



## Undergraduate Course Syllabus

### LIT 314: American Realism and Naturalism

Center: Online

#### Course Prerequisites

ENG 122 or ENG 123

#### Course Description

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

#### Course Outcomes

- Recognize the complex relationship between history, society, and culture in the period of American Realism and Naturalism
- Construct critical positions on American Realist and Naturalist literary texts based on close readings of primary sources, secondary sources and contextual analysis
- Compose a well-developed essay that incorporates secondary sources into a close reading of one or more literary texts
- Develop your aesthetic appreciation for literature and understanding of the critical role it plays in culture and society

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

*The Norton Anthology of American Literature*, Vol. C

Levine, Robert S.

W.W. Norton

9<sup>th</sup> Edition

2017

ISBN: 978-0-393-26448-7

## Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

## Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion Topic	8	43	344
Journal	2	25	50
Final Paper Milestones			
Analysis Papers	2	120	240
Annotated Bibliography	1	60	60
Final Paper	1	156	156
Final Exam	1	150	150
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Undergraduate

Grade	Numerical Equivalent	Points
A	93–100	4
A-	90–92	3.67

Grade	Numerical Equivalent	Points
B+	87–89	3.33
B	83–86	3
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2
C-	70–72	1.67
D+	67–69	1.33
D	60–66	1
F	0–59	0
I	Incomplete	
IF	Incomplete/Failure *	
IP	In Progress (past end of term)	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	History As a Framework for Expression Reading: <i>The Norton Anthology of American Literature</i> : Introduction; Walt Whitman: Introduction, "Song of Myself" 1, 2, 6, 20, 24, 44, 51, and 52; "The Wound-Dresser"; "When Lilacs Last in Dooryard Bloom'd." 1-1 Doing: Module One Self-Assessment 1-2 Discussion: <i>Song of Myself</i> 1-3 Journal: Civil War Photographic Narratives
2	Defining Literary Realism Reading: <i>The Norton Anthology of American Literature</i> : Ambrose Bierce: Introduction 2-1 Doing: Module Two Self-Assessment 2-2 Discussion: Romanticism and Realism 2-3 Journal: The Hudson River School Depictions of Reality 2-4 Final Paper: Review Document

Module	Topics and Assignments
3	<p>Defining American Literary Realism</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Charlotte Perkins Gilman: "From Masculine Literature"; William Roscoe Thayer: "The New Story-Tellers and the Doom of Realism"</p> <p>3-1 Doing: Module Three Self-Assessment</p> <p>3-2 Discussion: Defining American Literature</p> <p>3-3 Final Paper Milestone Two: Define American Realism</p>
4	<p>American Humor, Satire, and Regionalism</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Mark Twain: Introduction, "Adventures of Huckleberry Finn" Chapters 1 &amp; 2, "Letters from the Earth"</p> <p>4-1 Doing: Module Four Self-Assessment</p> <p>4-2 Discussion: <i>Letters From the Earth</i></p>
5	<p>Expressions of Freedom in American Literature</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Sarah Orne Jewett: Introduction, "A White Heron"; Kate Chopin: Introduction, "The Storm", "The Story of an Hour"</p> <p>5-1 Doing: Module Five Self-Assessment</p> <p>5-2 Discussion: Nature of Freedom</p> <p>5-3 Final Paper Milestone Three: Annotated Bibliography</p>
6	<p>Defining American Literary Naturalism</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Charlotte Perkins Gilman: Introduction, "The Yellow Wallpaper", "Why I Wrote 'The Yellow Wallpaper'"</p> <p>6-1 Doing: Module Six Self-Assessment</p> <p>6-2 Discussion: <i>The Yellow Wallpaper</i></p> <p>6-3 Final Paper Milestone Four: Define American Naturalism</p>
7	<p>Naturalism, Free Will, and Determinism</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Stephen Crane: Introduction, "The Open Boat", an excerpt from "The Black Riders" and an excerpt from "War Is Kind"</p> <p>7-1 Doing: Module Seven Self-Assessment</p> <p>7-2 Discussion: Exploring American Literary Naturalism</p> <p>7-3 Final Paper: American Realism and Naturalism Critical Analysis</p>
8	<p>Naturalism Continued</p> <p>Reading: <i>The Norton Anthology of American Literature</i>: Jack London: Introduction, "To Build a Fire", "The Law of Life" and "What Life Means to Me"</p> <p>8-1 Discussion: Literary Naturalism and Life Experience</p> <p>8-2 Final Exam Essay Questions</p>

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

## **Late Assignments**

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

## **Student Handbook**

Review the [student handbook](#).

## **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

**Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).