****

**The WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**School of Languages and Literature**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**Course Name: ENGL 5311-American Romanticism and Realism**

**Term and Year: Spring 2018**

**Full Name of Instructor: Dr. Dorothy Maria O’Connell**

**Office Phone and Email:** maria.o’connell@wbu.edu **806-291-1102 Text: 806-224-8234**

**Office Hours, Building, and Location: I will be available between 1:30 and 3:00 for Blackboard messaging, email or phone (please make an appointment if you will be calling). I am available for email all the time, but after 9:00 pm you will not get an answer until the next day.**

**Class Meeting Time and Location**: On Blackboard

**Catalog Description:** A study of the prose and poetry of American Romanticism and Realism.

Required Textbook and Resources: ***Kindle or other e-book formats are acceptable, as are used or other paperback editions.***

**Gilmore, Michael T. *American Romanticism and the Marketplace,* Chicago, University of Chicago Press, 1985 ISBN-** **978-0226293967**

**Pizer, Donald, *Cambridge Companion to American Literary Realism and Naturalism,* Cambridge, Cambridge University Press, 1995 ISBN-** **978-0521438766**

**Other readings will be included from online sources.**

**We will have a number of readings from sources available online. If you want to buy a book or kindle version of the readings, that’s fine, but I’m going to post hyperlinks for the different selections outside of our textbooks.**

**Optional Materials:** You will need good internet access and the ability to participate in discussion board threads and to turn in written work in a timely manner. You must have software that allows you to save materials as .doc or .docx formats and some form of storage. You will be responsible for making sure that you have saved all works in progress and other materials.

**Course Outcome Competencies**: Course Overview:

1. describe/define breadth and depth of the literary movement of Romanticism;
2. trace development of Romanticism in prominent, as well as lesser known, writers/works of American literature;
3. describe/define breadth and depth of the literary movement of Realism;
4. trace development of Realism in prominent, as well as lesser known, writers/works of American literature;
5. analyze and critique selected literary works of American Romanticism and Realism;
6. conduct graduate-level research on a topic related to Romanticism or Realism, producing polished written and oral presentation [or comparable format].

**The more the student puts into the course, the higher his or her outcome competencies will be.**

**Attendance Requirements**: The course will take place entirely online. You must have a functional Blackboard account and be able to access the WBU library website, as well as articles and other material provided through proprietary databases available via the WBU library website. You also must have an active WBU email address. Your WBU email address is the usual way that I will contact you. You are strongly encouraged to visit the Blackboard login page and test your browser for Blackboard compatibility, as well as take the Blackboard Tutorial if you are not familiar with how the service works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the Blackboard login page

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

**Plagiarism and Conduct Statement**

 **Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's *writing or ideas* as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.**

**Common examples of plagiarism or academic dishonesty include the following:**

* **Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.**
* **Paraphrasing the ideas presented in any source or oral discussion without *appropriate citation*.**
* **Using the evidence and conclusions of any source as the controlling framework for one’s own paper.**
* **Recycling work from a previous or current course, whether your own work or another student’s work.**
* **Purchasing or otherwise downloading a paper from an internet website.**

**In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute *appropriate citation* of any source:**

* **Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.**
* **Placing borrowed text directly from another source within “quotation marks.”**
* **Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).**
* **Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.**
* **Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.**
* **Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.**
* **If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to**

**the university executive vice president/provost, as per university policy. ALL CASES OF**

**ACADEMIC DISHONESTY WILL RE REPORTED.**

* **Per university policy as described in the Wayland Academic Catalog, second offenses**

**WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.**

* **In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.**

**Grade Appeals**

**Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly**

**Course Requirements and Grading Criteria:** Students will provide evidence of successful completion of the course outcome competencies by:

**Semiweekly Responses to Study Prompts: 30%**

1 Regarding “Responses to Study Prompts”: these are decidedly not “essays,” merely two pages of organized thought per prompt. Select one of the possible prompts for each week and submit your considered two-page response by Wednesday and Friday mid-night of each course week. There is no order in which to answer the prompts and you might cite freely but meaningfully—by extending or challenging ideas—from your colleagues. Borrowings, of course, require in-text acknowledgments, whether of word or idea.

**Threaded Peer Reviews of Responses: 20%**

2 Respond to any two of the posted responses from your colleagues—one from the Wednesday submissions and one from the Friday submissions. Each review should consist of a single, well-developed paragraph (you will touch on your peer’s argument, question, and critique). This must go beyond, “I agree” or “good job” to really engage your peers. Ask questions, bring up ideas, or explain WHY you agree/disagree. Submit your considered reviews by Wednesday and Saturday midnight of each course week.

**Paper proposal: 20%**

3.) Midterm detailed proposal for final paper: **5-8 pp** with a detailed plan for how you wish to approach a piece of American Romantic, Naturalist, or Realist literature. You can bring in literary or film efforts from outside the class as well, as long as they relate to/show the persistence of these literary movements in American literature. I need to see a tentative thesis, some scaffolding for your argument, and your lens/approach/methodology. This is a rumination; a chance to brainstorm arguments and show understanding. I will expect it to be in MLA format and fairly formal, but it can be fragmentary to some extent. I need to be able to evaluate your argument and themes and give you feedback on how to finalize your essay.

**Final paper 30%:**

4). Final paper: **10-15 pp** should be an extended argument about concepts of American Romanticism, Naturalism, Realism. You are also welcome to make connections to current literature, film, or historical events and how they continue or trouble these literary/mythological/historical concepts.

.

**Tentative Schedule**: **Subject to (slight) revision as necessary! This is a basic overview and will evolve with time and discussion.**

Module: The Romantics and American Nostalgia

**Week 1: February 26-Mar 3**

**Read the Introduction to *American Romanticism and the Marketplace***

***[The Courtship of Miles Standish](https://www.poemhunter.com/poem/the-courtship-of-miles-standish/)* [Henry Wadsworth Longfellow](https://www.poemhunter.com/poem/the-courtship-of-miles-standish/)**

**Week 2: Mar 5-10**

**Read Chapter 3 of *American Romanticism***

[***The House of the Seven Gables by Nathaniel Hawthorne***](http://www.gutenberg.org/ebooks/77)**(Free download on Project Gutenberg. You can find it easily in other formats as well).**

**Spring Break: Mar 12-16**

**Week 3: Mar 19-24**

**Read** [***The Last of the Mohicans* by James Fenimore Cooper**](http://www.gutenberg.org/ebooks/27681)**(Free download on Project Gutenberg. Other editions and formats also welcome)**

Module: The Transcendentalists and Anxiety

**Week 4: Mar 26-29**

 **Read Chapter 1 of *American Romanticism***

**Read**[**“The Transcendentalist” by Ralph Waldo Emerson**](https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/transcendentalist.html)

**Week 5: Apr 3-7**

 **Read** [**“As I Ebbed…” by Walt Whitman**](https://www.poetryfoundation.org/poems/51003/as-i-ebbd-with-the-ocean-of-life)

[**“I Hear America Singing” by WW**](https://www.poetryfoundation.org/poems/46480/i-hear-america-singing)

Module: American Realism and Naturalism

**Week 6: Apr 9-14**

**Read Part One of *The Cambridge Companion* (The American Background)**

**Week 7: (Apr 16-21) Paper Proposal of 5-8 pages. See the requirements on the syllabus. We will not have a discussion board, but I will be available by email for feedback on your papers. The paper will be due on Saturday (April 21)**

**Week 8: Apr 23-28**

**Read:** [**“A Dark Brown Dog” by Stephen Crane**](https://books.google.com/books?id=AosqAAAAMAAJ&pg=PA149&dq=stephen+crane+%22a+dark-brown+dog%22&as_brr=1#v=onepage&q=stephen%20crane%20%22a%20dark-brown%20dog%22&f=false)

[**“Life in the Iron Mills” by Rebecca Harding Davis**](http://www.gutenberg.org/ebooks/876)

**Week 9: Apr 30-May 5**

**Read Chapters 1-20 of the** [***The Sea Wolf* by Jack London**](http://london.sonoma.edu/writings/SeaWolf/)

**Week 10: May 7-12**

 **Finish *The Sea Wolf***

**Week 11: May 14-19**

**Final due week 11 10-15 page fully developed research essay)**

**Discussion Prompt: Answer BOTH of these. This is the only prompt this week.**

1. **What concepts do you take away from this class? Be as specific and clear as possible.**
2. **How does exploring the Romantic, Transcendentalist, and Realist/Naturalist movements in American literature help you to understand some of the ideas that are still current in American literature (and culture)? How do you think the movements differ and how do they blend into/influence one another?**