Hampshire University. I teach a variety of English and Communications courses including Writing for Managers, Technical Writing, Writing for Business, Grant Writing, English Composition, Composition & Research, Introduction to Critical Reading: Text & Context, Critical Thinking, Information Literacy, Communications, World Literature, Introduction to Literature, The American Short Story, Women in Literature, Science Fiction, American Literature I & II, American Realism and Naturalism, and Art Against Society in American Modernism.

I have presented at regional and national conferences on the topic of training and certifying faculty to teach online courses, including The Blackboard Southeast Region Users Group Conference at Duke University in September, 2004 and Sea of Choices: Charting a Course for Your Institution, an EDUCAUSE/Nercomp Conference held in March, 2005 at the DCU Center in Worcester, Massachusetts.
I recently co-authored an article entitled Uniting Technology and Pedagogy: The Evolution of an Online Teaching Certification Course that was published in the January, 2006 issue of EDUCAUSE Quarterly.

Course Description
American Literature II

A survey of the literature of transition from an era of traditional and idealized values to one of realist and relativist perceptions, covering the period from the Civil War to World War II. 3 semester hours.

Course Objectives

After completing the course the student will be able to:

- Articulate a vision of American literature as seen through the eyes of the authors studied in the course
- Demonstrate an understanding of traditions and themes in American literature with special emphasis on the changes and trends in American literature from 1865 - 1945
- Demonstrate an understanding of the basic elements of literature, including plot, character, theme, symbolism, irony, and setting
- Write about literature in a meaningful, thoughtful way, carefully examining the intent of the authors as well as the interpretations made by readers
- Better appreciate and understand how literature addresses the complexity of the human condition in American literature of the period
- Have greater insights into human nature for having examined the values, motivations, and complexities of some major themes in American literature of the period

Required Texts


Discussion Postings

The discussion boards are the “heart and soul” of an online course. Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted.
Timely online class participation is essential to this course. Please review the grading rubric below for how postings will be evaluated.

**Grading Rubric for Discussion Postings**

<table>
<thead>
<tr>
<th></th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution to the Classroom</strong></td>
<td>Posting is insightful, thorough, and interesting.</td>
<td>Posting is thorough and interesting.</td>
<td>Posting is interesting but lacks insight and depth.</td>
<td>Posting is uninteresting and/or too brief for the assignment.</td>
</tr>
<tr>
<td><strong>Inspires Reply Postings from Other Students</strong></td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>Some effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>No effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
</tr>
<tr>
<td><strong>Demonstrated Understanding of the Reading Assignment</strong></td>
<td>Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
<td>Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.</td>
<td>Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.</td>
<td>Posting demonstrates very little understanding of the reading assignment.</td>
</tr>
<tr>
<td><strong>Grammar, Mechanics, Spelling, and Sentence Structure</strong></td>
<td>Posting is highly polished; no grammar or spelling errors.</td>
<td>Posting is polished; maximum of one grammar or spelling error.</td>
<td>Posting is adequate; maximum of two grammar or spelling errors.</td>
<td>Inadequate posting; more than two spelling or grammar errors.</td>
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</table>
Course Activities and Grade Weights

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Essay #1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in the Weekly Discussion Boards</td>
<td>30%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

- 94-100% = A (4.0)
- 90-93% = A- (3.7)
- 87-89% = B+ (3.3)
- 84-86% = B (3.0)
- 80-83% = B- (2.7)
- 77-79% = C+ (2.3)
- 74-76% = C (2.0)
- 70-73% = C- (1.7)
- 67-69% = D+ (1.3)
- 64-66% = D (1.0)
- 60-63% = D- (.7)
- Below 60% = F

Two Essays will be assigned during the course to give students an opportunity to demonstrate their knowledge of the works studied. Each essay will be worth 20% of the student’s final grade. Late submissions will not be accepted unless there are sufficient extenuating circumstances to warrant an extension of the due date. Be sure to contact the instructor promptly if there are extenuating circumstances that interfere with the timely submission of any assignment.

A comprehensive final exam will be given at the end of the course. The final exam will cover the entire course, and all the assigned readings. The final exam will be worth 30% of a student’s final grade.

Discussion posting assignments will be posted every week. Active, engaged participation is required in every discussion forum. Each student will be required to post a substantial mini-essay for each discussion assignment. Additionally, each student will be required to post at least one substantial response in each forum to receive credit for their own posting. Grading rubrics will be posted in the course explaining how all postings will be evaluated. Postings and replies must be posted by the assigned due dates. Late postings and replies cannot be accepted. Participation in the discussion forums is worth 30% of a student’s final grade.
**Voluntary Peer Review Groups** will be set up in Week One. Drafts of essays must be posted in the voluntary peer review groups at least 72 hours before the due date to allow enough time for group members to critique your work.

Essays will be evaluated according to the following rubric:

**Grading Rubric for Essays**

<table>
<thead>
<tr>
<th></th>
<th>A (Excellent)</th>
<th>B (Good)</th>
<th>C (Fair)</th>
<th>D (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoroughness</strong></td>
<td>Essay addresses all the required aspects of the assignment in an organized, coherent manner.</td>
<td>Essay addresses most of the required aspects of the assignment in an organized, coherent manner/</td>
<td>Essay addresses some of the required aspects of the assignment but not in a completely organized, coherent manner.</td>
<td>Essay does not address the required aspects of the assignment. Essay is not organized and coherent.</td>
</tr>
<tr>
<td><strong>Supporting Details</strong></td>
<td>Essay includes numerous specific examples from the texts to support student’s viewpoint.</td>
<td>Essay includes some specific examples from the texts to support student’s viewpoint.</td>
<td>Essay includes a few specific examples from the texts to support student’s viewpoint.</td>
<td>Essay does not include an adequate number of examples from the texts to support student’s viewpoint.</td>
</tr>
<tr>
<td><strong>Demonstrated Understanding of the Assignment</strong></td>
<td>Essay demonstrates a thorough understanding of the assignment by synthesizing concepts from the readings and class discussions.</td>
<td>Essay demonstrates a good understanding of the assignment by synthesizing concepts from the readings and class discussions.</td>
<td>Essay demonstrates some understanding of the assignment by synthesizing a few concepts from the readings and class discussions.</td>
<td>Essay demonstrates very little understanding of the assignment and does not attempt to synthesize concepts from the readings and class discussions.</td>
</tr>
<tr>
<td>Grammar, Mechanics, Spelling, and Sentence Structure</td>
<td>Essay is highly polished; no grammar or spelling errors.</td>
<td>Essay is polished; maximum of one grammar or spelling error.</td>
<td>Essay is adequate; maximum of two grammar or spelling errors.</td>
<td>Not college level writing; essay has more than two spelling or grammar errors.</td>
</tr>
</tbody>
</table>

**BRIEF OVERVIEW OF COURSE (and reading list)**

*Always read the assigned authors’ biographies preceding their works.*

**Week 1**

In our textbook, *Norton, Volume C*, read pgs. 1 - 16.

Read selections by Walt Whitman, Emily Dickinson, Mark Twain, and Kate Chopin, *including biographies*:

Walt Whitman: Crossing Brooklyn Ferry

Emily Dickinson: Success is countest sweetest, Because I could not stop for Death -, I heard a Fly buzz – when I died -, Much Madness is divinest Sense -

Mark Twain: The Notorious Jumping Frog of Calaveras County

Kate Chopin: The Awakening, pgs. 535 – 565 (begin)

*Discussion board forums as assigned.*

**Week 2**

In our textbook, *Norton, Volume C*, read selections by Ambrose Bierce, Henry James, Sarah Orne Jewett, and Kate Chopin, *including biographies*:

Ambrose Bierce: An Occurrence at Owl Creek Bridge

Henry James: The Beast in the Jungle

Sarah Orne Jewett: A White Heron

Kate Chopin: The Awakening, (cont.)

*Discussion board forums as assigned.*
Week 3

In our textbook, Norton, Volume C, read selections by Charles W. Chesnutt, Charlotte Perkins Gilman, and Kate Chopin, including biographies:

Charles W. Chesnutt: The Wife of His Youth
Charlotte Perkins Gilman: The Yellow Wallpaper
Kate Chopin: The Awakening, (complete)

Discussion board forums as assigned.

Essay #1 Due

Week 4

In our textbook, Norton, Volume C, read selections by Edith Wharton and W. E. B. Du Bois, including biographies:

Edith Wharton: The Other Two
W. E. B. Du Bois: The Souls of Black Folks

Discussion board forums as assigned.

Week 5

In our textbook, Norton, Volume D, read pgs. 1177 - 1192

Read selections by Black Elk, Edgar Lee Masters, Edwin Arlington Robinson, Robert Frost, Susan Glaspell, Sherwood Anderson, and Eugene O’Neill, including biographies:

Black Elk: Black Elk Speaks
Edgar Lee Masters: Trainor, the Druggist
Edwin Arlington Robinson: Richard Cory, Miniver Cheevy
Robert Frost: Mending Wall, The Death of the Hired Man, The Road Not Taken, Nothing Gold Can Stay
Sherwood Anderson: Adventure
Susan Glaspell: Trifles, pg. 1412
Eugene O’Neill: Long Day’s Journey into Night, (begin)

Discussion board forums as assigned.
Week 6

In our textbook, Norton, Volume D, read selections by Wallace Stevens, William Carlos Williams, Ezra Pound, H. D., Marianne Moore, and Eugene O’Neill, including biographies:

Wallace Stevens: The Emperor of Ice Cream, Thirteen Ways of Looking at a Blackbird, The Idea of Order at Key West

William Carlos Williams: The Young Housewife, The Red Wheelbarrow, This Is Just To Say

Ezra Pound: In a Station of the Metro

Marianne Moore: Poetry

Eugene O’Neill, Long Day’s Journey into Night, (cont.)

Discussion board forums as assigned.

Essay #2 Due

Week 7

In our textbook, Norton, Volume D, read selections by T. S. Eliot, Claude McKay, Zora Neale Hurston, Edna St. Vincent Millay, and Eugene O’Neill, including biographies:


Claude McKay: The Harlem Dancer, The Lynching, America

Zora Neale Hurston: The Gilded Six-Bits

Edna St. Vincent Millay: I Think I Should Have Loved You Presently, [I, being born a woman]

Eugene O’Neill: Long Day’s Journey into Night, (complete)

Discussion board forums as assigned.

Week 8

In our textbook, Norton, Volume D, read selections by E. E. Cummings, F. Scott Fitzgerald, Langston Hughes, Countee Cullen, and Richard Wright, including biographies:

E. E. Cummings: “next to of course god America I

F. Scott Fitzgerald: Winter Dreams

Langston Hughes: The Negro Speaks of Rivers, Theme for English B
Countee Cullen: Incident
Richard Wright: The Man Who Was Almost a Man

Discussion board forums as assigned.

Comprehensive Final Exam

ACADEMIC POLICIES

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

Attendance Policy
Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page: http://www.bridgeport.edu/include/pdf/AddDropForm.pdf.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the
term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:
http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Accessing Your Grades & Schedule Online**
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor
1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**
You can access the library through the library’s website: http://www.bridgeport.edu/library. Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Contact</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td></td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>Robinson Hernandez</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>Lana Mistry</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td>(203) 576-4642</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td></td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>Distance Education Office</td>
<td></td>
<td>(203) 576-4853</td>
<td><a href="mailto:ubonline@bridgeport.edu">ubonline@bridgeport.edu</a></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td></td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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**CAMPUS CONTACT INFORMATION**
<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
<tr>
<td>Woodbridge</td>
<td>6 Lunar Drive Woodbridge, CT 06525</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td></td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

**Directions to IDEAL Campus locations** [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.

Federal Student Aid Information: 1-800-433-3243