

**EDISON STATE COMMUNITY COLLEGE**  
**ENG 221S-801FS**  
**AMERICAN LITERATURE: PRECOLONIAL–1890**  
**3 CREDIT HOURS**  
**Fall Semester 2026**  
**Online — Asynchronous**

|                             |                                                                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section/Term</b>         | ENG 221S-801FS, Fall 2026                                                                                                                    |
| <b>Class Meeting Time</b>   | Online — Asynchronous                                                                                                                        |
| <b>Location</b>             | Online — Blackboard Ultra                                                                                                                    |
| <b>Required Materials</b>   | No textbook purchase is required. All required readings, viewings, and course materials will be provided or linked through Blackboard Ultra. |
| <b>Faculty</b>              | William Loudermilk, MA & MA, Full Professor                                                                                                  |
| <b>E-mail</b>               | wloudermilk@edisonohio.edu                                                                                                                   |
| <b>Faculty Phone/Text</b>   | (937) 657-6703                                                                                                                               |
| <b>Faculty Office</b>       | West Hall, Room 213                                                                                                                          |
| <b>Faculty Office Hours</b> | Mondays, 2:00–5:00 p.m. in Room 213 or the Library; Online Sundays, 9:00–11:00 p.m.; other times by appointment.                             |

## **FACULTY CONTACT**

When emailing, please identify yourself and include ENG 221S-801FS in the subject line. Students are also welcome to call or text the instructor. Individual meetings may be arranged in person or online.

## **COURSE DESCRIPTION**

Study of American literature from precolonial traditions through approximately 1890. Students will read, discuss, interpret, and write about the historical, social, political, religious, and cultural perspectives that influenced American literary expression. The course includes prose, poetry, drama, oral traditions, and other forms of literary expression.

Prerequisite: ENG 121S.

## **COURSE FORMAT**

This course is fully online and asynchronous. There are no required regularly scheduled class meetings. Students will complete readings, viewings, assignments, and other course activities through Blackboard Ultra.

Because this course is asynchronous, students may complete weekly work at times that fit their schedules as long as they meet posted deadlines. Students should access Blackboard regularly throughout the week rather than waiting until an assignment is due.

Participation in an asynchronous course is demonstrated through meaningful engagement with readings, assignments, course materials, and activities rather than through physical attendance at a class meeting.

## **BLACKBOARD ULTRA AND THE COURSE CALENDAR**

**Blackboard Ultra is the official location for current course assignments and due dates. All graded assignments and their due dates will be scheduled in the Blackboard Calendar.**

- Blackboard Calendar
- Weekly/Unit folders
- Course announcements
- Edison email
- Blackboard Gradebook

The Blackboard Calendar and Weekly/Unit folders contain the most current assignment information and due dates. The instructor may adjust readings, assignments, activities, due dates, or the course sequence as needed to accommodate student learning and the particular flow of the semester. Changes will be clearly communicated and reflected in Blackboard.

## REQUIRED MATERIALS AND READINGS

**No textbook is required for this course.**

All required readings and links to readings will be posted in Blackboard Ultra. Weekly/Unit folders may also contain background readings, videos and documentaries, recorded lectures, literary criticism, historical resources, author information, study materials, and other resources that help students understand and interpret the literature.

Students should use the Weekly/Unit folders and Blackboard Calendar as the primary guides to what should be read, viewed, and completed.

## COURSE GOALS

- Survey major traditions, periods, writers, and works of American literature from precolonial traditions through the late nineteenth century.
- Read literary works closely and thoughtfully.
- Make and support interpretive claims about literature.
- Analyze literary works within historical, social, political, cultural, and religious contexts.
- Identify and analyze literary techniques used by writers.
- Compare writers, works, literary movements, and competing ideas about America.
- Examine literature for human, moral, philosophical, and ethical insight.
- Analyze how literature both reflects and challenges ideas about American identity.
- Consider the experiences and perspectives of people from differing cultural and historical backgrounds.
- Evaluate credible sources and literary criticism.
- Distinguish summary from analysis and interpretation.
- Use evidence from literary texts to support ideas.
- Communicate thoughtful interpretations through writing, discussion, presentation, video, and other appropriate formats.
- Develop greater independence and confidence as readers and thinkers.

## CORE VALUES

Edison State Core Values include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The readings, assignments, activities, and interactions in this course will reinforce these values when appropriate.

## LARGER QUESTIONS OF THE COURSE

American literature is more than a chronology of writers and dates. Throughout the semester, we will return to questions such as:

- What makes literature “American”?
- Who gets to define America and the American experience?
- How have different writers imagined freedom?
- What happens when American ideals conflict with American realities?
- What relationships exist among the individual, the community, and authority?
- How have religion and spirituality influenced American thought?
- How have writers understood nature and the land?

- How have race, enslavement, expansion, class, gender, and cultural difference shaped American literature?
- What is the American Dream, and who has historically had access to it?
- How do writers create, challenge, or revise national myths?
- How can literature help us understand people whose experiences differ from our own?
- What does literature suggest about what it means to be human and humane?

## TOPIC OUTLINE

- Indigenous American oral and literary traditions
- Exploration and contact literature
- Colonial American writing
- Puritanism
- Quaker traditions
- The Enlightenment
- Revolutionary and democratic writing
- American Romanticism
- Gothic literature
- Transcendentalism
- The American Renaissance / New England Renaissance
- Literature of enslavement, abolition, and freedom
- Nineteenth-century American poetry
- Realism
- Regionalism
- Naturalism
- The frontier and the West
- Literary responses to American identity and national mythology
- Writing and speaking about prose, poetry, drama, and other literary forms
- Reading and evaluating literary criticism
- Researching authors, texts, literary terms, history, reception, criticism, and interpretation

## PERIODS, TRADITIONS, AND LITERARY MOVEMENTS

### 1. Indigenous American Oral Traditions

Long before European colonization, Indigenous peoples of North America maintained rich and diverse storytelling traditions.

- Creation and emergence stories
- Oral narratives
- Songs and poetry
- Trickster traditions
- Moral and practical teaching
- Community memory
- Relationships among human beings, animals, land, and the sacred
- Repetition, parallelism, and cyclical structures

Indigenous literature will be considered as an important literary tradition in its own right rather than merely as a preface to later American writing.

### 2. Exploration, Contact, and Early Colonial Writing

Early European accounts of North America raise questions about history, perspective, authorship, cultural encounter, and the shaping of personal and national myths.

- Exploration
- Jamestown
- Plymouth

- Encounters between European colonists and Indigenous peoples
- Survival
- Colonization
- History versus storytelling
- Self-presentation and self-fashioning
- The creation of American legends

Representative writers may include John Smith and William Bradford. John Smith's accounts, including the famous Pocahontas story, provide an opportunity to consider the ways history, memory, reputation, and storytelling can overlap.

### 3. Puritanism and Colonial Literature

Puritan writing provides an important window into the religious and intellectual life of early New England.

- Providence
- Sin and salvation
- Predestination
- The individual and community
- Covenant
- The "city upon a hill"
- Utopian aspirations
- Anxiety and failure within ideal communities
- Captivity narratives
- The Salem witch trials
- Poetry, sermons, histories, and personal narratives

Representative writers may include William Bradford, John Winthrop, Anne Bradstreet, Edward Taylor, Mary Rowlandson, and Jonathan Edwards.

### 4. Quakerism and Competing Visions of America

The course may compare Puritan ideas with Quaker traditions and other competing visions of early America.

- Religious liberty
- Nonviolence
- Tolerance
- Community
- Conscience
- Relationships with Indigenous peoples
- Competing religious visions of what America could become

William Penn may be among the writers considered.

### 5. The Enlightenment and Revolutionary Era

During the eighteenth century, Enlightenment thought increasingly emphasized reason, human ability, liberty, and political self-determination.

- Reason
- Self-improvement
- Individual rights
- Liberty
- Revolution
- Democracy
- Republican government
- Persuasion and rhetoric
- Emerging American national identity
- The tension between declarations of freedom and the reality of enslavement

Representative writers may include Benjamin Franklin, Patrick Henry, Thomas Paine, and Phillis Wheatley.

## 6. American Romanticism

American Romantic writers emphasized imagination, emotion, nature, individual experience, mystery, and the possibilities and dangers of the human mind.

- Imagination
- Nature
- Individualism
- Emotion
- The supernatural
- Folklore
- Gothicism
- The frontier
- National mythology
- The search for a distinct American literary voice

Representative writers may include Washington Irving, James Fenimore Cooper, Edgar Allan Poe, and Nathaniel Hawthorne.

## 7. Transcendentalism and the American Renaissance

The period sometimes called the American Renaissance or New England Renaissance produced some of the most influential American writing of the nineteenth century.

- Self-reliance
- Individual conscience
- Nature
- Spirituality
- Intuition
- Nonconformity
- Reform
- Civil disobedience
- Democracy
- Literary experimentation

Representative writers may include Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Walt Whitman, and Emily Dickinson.

## 8. Enslavement, Abolition, and Freedom

Questions of liberty become especially complicated when American ideals are read beside the institution and experience of slavery.

- Enslavement
- Abolition
- Literacy
- Freedom
- Citizenship
- Human dignity
- Religion
- Autobiography and testimony
- The power of language
- Contradictions within American ideals

Frederick Douglass will be an important representative voice. Other writers and texts may also be included.

## 9. Realism, Regionalism, and Naturalism

Following the Civil War, many writers moved away from Romantic idealism toward representations of ordinary life and changing American society.

- Realism
- Regionalism and local color
- Naturalism
- Social class
- Race
- Gender
- Economic change
- The frontier and West
- Industrialization
- Determinism
- The individual versus social forces
- Changing forms of the American Dream

Representative writers may include Mark Twain, Kate Chopin, Stephen Crane, Jack London, Ambrose Bierce, and Bret Harte.

### MAJOR THEMES

- American identity
- Freedom and liberty
- Democracy
- Religion, faith, doubt, and spirituality
- Nature and transcendence
- The American Dream
- Community and belonging
- Individuality versus society
- Authority and resistance
- The frontier and West
- Race and enslavement
- Cultural encounter
- Utopian ideals and their failures
- The hero and antihero
- Innocence and experience
- Alienation
- Guilt and redemption
- Moral responsibility
- Fate and free will
- Death and mortality
- Human relationships
- National myths and realities

### REPRESENTATIVE AUTHORS AND TEXTS

**This is a representative list.** We will not cover every writer or work listed, and substitutions may occur.

Possible writers include: Native American storytellers; John Smith; William Bradford; John Winthrop; Anne Bradstreet; Edward Taylor; Mary Rowlandson; Jonathan Edwards; William Penn; Benjamin Franklin; Patrick Henry; Thomas Paine; Phillis Wheatley; Washington Irving; James Fenimore Cooper; Frederick Douglass; Edgar Allan Poe; Nathaniel Hawthorne; Ralph Waldo Emerson; Henry David Thoreau; Walt Whitman; Emily Dickinson; Louisa May Alcott; Mark Twain; Kate Chopin; Stephen Crane; Jack London; Ambrose Bierce; Bret Harte.

- Indigenous American oral narratives

- Writings by John Smith
- Of Plymouth Plantation
- “A Model of Christian Charity”
- Poetry by Anne Bradstreet
- Mary Rowlandson’s captivity narrative
- “Sinners in the Hands of an Angry God”
- Selections from Benjamin Franklin’s Autobiography
- “Speech to the Virginia Convention”
- “The Crisis”
- Poetry by Phillis Wheatley
- “The Legend of Sleepy Hollow”
- Selections from The Last of the Mohicans
- Selected writings by Edgar Allan Poe
- Selected writings by Nathaniel Hawthorne
- Narrative of the Life of Frederick Douglass
- Nature
- “Self-Reliance”
- Selections from Walden
- Poetry by Walt Whitman
- Poetry by Emily Dickinson
- Adventures of Huckleberry Finn
- Selected works of Realism, Regionalism, and Naturalism

## **FILMS, DOCUMENTARIES, AND OTHER VIEWINGS**

Film and video may supplement literary study. Possible materials include:

- 1776
- The Last of the Mohicans
- The Belle of Amherst
- Ken Burns’s Mark Twain
- Film adaptations of literary works
- Documentaries
- Recorded lectures
- Scholarly educational programs

## ASSIGNMENTS AND GRADING

Complete directions and due dates for graded work will be provided in Blackboard and entered in the Blackboard Calendar.

| Assignment                                | Points       |
|-------------------------------------------|--------------|
| Regular Participation & Course Engagement | 200          |
| Introductory Letter to the Instructor     | 50           |
| Weekly/Unit Literature Assignments        | 350          |
| Midterm Essay or Short Video Project      | 150          |
| Film Review                               | 100          |
| Final Essay or Short Video Project        | 150          |
| <b>TOTAL</b>                              | <b>1,000</b> |

### Blackboard Gradebook

The Blackboard Gradebook will be used to record course grades. Students should review their grades regularly and contact the instructor if they believe an assignment or grade is missing or incorrect.

### Regular Participation & Course Engagement — 200 Points

Significant participation and engagement are expected throughout the semester. Because this course is asynchronous, participation is demonstrated through meaningful course activity.

- Regularly accessing Blackboard
- Working through Weekly/Unit materials
- Completing assigned readings and viewings
- Submitting assignments
- Participating in peer interaction when assigned
- Responding to course activities
- Communicating with the instructor when necessary
- Demonstrating continued progress

Simply logging into Blackboard without completing meaningful course activity does not constitute significant participation. Participation points are based on consistent engagement across the semester rather than on one single assignment. Significant periods of nonparticipation may result in deductions from this category.

### Introductory Letter to the Instructor — 50 Points

At the beginning of the course, students will write a brief introductory letter to the instructor. The letter provides an opportunity to introduce yourself, reflect on communication and learning, consider successful participation in an asynchronous online course, and share relevant information that may help the instructor support your success.

### Weekly/Unit Literature Assignments — 350 Points

Most units will contain one or more assignments designed to demonstrate engagement with the readings, viewings, and ideas of the course.

- Respond to a literary work
- Make and support an interpretation
- Analyze a passage
- Compare authors or works
- Connect literature to historical or cultural contexts

- Examine a literary theme
- Respond to criticism
- Conduct brief research
- Make connections among course readings
- Record a short response or presentation
- Respond thoughtfully to classmates
- Complete another activity appropriate to the unit

Individual assignments may vary in point value. Some units may cover more than one week, and shorter activities may be combined into a larger unit grade.

### Midterm Essay or Short Video Project — 150 Points

Around the middle of the semester, students will complete a substantial interpretive assignment based primarily on material studied during the first half of the course.

Essay Option: A developed literary analysis or interpretive essay.

Short Video Option: A recorded presentation in which the student develops and supports an interpretation of one or more literary works.

- Make a clear interpretive claim
- Use specific evidence from literature
- Explain the significance of that evidence
- Connect the work to relevant historical, cultural, philosophical, or literary contexts
- Demonstrate thoughtful engagement with course material
- Move beyond simple plot summary

Specific requirements will be provided in Blackboard.

### Film Review — 100 Points

Students will watch an approved film connected to an American literary work, author, literary period, historical context, or major course theme. The assignment will ask students to create a critical review rather than merely state whether they liked or disliked the film.

- Themes and ideas
- Characterization
- Setting
- Symbolism
- Historical or cultural context
- Artistic choices
- The film's relationship to American literature
- Differences between a literary work and its film adaptation
- The effectiveness of the film
- Professional reviews or other outside commentary

Specific directions will be provided in Blackboard.

### Final Essay or Short Video Project — 150 Points

The final assignment will ask students to bring together ideas developed during the semester and demonstrate their understanding of American literature from its earliest traditions through the late nineteenth century.

Essay Option: A developed critical, comparative, or interpretive literary essay.

Short Video Option: A recorded literary analysis, comparison, or interpretive presentation.

- Adventures of Huckleberry Finn
- An approved alternate literary work
- Other readings studied during the course
- Connections across different periods of American literature

Students will be expected to develop a thoughtful central argument, use specific literary evidence, make meaningful connections, demonstrate understanding of relevant historical and literary contexts, explain significance rather than merely summarize, and clearly acknowledge outside sources and assistance. Specific requirements will be posted in Blackboard.

## GRADING SCALE

| Percentage | Grade |
|------------|-------|
| 90–100%    | A     |
| 80–89%     | B     |
| 70–79%     | C     |
| 60–69%     | D     |
| Below 60%  | F     |

## TENTATIVE WEEKLY COURSE SCHEDULE

The following schedule provides the anticipated progression of the course. It is intentionally tentative. Specific readings, viewings, assignments, and due dates will appear in Blackboard Ultra.

**All graded assignments and due dates will be entered in the Blackboard Calendar.** The Blackboard Calendar and Weekly/Unit folders supersede this general schedule when assignments or dates are adjusted.

| Week    | Tentative Topic / Focus                                                                    |
|---------|--------------------------------------------------------------------------------------------|
| Week 1  | Indigenous American Oral Traditions; Introduction to American Literature                   |
| Week 2  | John Smith and the Virginia Colony                                                         |
| Week 3  | Overview of American Literary Periods; Beginning the Puritans                              |
| Week 4  | Puritanism and Utopian Promise                                                             |
| Week 5  | Puritanism Continued; Quakers and Competing Visions of America                             |
| Week 6  | The Enlightenment and Revolutionary Period — Part I                                        |
| Week 7  | The Enlightenment and Revolutionary Period — Part II                                       |
| Week 8  | Washington Irving; Beginning American Romanticism; Midterm Project                         |
| Week 9  | American Romanticism; begin/continue longer reading such as Adventures of Huckleberry Finn |
| Week 10 | James Fenimore Cooper and Edgar Allan Poe                                                  |
| Week 11 | American / New England Renaissance; Transcendentalism                                      |
| Week 12 | American Renaissance Continued; Emerson, Thoreau,                                          |

|         |                                                                                            |
|---------|--------------------------------------------------------------------------------------------|
|         | Hawthorne, and related writers                                                             |
| Week 13 | Enslavement, Abolition, and Freedom; Frederick Douglass; Whitman and/or Dickinson          |
| Week 14 | The Rejection of Romanticism: Realism, Regionalism, and Naturalism                         |
| Week 15 | Realism and Naturalism Continued; Mark Twain and other representative writers; Film Review |
| Week 16 | Course Synthesis; Final Essay or Short Video Project                                       |

Students assigned *Adventures of Huckleberry Finn* or an approved alternate longer work should work on the reading across several weeks rather than waiting until the end of the semester.

## **CLASS POLICIES**

### **Communication Policy**

Use the instructor's Edison email for primary course communication.

When emailing, identify yourself, include ENG 221S-801FS in the subject line, and clearly explain your question or concern.

Students may also call or text the instructor at (937) 657-6703.

If you do not receive a response to an important message, politely follow up.

Students should advocate for themselves. If you have a question or need help, communicate.

### **Response Time**

The instructor will normally respond to emails, phone calls, and texts within 24–48 hours.

There may be occasional exceptions because of weekends, college responsibilities, travel, illness, or other circumstances.

If you have not received a response and the matter is important, politely send another message or text.

### **Weekly Participation and Course Engagement**

Significant weekly participation is mandatory.

In this asynchronous course, participation includes accessing course materials, completing readings and viewings, turning in assignments, engaging in required online interaction, communicating with the instructor, and making continued progress in the course.

If a life circumstance interferes with your ability to participate, contact the instructor.

## **LATE WORK AND EXTENSIONS**

All students should make a good-faith effort to submit work on time.

The instructor reserves the right to not accept excessively late work. However, the primary purpose of the course is learning. Students who communicate and continue making meaningful progress will generally receive reasonable consideration.

### **24-Hour Emergency Extension**

Any student may use a 24-hour emergency extension when needed. You do not need to provide a lengthy explanation for a short emergency extension.

### **Extensions Longer Than 24 Hours**

Extensions beyond 24 hours should be requested through Edison email. Briefly explain what has happened, what work is affected, and your reasonable plan for catching up.

Do not assume that all late work will automatically be accepted. At the same time, submit the work even if it is late unless you have specifically been told not to do so. Communication matters.

### **Late Assignment Grading**

Late assignments may not be graded immediately. The instructor regularly checks current assignments first. Late work may sometimes be graded considerably later, particularly near the end of the semester. Do not stop working on current assignments while waiting for an older assignment to be graded.

## **REVISION AND REDO POLICY**

Learning sometimes requires another attempt. Students may generally revise or redo an assignment that earns a grade lower than a C.

A revision should demonstrate meaningful improvement rather than simply correct a few surface errors. Specific revision requirements and deadlines may vary by assignment. The instructor may also permit revisions or additional attempts in other situations when doing so supports student learning.

## GRADING TURNAROUND

The instructor will normally grade major assignments within approximately two weeks. Some assignments will be returned sooner. Large grading loads, late submissions, or other circumstances may occasionally extend the grading period.

## ACADEMIC INTEGRITY AND SOURCE USE

Edison State expects students to submit work that reflects their own learning and appropriately acknowledges outside sources.

Students must do their own intellectual work. The central purpose of this course is to practice reading, interpretation, analysis, critical thinking, evidence-based argument, and communication. A person, website, or AI system should not do that intellectual work in place of the student.

### Plagiarism and Documentation

Students must acknowledge material that comes from outside sources, including direct quotations, paraphrased ideas, research, literary criticism, websites, videos, and AI-generated content when used.

Formal assignments will generally use MLA documentation unless otherwise stated. Direct quotations must be clearly identified and cited. Paraphrased information and ideas must also be cited.

## ARTIFICIAL INTELLIGENCE

Artificial intelligence is now part of academic, professional, and everyday life. Learning to use it responsibly is valuable.

**You may use AI when it helps you learn, but you may not use AI to avoid the learning an assignment is designed to develop.**

AI should assist your learning rather than replace it.

### You Own the Work

**You own everything you submit and are responsible for its accuracy, originality, citations, ethical use, and consequences.**

If AI provides incorrect information, an invented quotation, a false citation, an inaccurate interpretation, poor writing, or biased or misleading information, you are responsible for identifying and correcting the problem. Using AI does not transfer responsibility away from the student.

### Appropriate Uses of AI

- Brainstorming
- Asking questions about a difficult concept
- Generating possible study questions
- Receiving feedback on something you have written
- Identifying grammatical or organizational problems
- Exploring possible interpretations that you then independently evaluate
- Helping you improve work that remains fundamentally your own

### Inappropriate Uses of AI

- Asking AI to write an assignment and submitting the result as your own work
- Using AI instead of completing assigned readings
- Submitting AI-generated literary analysis that you have not independently developed and verified
- Using invented quotations or citations
- Using AI in a way that prevents you from demonstrating the learning an assignment is designed to measure

## Acknowledge AI Use

If AI meaningfully contributes to an assignment, acknowledge that use. Depending on the assignment, you may be asked to identify the AI tool used, explain how it was used, cite AI-generated content, include an acknowledgment statement, or describe what you changed, verified, accepted, or rejected.

## Human Judgment Stays at the Center

The goal is not to pretend AI does not exist. The goal is to use technology where it helps while keeping human reading, interpretation, judgment, and responsibility at the center of the work.

The instructor may ask a student to explain or discuss submitted work when clarification about authorship or understanding is needed.

## TURNITIN AND ORIGINALITY

Major written assignments may be submitted through Turnitin. Turnitin may provide textual-similarity information and AI-related indicators.

**These tools are indicators and are not substitutes for instructor judgment.**

- Sources are properly acknowledged
- Direct quotations are appropriately integrated
- Paraphrases are genuinely rewritten
- Submitted work reflects the student's own analysis
- AI or other assistance is acknowledged when required

The student remains responsible for the originality and integrity of submitted work.

## ASSIGNMENT QUALITY

Written and recorded responses should be clear, thoughtful, specific, engaging, and supported with evidence when appropriate.

Students are encouraged to develop their own interpretations. You do not have to agree with the instructor, a critic, an author, or a classmate. You do need to explain and support your ideas.

Literary analysis should generally move beyond explaining what happened. Ask questions such as: What is the work suggesting? How does the writer communicate that idea? What evidence supports this interpretation? What tensions or contradictions exist? Why does this matter?

## ONLINE INTERACTION AND COMMUNITY

Some assignments may ask students to interact with classmates. Effective online interaction may include:

- Making and supporting an interpretive claim
- Connecting one work to another
- Connecting literature to history, culture, ethics, philosophy, religion, or contemporary life
- Agreeing or disagreeing and explaining why
- Asking a genuine question
- Adding evidence
- Offering another interpretation
- Reporting what a credible source says
- Building upon another student's idea

Avoid responses that merely say "I agree," "Good point," "Great post," or "I like this." The goal is meaningful intellectual interaction.

## Civility

Students should communicate politely and professionally. Disagreement is welcome. Disrespect is not. Written online communication can sometimes sound harsher than intended. Read messages before sending them and work to communicate clearly and respectfully.

## PROFESSIONALISM

Treat this course professionally, as you would a valued job.

- Reading directions
- Meeting deadlines when possible
- Communicating when problems arise
- Treating others respectfully
- Asking questions
- Taking responsibility for your work
- Participating consistently
- Continuing to move forward when you encounter difficulty

**Do not confuse professionalism with perfectionism.**

Students will make mistakes. The goal is to learn, communicate, revise when appropriate, and continue making progress.

## COURSE CHANGES

**Changes may be made to accommodate student learning and the particular needs and flow of the course.**

The instructor reserves the right to make reasonable changes to readings, assignments, activities, due dates, course sequence, points, or other syllabus provisions. Changes will be clearly announced in Blackboard.

The Blackboard Calendar and Weekly/Unit folders will be updated when changes affect assignments or due dates. Usually, changes are intended to clarify expectations, respond to student learning needs, substitute materials, extend deadlines, combine activities, or reduce unnecessary work.

## INCOMPLETES

An Incomplete may be considered when extenuating circumstances beyond the student's control prevent completion of the course and the student otherwise meets Edison State requirements for an Incomplete. An Incomplete is not automatic.

The student and instructor must complete the required Edison State Incomplete process, identifying the work that remains and the deadline for completing it. Students should contact the instructor as soon as possible if circumstances arise that may make completion of the course impossible.

## ACCESSIBILITY AND DISABILITY SUPPORT SERVICES

Edison State Community College will make reasonable accommodations for students with documented disabilities. Students who believe they may need a formal accommodation should contact the instructor privately and work with Accessibility and Disability Support Services.

Students who already have a Self-Identification Letter should provide it to the instructor. Students who do not yet have one should contact Accessibility and Disability Support Services.

Accessibility and Disability Support Services — Piqua Campus, Room 160 — Phone: 937-778-8600

**Ask when you need help.**

## TESTING YOUR FAITH ACT POLICY

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to three days each semester based on their faith, religion, or spiritual belief system without academic penalty.

Students seeking this accommodation must complete the Testing Your Faith Act Accommodations Form and provide a copy to their individual faculty within 14 days from the start of the course. Students should consult Edison State Registration and Records and the Student Handbook for the complete policy and current form.

## TECHNICAL SUPPORT

For problems involving the directions or requirements of a particular Blackboard assignment, contact the instructor first.

### During Business Hours

- Use the password-reset options available through Microsoft Office when appropriate.
- Email [support@edisonohio.edu](mailto:support@edisonohio.edu).
- Call 937-778-8600 and ask for the IT Help Desk.

### After Hours

- Use available Microsoft password-reset tools.
- Go to the Edison State website, select the Resources area, choose IT Help Desk, and use Chat.
- Call 937-778-7957 for after-hours Blackboard assistance.

## STUDENT SUPPORT SERVICES

### Advising Services

Career pathway advisors can help students identify an appropriate academic major, determine required courses, develop an academic plan, and navigate college requirements. Advisor information is available through MyESCC → Student Planning → Plan and Schedule → Advising. Phone: 937-778-7850.

### Career and Job Services

Career and Job Services provides assistance with career exploration, résumés, cover letters, job searches, interviewing, and professional development.

### Computers

Computers with Internet access are available on campus. The Library and Tutoring Center also provide access to computers and printers.

### Health and Wellness Services

Health and Wellness Services are available through Edison State. Students may call 937-778-8600 and request Health and Wellness Services.

### Library Services

Students are encouraged to use the Edison State Library and OhioLINK. Library staff can help with finding sources, databases, research strategies, evaluating sources, and citation questions. Email: [library@edisonohio.edu](mailto:library@edisonohio.edu). Phone: 937-778-7950.

### Mental Health Services and CARE Team

College can be stressful. Students who need support are encouraged to seek assistance. The instructor can help connect students with appropriate Edison State resources, including the CARE Team.

### Student Resource Center and Charger Station Food Pantries

Edison State provides assistance with basic necessities through Student Resource Centers, food pantries, and Charger Stations. Students who need assistance are encouraged to use these resources.

## Title IX — Anti-Discrimination, Harassment, and Bullying

Edison State is committed to maintaining a learning environment free from bullying, discrimination, sexual harassment, and sexual violence. College employees are required to follow institutional reporting requirements. Students should consult current Edison State Title IX materials for procedures and contact information.

## Tutoring Services

Free tutoring and learning support are available through the Edison State Tutoring Center. Services may include in-person tutoring, online tutoring, paper review, study assistance, and academic resources. Email: [tutoringcenter@edisonohio.edu](mailto:tutoringcenter@edisonohio.edu). Phone: 937-778-7959.

## Additional Support Services

For additional assistance, consult the ASSIST tab in Blackboard or the Edison State Student Resources materials provided in the course.

## EXTRA CREDIT

Extra-credit opportunities may occasionally be offered. Possible opportunities may include reading notes, lecture notes, additional literary responses, cultural or literary enrichment activities, or other activities announced in Blackboard. Extra credit supplements regular course work. It does not replace normal course participation.

## FINAL NOTE FROM THE INSTRUCTOR

American literature is more than a collection of old texts. The writers and traditions in this course raise questions that remain with us:

**What does freedom mean?**

**Who belongs?**

**What does society owe the individual?**

**What does the individual owe the community?**

**How do faith, reason, nature, culture, history, and power shape the ways people understand themselves?**

**What happens when a nation's ideals and realities do not match?**

My goal is that you leave this course knowing more about American literature—but also reading more carefully, thinking more deeply, recognizing complexity, and becoming more confident in developing and expressing interpretations of your own.