

English 4397 / English 5369: Fall 2023
Senior Seminar / Topics in English
Domestic / Sentimental Novels of 1850s & 1860s
Online

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Office Hours:
MW 9:00:00-11:00am [Virtual]
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* This class was created as an **asynchronous** online class. We do not have a standard meeting time, but we have an **optional discussion hour on Wednesdays at 11am.**

Welcome to English 4397: Senior Seminar and ENGL 5369: Topics in English. To make sure all announcements, audios, handouts are shared with students enrolled in both courses, I asked the Canvas tech people to make 4397 the “parent” course and 5369 the “child” course. This will give us one location for all our course materials and discussions. Students who are enrolled in ENGL 4397 will see ENGL 4397 on their transcripts; students enrolled in ENGL 5369 will see ENGL 5369 on their transcripts.

This semester the course will examine the works of sentimental or domestic novelists of the 1850s and 1860s. This course is not a lecture-only class. I do not intend to quiz you on memorized bits of trivia or on plot details. It is a senior seminar / graduate class in literature. My job is to provide you with a laboratory to read extensively in this area of 19th-century American literature and then opportunities to debate and write about these texts.

I have selected a range of novels intended to challenge and motivate you to add your own reasoned criticism to the debate about the sentimental tradition in American literature. This course relies heavily on class discussion via the discussion boards. Again, I will not ask you to spit back at me my personal interpretations of these novels. I expect you to read the novels and secondary scholarship with the goal of developing your own critical understanding of these texts. I will list below a series of areas that I think are worth investigating as we go through the novels and critical essays. This list is not exhaustive.

Note: This is a class on 19th-century NOVELS. 19th-century readers expected longer novels full of characters, scenes, and descriptions. Please plan your reading schedule with this fact in mind. And since I know students can sometime have a hard time staying on top of an online class, I have built in several opportunities to earn points. A student could have a bad day and not perform to the best of their ability on one assignment, but still succeed in the course. See grading percentages chart below – page 9.

Potential Topics for Discussion on Boards:

- Family Relationships (mother-child, father-child, siblings)
- Absent Mothers and / or Fathers
- Surrogate Families
- Courtship & Marriage
- Illness
- Death scenes & Graves

- Christianity, morality
- Bible & hymns
- Social Customs / National Traditions
- Food
- Fashion
- Houses & Kitchens
- Servants
- Professions
- America & Americans
- North vs. South
- Slavery
- Race
- Illustrations
- Epigrams
- Passion & Self-control
- Sexuality
- Alcohol & Tobacco
- Education of Women
- Household chores (cooking, cleaning, mending)
- Accomplishments (sewing, music, etc.)
- Appreciation of Nature
- Dangers for Women (sexual, moral, spiritual)
- Hotels & Travel
- Childrearing

Required Texts:

1. Susan Warner, *The Wide, Wide World* - 978-1978129979
2. E. D. E. N. Southworth, *The Hidden Hand* - 978-0813512969
3. Maria Cummins, *The Lamplighter* - 978-1467934268
4. Harriet Beecher Stowe, *Uncle Tom's Cabin* - 978-0393283785
5. Elizabeth Stuart Phelps, *The Gates Ajar* - 978-1417925254
6. Louisa May Alcott, *Little Women* - 978-0393976144

Text Options:

Many of these texts have editions on Google Ebooks. You can read these editions, but you if you cite a novel in one of your papers the citation should be connected to the current print edition. I will paste the URL for some of the editions below. The **UTT Library** also has a free online edition of *Little Women* you can use – see UTT Library webpage.

Wide, Wide World: <https://digital.library.upenn.edu/women/warner-susan/wide/wide.html>

The Lamplighter:

https://www.google.com/books/edition/The_Lamplighter/ygkRAAAAYAAJ?hl=en&gbpv=1&dq=the+lampighter+cummins&printsec=frontcover

The Hidden Hand:

https://www.google.com/books/edition/The_Hidden_Hand/drMBAAAAQAAJ?hl=en&gbpv=1&dq=the+hidden+hand+southworth&printsec=frontcover

Uncle Tom's Cabin:

Vol 1-

https://www.google.com/books/edition/Uncle_Tom_s_Cabin/gTw7045TBdgC?hl=en&gbpv=1&dq=uncle+tom%27s+cabin&printsec=frontcover

Vol 2 -

https://www.google.com/books/edition/Uncle_Tom_s_Cabin/gQzJoRGJMrcC?hl=en&gbpv=1&dq=uncle+tom%27s+cabin&printsec=frontcover

Little Women:

https://www.google.com/books/edition/Little_Women/YzbhAAAAMAAJ?hl=en&gbpv=1&dq=little+women&printsec=frontcover

The Gates Ajar:

https://www.google.com/books/edition/The_Gates_Ajar/UU1nAAAAcAAJ?hl=en&gbpv=1&dq=the+gates+ajar&printsec=frontcover

Daily Schedule:

[This schedule includes all major readings and assignments. Small additions or changes may be made. I will make any such changes in writing.]

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 outside of the classroom reading and writing – 9 hours total 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 classes as well as meetings, job schedule, appointments, etc. Block out at least 9 hours each week for your ENGL 4397 / ENGL 5369 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. **TIP:** Do not attempt to complete an online upper-division or graduate class in a couple hours on Sunday afternoons.

Week 1 (August 21-27)

If you have not done so, please set up your **Canvas notifications** to forward all announcements to your Patriots email.

Review syllabus – schedule, assignment descriptions, & policies – and ASK questions if you are confused about a course requirement

Please **listen** to the Week One audio during the first week. [Note: You are adults. If you do not like audios or if you just hate the sound of my voice, don't listen to the audios.]

Post your Personal / Professional Intro to Canvas – [If you do not wish to share personal information, only include your professional experience and goals.]

Turn in Student Information Sheets by Sunday at Midnight [ENGL 4397 only]

Sign up for Article Summary Evaluation (ASE) Articles: You can request article assignments

starting Thursday, August 24. [Please do not send your requests before Thursday.] All students should email their article requests by noon (CT) on Saturday, August 26. Assignments will be made on a first-come basis. Send me an email (abeebe@uttyler.edu) from your Patriots email address with your top 5 selections from the list of accepted articles. [There will be one student per article, so please don't dawdle. Email me your top 5 possible articles on Thursday or Friday.] The list of available articles can be found on the ASE Assignment Sheet.

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 1 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.] BTW – **If you have completed a course with me, I expect you to take a leadership role in Week 1 on the Discussion Boards.** Please act as a mentor to the newer students.

Read:

The Wide, Wide World (1851) read at least through Chapter 17 (to page 181 if you have version edited by Jane Tompkins)

Week 2 (August 28-September 3)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 2 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

The Wide, Wide World (1851) read at least through Chapter 35 (to page 370 if you have version edited by Jane Tompkins)

PDF Article – Joe Sutliff Sanders

Note: The **Census Date** for this semester is September 1. [Students in an online class must submit some work (assignment, posts) before the Census Date in order to be counted as attending.]

Professional Checklist:

Item 1 - If you do not have a LinkedIn Profile, please set the goal to create one before the end of September. And then start working your LinkedIn account – connect with your faculty & classmates, build your professional network, etc.

Item 2 – If you have not made an appointment with the CAS Career Success Coach in 2023, schedule an appointment before the end of September. Review Handshake postings. Brush up your cover letter & resume. It's free! <https://www.uttyler.edu/career-success/>

Item 3 – Pick one skill or career field to explore this semester. Some ideas – Canva, Excel, SEO, Prompt Engineering. Add ideas and tips to the Tips / Life Hacks Discussion Board.

Week 3 (September 4-10)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 3 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly

participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

Finish *The Wide, Wide World* with Appendix (see PDF of unpublished chapter posted in Modules)
PDF Article – Kyla Schuller

Week 4 (September 11-17)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 4 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

The Lamplighter (1854) read at least through Chapter 27 (to page 165)

Week 5 (September 18-24)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 5 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Turn in your Article Summary / Evaluation (ASE Essay) by midnight on Sunday (CT). Upload a copy to Canvas – Assignments icon. Your paper will be run through a plagiarism software program. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post** a second copy for your classmates to read in the Summary / Evaluation Discussion Board Forum. Thoughtful and substantial comments on a peer's ASE essay will be counted toward your weekly discussion board participation. All essays should use current MLA format. [See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course.] You are responsible for your own technology and internet access.

Read:

Finish *The Lamplighter*

Week 6 (September 25-October 1)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 6 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a

marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Review the Paper Topics Checklist – Start thinking about your course paper topic [**Suggestion:** List the key words in the article titles listed on the ASE assignment sheet. Ponder potential research questions on a few of these topics.]

Read:

The Hidden Hand (1859) read at least through Chapter 31 (to page 255)

PDF Article – Kristen Pond

****Note:**** The last day to **Apply for Graduation** in F23 is October 1.

Week 7 (October 2-8)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 7 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

Finish *The Hidden Hand* and Introduction

PDF Article – Melanie D Holm

Week 8 (October 9-15)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 8 Discussion Board Open

Week 8 postings – Readings from Weeks 1-7 as you prep for exam (ungraded week)

Midterm Exam is due by midnight on Sunday (CT). The Exam should open in Canvas on Thursday morning (6am) and close at 11:59 (CT) on Sunday, October 15. The exam is a solo activity. You are not allowed to discuss the prompts or your answers with anyone (classmate, friend, colleague, family member, Writing Center tutor, etc.). I will post four prompts. Select two prompts and write two short essays (6-8 well-developed academic paragraphs each). Each essay can earn up to 50 points. Secondary sources are required, but you need not go beyond the PDF articles and your ASE article. Canvas will be set so you can open the exam more than once. If you wish, you can open the exam to read the prompts, write your answers in a Word document, and then copy & paste your answers in the Canvas text boxes. You are welcome to email me (abeebe@uttyler.edu) a back-up copy of your exam from your Patriots email account as a Word attachment. Like some of you, I do not trust technology. See the section on cheating and plagiarism below and note the consequences. The use of AI (open or paid) is considered cheating in this course. You are responsible for your own technology and internet access. MLA Format:

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

Week 9 (October 16-22)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 9 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Review the Paper Topics Checklist – Ponder course paper topic options [**Suggestion:** List the key words in the article titles listed on the ASE assignment sheet. Ponder potential research questions on a few of these topics.] Your abstracts are due in Week 13. Be kind to yourselves! **Don't procrastinate.** Seriously deliberate 2-3 potential research questions now.

Read:

Uncle Tom's Cabin (1852) at least through Chapter 18, Volume 1 (to page 209)

Norton Edition – I was able to order the Norton Critical Edition of this novel for you. Take advantage of the amazing supplementary materials on pages 419-648. You have maps, posters, excerpts from slave narratives, responses from Stowe's contemporaries, and some scholarly criticism included in the volume.

PDF Article – E B Hunter

Week 10 (October 23-29)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 10 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

Finish *Uncle Tom's Cabin*

Norton Edition – I was able to order the Norton Critical Edition of this novel for you. Take advantage of the amazing supplementary materials on pages 419-648. You have maps, posters, excerpts from slave narratives, responses from Stowe's contemporaries, and some scholarly criticism included in the volume.

PDF Article – Faye Halpern

Week 11 (October 30-November 5)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 11 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Turn in Video Game Proposal by Sunday at midnight

Read:

Little Women (1868-1869) at least through Chapter 23 (to page 185)

Norton Edition – I was able to order the Norton Critical Edition of this novel for you. Take

advantage of the amazing supplementary materials on pages 381-665. You have textual variants, journal entries, letters, contemporary context, and some scholarly criticism included in the volume.

Week 12 (November 6-12)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 12 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Read:

Finish *Little Women* and Introduction

Norton Edition – I was able to order the Norton Critical Edition of this novel for you. Take advantage of the amazing supplementary materials on pages 381-665. You have textual variants, journal entries, letters, contemporary context, and some scholarly criticism included in the volume.

PDF Article – Holly Virginia Blackford

Week 13 (November 13-19)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

Week 13 Discussion Board Postings are due by midnight on Sunday (CT). Your weekly participation / performance grades will be posted to the Grade Center by midnight on the following Tuesday. One original meme on the texts encouraged; meme making is a marketable skill. [Note: Please consult the Netiquette Guidelines and Discussion Board Rubric.]

Seminar Paper Abstracts due **MONDAY**, November 13 – Canvas Upload.

Post a second copy for your classmates to read in the Abstracts Discussion Board.

Thoughtful and substantial comments on a peer's abstract would be counted toward your discussion board participation.

Read:

The Gates Ajar (1868) and Introduction

Thanksgiving Week

Week 14 (November 27-December 3)

Listen to the weekly audio

Attend optional Zoom Class Discussion – Wednesdays at 11am

5+ pages of your draft for formal peer review

Week 15 (December 4-5)

Seminar Papers due by Tuesday, December 5 at midnight

I will close the class Canvas page on **Wednesday morning**. Always check your official course grades in MyUTTyler.

Additional Information

Grading:

Midterm Exam	20%
Seminar Paper	30%
Seminar Paper Abstract	5%
ASE Essay	15%
Video Game Proposal	15%
Canvas Participation & Performance – weekly grade	15%

Key Dates:

The **Census Date** for this semester is September 1.

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

Registration for next semester starts on November 1. [Please see the Graduate Director in October.]

The **last day to withdraw** from a class with a “W” is October 30.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Articulate the themes and ideas representative of American domestic / sentimental novels from the 1850s to the 1860s
- 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 passages from novels
- 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
- Understand literature’s significance in creating and shaping an evolving American identity
- Imagine a video game based on a scene from one novel and argue the relevancy of the novel based on its adaptability to the video game narrative

Midterm Exam:

You will have a midterm exam. The exam will go beyond memorization and ask you to do some interpretation and argumentation. If you have read the assignments, taken notes, participated in the online discussions, and paid attention to the development of themes, you should pass the exam. [NOTE: This section of ENGL 4397 / ENGL 5369 does not have a Final Exam.] As with all assignments, the evaluation standards will be higher for graduate students than undergraduate students.

The exam will be available Thursday to Sunday of Week 8. The exam must represent your work alone. I will post four prompts. Select two prompts and write two short essays (6-8 well-developed academic paragraphs each). Please follow academic conventions for essay answers: introduction, thesis statement, body paragraphs tied to thesis, transitions, integrated quotes, conclusion, Works Cited, complete sentences, & correct GSP. Each essay can earn up to 50 points.

Secondary sources are required, but you need not go beyond the PDF articles and your ASE article.

Canvas will be set so you can open the exam more than once. If you wish, you can open the exam to read the prompts, write your answers in a Word document, and then copy & paste your answers in the Canvas text boxes. You are welcome to email me (abeebe@uttyler.edu) a back-up copy of your exam from your Patriots email account as a Word attachment. Like some of you, I do not trust technology.

You are responsible for your own technology and internet access. MLA Format:

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

After the exam opens, you are not allowed to discuss the questions or your answers with anyone – classmate, friend, family member, or tutor. Do not consult the Writing Center for this exam. Do not permit anyone else to proofread or revise your exam answers. Please remember the rules and consequences of cheating and plagiarism at UTT. Cheating on the exam will result in failure of the exam. Use of AI (open or paid) on the exam would be considered cheating. I am required to submit an Academic Dishonesty Report to UTT's Administration for any instance of cheating or plagiarism.

ASE Essays:

Before you sign-up for an ASE article, please be sure that you can get a copy (library databases or ILL) BEFORE the due date. You will request articles on Thursday in the 1st week of the semester. Send me an email (abeebe@uttyler.edu) from your Patriots email with your top 5 selections. The articles will be assigned on a first come / first serve basis. [Please wait until Thursday morning to send your requests.]

Your ASE 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 to the class. Make clear who would find the article useful.

Upload a copy to Canvas – Assignments icon. Your paper will be run through the UniCheck – the plagiarism software. [You can email me a backup copy if you wish, but I will read the copy uploaded through the Assignments icon.] **Post a second copy on Canvas for your classmates to read in the appropriate Summary / Evaluation Forum.** Thoughtful and substantial comments on a peer's article essay would be counted toward your discussion board participation. You are responsible for your own technology and internet access.

Your essay should make clear:

- ◆ Factual details – subject of article: the who, what, where, and when of the topic and publication.
- ◆ The author's thesis – what is the point of the article?
- ◆ Critical background 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 paper – are some paragraphs 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 article useful? Why?
- ◆ How does this article help you read the author's work?
- ◆ Your scholarly assessment (strengths & weaknesses) of the article (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? You will need to do some research to find this information.]
2. **Summary** [1-1.5 pages – What are the main claims and sections?]
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.]
4. **Evaluation / Analysis** [1-2 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. As with all assignments, the evaluation standards will be higher for graduate students than undergraduate students.

NOTE: I have attached some sample ASE essays to Canvas as PDF files for you to review.

Cheating / Plagiarism on a writing assignment for English 4397 or 5369 will result in failure of the assignment. [The use of AI (paid or open) on this assignment would be considered cheating in this course.]

Video Game Proposal:

First – before you start to panic – this assignment does **not** require any computer tech or coding skills. You are not creating an actual video game. This assignment is a thought exercise that should appeal to both your creative and analytical skill sets. Your writing style should remain academic, but I anticipate that this will be a fun project.

Literature, particularly literature that is no longer under copyright, can be a wonderful source for 21st-century game design. In brief, for this assignment, you will select a scene or storyline from one of our six novels and explain how and why you would adapt it to create a video game.

Assignment Details:

6-7 full pages (double-spaced, 1-inch margins, Times New Roman) – If you go over 7 pages, don't panic. If you are on topic, I will keep reading.

Works Cited page in current MLA format

Four Labeled Sections:

Introduction: name of novel, author, 3-4 sentence plot summary of novel, significance of novel (1 page)

Scene Selection: name of the scene selected and justification for scene selection – why is it both important to the novel and compelling as a potential game? (1-1.5 pages)

Description of Game: what happens in the game? (player(s), goals, levels, etc.) what does the game look like? (visual and sound design) NOTE – you are not designing the actual game so set aside for the moment any tech / coding issues. (3-4 pages)

Conclusion: Be persuasive. Why is the proposed game good? How would it succeed as an educational tool? (What would gamers learn?) How would it succeed as entertainment? (What are comparable games? Note – yes, your proposal may be influenced by current video games, but be careful to make your game unique) (1-2 pages)

See the assignment sheet for more details. *Cheating / Plagiarism on a writing assignment for English 4397 or 5369 will result in failure of the assignment.* [The use of AI (paid or open) on this assignment would be considered cheating in this course.]

Abstract:

You will turn in a 350-500 word abstract of your seminar paper. These abstracts should get the reader interested in your general topic, give a sense of your critical approach, establish your credibility as a scholar, and provide a working title and thesis.

I have posted sample abstracts I wrote before I started the subsequently published articles. The full citations for the articles can also be found in the Modules.

****Please review** the Paper Topics Checklist posted in the Modules for more information.

Seminar Paper:

Your seminar paper (10-12 pages for ENGL 4397 students & 15-20 pages for ENGL 5369 students) should offer a unique contribution to the study of domestic or sentimental American novels. The paper should include significant scholarly research from credible books and journals (1995-2023) cited in MLA format. Older secondary sources need prior approval. You can use primary sources (letters, contemporary—1850 to 1870—reviews) without approval. One of the topic areas listed on the syllabus may provide a starting point for your seminar paper. Be smart. Review the key words in the titles of the ASE articles. They might spark a paper topic idea for you. As with all assignments, the evaluation standards will be higher for graduate students than undergraduate students.

If you have any citation questions, SEE ME. Once a paper has been turned in for a grade, I take potential plagiarism very seriously. The use of AI (paid or open) on this assignment would be considered cheating in this course. *Plagiarism of any paper (draft or final version) in this class will result in failure of the assignment.* I am required to turn in an Academic Dishonesty Report.

UTT Library Databases of Interest:

MLA International Bibliography

J-Stor

Project Muse

19th-Century American Newspapers

African American Newspapers

American Indian Newspapers

North American Women's Letters & Diaries

American Periodicals

Chronicling America

British Periodicals

Gender: Identity & Social Change (New – Trial Basis Database)

Humanities Full Text

OED: Oxford English Dictionary

Academic Search Complete

Periodicals Archive Online

WorldCat

I encourage all of you to visit the University of Pennsylvania's Call for Papers website regularly. It publishes calls for conferences that take place around the world. I urge all of you to revise your abstracts after you have finished your papers and send them to likely conference panels. The website: <http://cfp.english.upenn.edu/index.html>.

Canvas Participation / Performance:

Please use the discussion boards to discuss the readings and essays. [A posting = a developed paragraph+.] See the Discussion Board Guidelines for more information. Students will receive a weekly participation / performance grade.

I expect every student to make at least three original posts and three response posts per week. [If this was a face-to-face class I would expect each student to contribute a minimum of one idea and one response to the discussion per meeting of a MWF class. I do not permit student to lurk silently in a physical classroom in a course. Why would I encourage silence in an online course?] As with all assignments, the evaluation standards will be higher for graduate students than undergraduate students.

If you post the minimum number of weekly posts, they should all be substantial and interesting contributions. If you are uncertain about the superior quality of every post, you should contribute beyond the minimum number for each week to earn an A in participation / performance.

I am looking for posts that directly address aspects of the week's reading. I want to see analysis and interpretation of the writing. I want to see you engaged in the ideas presented by the critics and your classmates. Your contributions do not need to be posted on specific days, but by the end of the week. They do not need to be posted on a specific thread. You can create your own lines of inquiry. This is your opportunity to talk to each other, not to me. I will not be a presence in your discussion boards; those discussions belong to you. I will evaluate a student's group of posts for each week after the forum closes on Sunday night.

Please note the guidelines for discussion board posting assessment. Promptness is one factor I will consider, so don't develop the habit of making all your weekly posts on Sunday night. You should try to post through the week.

Participation – Supplemental Options:

First, none of you are required to fulfill these participation options. Many of you have Facebook or Instagram accounts. On Monday morning of each week, post a quote from one of our readings. Ask your FB / Instagram friends to respond to the quote. Before midnight on Sunday, write a post with a copy of the quote and a summary of the comments the quote received. Analyze the trends in the responses. What do the trends reveal? Again, this option is not required.

Option 2 – Post an original (created by you) meme about one of our readings, authors, genre, etc. [You can post more than 1, but students will earn participation credit for 1 meme per week.]

Option 3 – Cast the movie version of each of the novels. List the actors for each role and explain your reasoning. This activity is an act of analysis since it requires you to analyze each character as you pair them to an actor. [Yes, you can do a “dream” cast of living (from any decade) or dead actors if you wish.]

I am on Facebook and Instagram if you would like to send me a friend request (FB) or follow (I), but that is not a requirement for this participation activity.

[Looking ahead, I ask that you consider sending me a friend request on FB when you graduate. I put out the **department newsletter** every year, and I contact alumni through social media. We want to celebrate your many accomplishments in the newsletter. You can read department newsletters on our department webpage (<http://www.uttyler.edu/litlang/>). Along the left side you should see a link to “newsletters.” Please send me column ideas for future issues, if you wish. I also encourage you to join our department’s career development closed group on Facebook now: “UT Tyler Professional Development Cohort.”]

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 do make online appointments.]

Your Future as a Scholar:

I encourage all of you to visit the University of Pennsylvania’s Call for Papers website regularly. It publishes calls for conferences that take place around the world as well as journal / essay collection CFPs. I urge all of you to revise your paragraph proposals into abstracts after you have finished your projects and send them to likely conference panels. The website: <http://cfp.english.upenn.edu/index.html>.

Late Work:

Late work will not be accepted. [If you become severely ill or suffer a family tragedy, **please contact me**. Faculty members are always willing to work with students who face unexpected life challenges. PLEASE contact me if there are circumstances I should know.

University Policies and Information

https://www.utt Tyler.edu/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.”

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.ph>

