



In accordance with SACS and the State of Florida's definition of Distance Learning, Hillsborough Community College defines Distance Learning as the implementation of classes in which more than 50% of the instruction occurs while students are not in the presence of an instructor regardless of the delivery method. This can be accomplished through eLearning tools such as web pages, group conferences, discussion boards, e-mail, videos, online testing, etc. The steps below will outline how to implement a class successfully through eLearning.

Name Marc D. Baldwin, PhD	Date 11/9/05	Campus Dale Mabry Campus
Department English	Supervising Dean Barbara Goldstein	Course ID: AML 2010

1. Needs Assessment

1.1 Why should this course be offered through eLearning/Distance Learning? In your response, include the institutional support and/or interest in offering the course in this format.

This course should be offered through eLearning/Distance Learning because of a clear market demand. Online classes are available through numerous institutions. In order to remain a leader, we must offer such a product in the marketplace of learning.

1.2 What types of students will be served by this course/delivery method? In your response, identify the technical skills and equipment you expect the students to have, and describe how the selected instructional method is appropriate given the capabilities of the students.

Any student with internet access could be served by this delivery method. In particular, busy professionals, those who cannot attend classes, those proficient in computer skills, those traveling or out of town for a term or two, and anyone who needs the convenience of online learning are potential students. Simple knowledge of the internet should suffice.

1.3 Are materials available for delivering this course commercially? Yes No

If yes, what is the justification for developing course materials? All materials are available commercially, except for accompanying power point w/voiceover lectures necessary to personalize the class for our students.

2. Course Planning Process

In completing this section, please use the attached worksheet to assist you in identifying how you will meet course objectives.

2.1 What are the course objectives?

The course objectives are the same as those for all other AML 2010 classes. Please see the Course Planning Process.

2.2 What instructional methods will be used to meet these objectives? *The eCampus staff is available to assist in the media selection process.*

Please complete the Course Planning Process form located at the end of the Proposal.

Describe how the instructional method is appropriate to the course objective. If you have course objectives that possibly may not be accomplished, describe how you will compensate for them in the eLearning course.

The instructional methods include the following:

- a) 10-15 15-20 minute Power Point voiceover lectures students will watch online by streaming video.
- b) Textbooks similar to the current adopted AML 2010 texts.
- c) An online Discussion Board where the professor will post 1-2 weekly assignments, additional lecture notes, and assorted supporting material. Students are to respond to the assignments and the professor's remarks, as well as engaging in dialogue with their classmates, earning 25% of their grade for that participation.
- d) Links to numerous web sites that will supplement the student's learning.

2.3 Will the course contain quizzes and tests? Yes No

2.4 Will there be online assignments? Yes No

2.5 How will the instructor ensure that the student receiving the credit for the course is the person performing the work?
The instructor will ensure that the students receiving the credit for the course are the ones performing the work by a) having students sign a contract of honor, and b) issuing a warning in the syllabus that HCC has access to an internet plagiarism-detection service.

2.6 How will assignments be submitted to the instructor?
Assignments will be submitted to the professor through WebCT.

2.7 You are **strongly** encouraged to develop a communication policy for how and when you will respond to e-mails, voice mails, bulletin boards, and assignments. Do you have a communication policy? Yes No

If yes,

- what communication tools and strategies will be utilized? Faculty has a very strong communication policy, promising to respond to all emails, voice mails, and bulletin board postings within 24 hours. Faculty will usually respond within 5-6 hours, and often immediately. Faculty will grade and return all assignments within 2-5 days.
- do the students have adequate access to communication resources? For example, are students able to come to the campus to use resources? Yes

If not, how can access be made available? It will be the students' responsibility to have daily internet and email access.

2.8 A sample syllabus is attached, and it includes a grading policy, course objectives, an attendance policy, course activities, and course prerequisites. Yes No

(Note: the sample syllabus and its components are required as a part of the proposal.)

3. Course Implementation Process

3.1 What are the required resources for development and implementation of the course? In your response, include both human and equipment resource needs. For example, if you anticipate needing support in building web pages, cite that here. If you anticipate needing new or enhanced computers, cite that here. **If needs are not identified, a separate proposal must be completed, and the entire project will be re-evaluated for approval.**

The required resources are E-Learning's assistance with the individual course webpage and the college's expertise and finances in Impaticizing the voiceover streaming video Power Point presentations.

3.2 Have you secured necessary inter-institutional agreements? Yes No

If so, please identify them here:

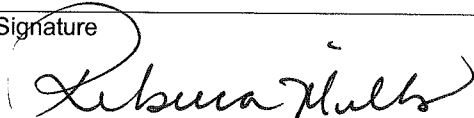
4. Cost/Benefit Analysis

The development of eLearning courses can require a significant amount of resources. In order to maximize the effectiveness of allocating college resources, it will be important to compare the cost of developing the eLearning course to the expected revenue that the course will generate. The eCampus staff will assist in identifying the number of students that will register for the class and the expenses that will incur during the development process.

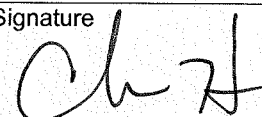
Initially, the course will contain 25 students. This would generate \$4,068.75 in tuition the first semester. We also charge a \$20 lab fee per student to cover the cost of WebCT. In subsequent semesters we are planning on offering more online sections of AML 2010, thus generating more tuition. The popularity of the course would cause a demand for additional sections, thus creating a greater benefit than cost to the college. It is also expected that this course will generate out-of-state tuition due to the accessibility of materials.

5. Review/Approval Signatures

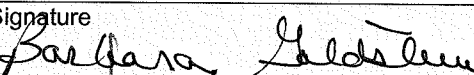
The cluster recognizes a need for the course to be offered as an eLearning class. The cluster has reviewed the instructional methods and deemed them appropriate to meet the goals and objectives of the course.


Cluster Proposal Review	Name Dr. Rebecca M. Mills	Signature 	Date 11/21/05
-------------------------	------------------------------	---	------------------

The Director of Academic Technology has reviewed the financial aspects of developing the eLearning Course and has agreed to provide the resources as stated in the proposal in order to develop the eLearning course.

Director of Academic Technology	Name Chad Hyatt	Signature 	Date 12-12-05
---------------------------------	--------------------	---	------------------

The supervising dean recognizes a need for the course to be taught using this delivery method. The supervising dean also recognizes the faculty member is able to perform the duties stated in the proposal.

Supervising Dean	Name Barbara Goldstein	Signature 	Date 11/29/05
------------------	---------------------------	---	------------------

Vice President for Education and Student Development Approval	Name Sylvia Marion Carley	Signature 	Date 12/14/05
---	------------------------------	--	------------------

Distribution:	Original - To eLearning Office Copy - To Dean	Processed	By:	Date:
---------------	--	-----------	-----	-------

**eLearning Course Development Proposal
#2 Course Planning Process**

List of Objectives	Instructional Activity and Media Choice	Support/Resources Needed
1. The student will read and demonstrate an understanding of selected texts of world literature from pre-Colonial America to 1865.	Reading the textbook assignments; watching the Powerpoint Lectures; Engaging in the Discussion Board assignments and dialogue; taking Quizzes and Tests.	Textbooks, Power Point presentations, WebCT
2. The student will study and demonstrate an understanding of the social, historical, and philosophical events and ideas from pre-Colonial America to 1865, especially as they influenced and were influenced by the literature of the time.	Reading the textbook assignments; watching the Powerpoint Lectures; Engaging in the Discussion Board assignments and dialogue; taking Quizzes and Tests.	Textbooks, Power Point presentations, WebCT
3. The student will study and demonstrate an understanding of the major periods of and movements within the literary world of that time, such as the Enlightenment, Romanticism, and Transcendentalism.	Reading the textbook assignments; watching the Powerpoint Lectures; Engaging in the Discussion Board assignments and dialogue; taking Quizzes and Tests.	Textbooks, Power Point presentations, WebCT
4. The student will study and demonstrate an understanding of major literary terms, such as plot, theme, character, symbolism, metaphor, figurative language, drama, conflict, and resolution.	Reading the textbook assignments; watching the Powerpoint Lectures; Engaging in the Discussion Board assignments and dialogue; taking Quizzes and Tests.	Textbooks, Power Point presentations, WebCT
5. The student will study and demonstrate an understanding of the major schools of literary and critical theory, such as Formalism ("New Criticism"), Moral Criticism, Marxism, Psychological Criticism, Feminism, and Deconstruction.	Reading the textbook assignments; watching the Powerpoint Lectures; Engaging in the Discussion Board assignments and dialogue; taking Quizzes and Tests.	Textbooks, Power Point presentations, WebCT

Methods of Assessment for above objectives: 1) miscellaneous research-based Discussion Board assignments, including participation in discussing the material; and 2) three major short essay exams. Through these assessment activities, I will be able to evaluate both the students' engagement with the material and their writing ability.

Support Needed for Assessments: Only a fully functional WebCT and email system.

Modality Choice:

Estimated Total Budget:

AML 2010: AMERICAN LITERATURE to 1885
Spring 2006

Dr. Marc D. Baldwin

Office: Hum 313

Office Hours: TBA

e-mail: mbaldwin@hcccfl.edu

website: www.hcc.cc.fl.us/services/faculty/MarcBaldwin/index.htm

Text: ***The Norton Anthology of American Literature, 6th Edition, Vols. A & B***

COURSE DESCRIPTION

A survey of major American literary texts from the Colonial period (beginning approx. 1620) through the American Renaissance (ending approx. 1865). We will discuss both the literary texts themselves and the historical contexts--social, political, and philosophical trends and events--that influenced and shaped them.

Instructional Methods

You will a) watch *Lectures* in streaming Powerpoint with audio; b) read short stories, poems, essays, novels, and various Lecture notes sent as email attachments; c) compose and post Discussion Board responses to various questions and assignments, some of which will require some research; and d) take 3 Exams on the readings.

* NOTE: I abhor busy work. My time is valuable; your time is valuable. So I won't squander either on extraneous nonsense or wasted words. Thus, everything I assign is purposeful and important.

Contact Information

Telephone: 813-253-7345 (Work); 727-785-8755 (Home). Feel free to call me anytime between the hours of 9:00am & 9:00pm, EST.

E-mail: Through the WebCT site. I will respond to your email within 24 hours at the most. I often return emails immediately.

NOTE: I will inform you of any days or times that I may be unavailable and I'd like you to do the same for me, please.

How To Do Well In This Course

- 1) Read and follow the *Syllabus*.
- 2) Print out the *Syllabus* so it's handy to refer to.
- 3) Watch the *Lectures*.
- 4) Read the assigned texts with the *Lectures*, assorted notes (via attachments), and *Discussions* in mind.
- 5) Respond to the *Discussion Board* assignments and comment on 2-3 of your classmates' responses.
- 6) Do all the other assignments on the *Discussion Board* as well and as punctually as you can.
- 7) Take the 3 Exams by the deadline date.
- 8) Stay in close touch by email, always signing your name.

Email Me Immediately To:

- 1) Confirm your attendance.
- 2) Confirm you have read the *Syllabus*.
- 3) Send me your phone number.
- 4) Ask questions.

WRITING REQUIREMENTS

The miscellaneous assignments on the Discussion Board, as well as the short essay Exams, will count toward your Gordon Rule requirement.

EVALUATION

3 Exams = 75%

Discussion Board assignments = 25%

The evaluation of your work and your contributions to the class discussion of the material is a discretionary matter. It is my judgment call whether or not your assignment responses and comments on the material reflect sufficient effort and insight.

EXAMS

- FOUR HOUR TIME LIMIT. OPEN BOOK & OPEN NOTES.
- **3 short essays @ 33 points each**
- Compose thorough, grammatically correct responses to three (3) questions, one from each section. Your responses should: a) adequately address the question (with a clearly stated thesis) and not diverge into tangents; b) be generous with support, including **specific reference to ideas, passages, and quotes from the works in question**; c) be clearly written and express complete thoughts; d) be reflections of your having thought about the readings and not just rote responses with little personal, interpretive insights; e) be at least 350 words apiece.

ACADEMIC HONESTY (PLAGIARISM)

All of your written work must be done solely by you. You may receive outside "tutoring" or editorial assistance, but the actual writing must be your own. Furthermore, you may do, and are, in fact, encouraged to do outside reading and research on your topics. Such research may and should influence your thinking and writing. However, be sure that you do not copy any passages, sentences, phrases, or even specific words from an outside source without quoting them and citing their origin. **Remember: Unintentional plagiarism is still plagiarism!** Any violation of this policy--a policy that is simply a matter of integrity and honesty--will result in an immediate "F" grade in the class.

* NOTE: Please be aware that I subscribe to the internet's largest, most effective plagiarism detection database. If you copy it from the internet, you will be detected.

Discussion Board

*** VERY IMPORTANT! Discussion Board = Attendance Policy**

This place constitutes our virtual classroom. Thus, you **must attend** a few times a week to read and respond to the weekly assignments. Be sure to also respond to several of your

classmate's responses. (If you only post your assignment responses and fail to engage in the class discussion with your classmates, your DB grade will be a D, at best.) Use your comments as a way of starting a conversation and sharing ideas about the readings and assignments. Be constructive and productive. We're talking to each other here, so relax and say what's on your mind. Just be thoughtful and polite. Make strong comments, but be tactful and considerate of differing viewpoints. Get a read on what everyone else is doing and thinking about the class. Your responses count for 25% of your final grade. Furthermore, **if you miss 3 weeks (any 3 weeks, not necessarily consecutively) of attendance and posting to the DB, you may fail the class. Missing 4 weeks will earn you an automatic F in the class.**

* Important Note: When you post, be sure to post a REPLY to the postings rather than COMPOSE a new one. That will keep the discussion THREADED and easier to manage.

Privacy Statement

Students using online formats for study at HCC do so in a respectful, protected environment. However, this learning environment may at times be viewed by faculty (both current and those learning to become online facilitators), Distance Learning staff, and other experts, who are working with us to maintain the highest quality online courses. We use e-mail to communicate regarding levels of performance and grades. Please understand that this is not a secure, private environment.

Last day to Withdraw with a grade of "W" is 3/28.

NOTE: Request For Accommodation: If, to participate in this course, you require an accommodation due to a physical disability or learning impairment, you must contact the Office of Services to Students with Disabilities in the SS Bldg. Rm. 208. 253-7031 (voice line), 253-7035 (TTD), or 253-7336 (fax).

ASSIGNMENT SCHEDULE *

Week 1

Class Introduction: Syllabus, Schedule, notes on first readings.

"Literature to 1700": p.3-17.

William Bradford: p. 156-57; an excerpt from *Of Plymouth Plantation*, p. 166-175.

Powerpoint Lectures: Orientation, Principles of Analysis, and The Basics of Literary Criticism, The Colonial Period

Week 2

Cotton Mather: p. 390-92; "The Wonders of the Invisible World," p. 392-94.

"American Literature 1700-1820": p.425-433.

Jonathan Edwards: p. 464-66; "Sinners in the Hands of an Angry God," p. 498-509.

Benjamin Franklin: p. 515-16; "The Way To Wealth," p. 516-22; "Information To Those Who Would Remove to America," p. 528-33.

PP Lecture: The Major Theories of Literary Criticism

Week 3

J. Hector St. John de Crèvecoeur: p. 657; "What is an American?" p. 657-67.
Thomas Paine: p. 704-5; "Common Sense," p. 706-12; "The American Crisis," p.
712-18.

PP Lecture: Thomas Paine

Week 4

Thomas Jefferson: p. 725-26; "Declaration of Independence," p. 728-32; "Religion,"
p.734-37.

The Federalist: p. 738-47.

PP Lectures: Thomas Jefferson and *The Federalist Papers*

Week 5

☞ **EXAM #1 Must be taken between xxx & xxx. You have six days to choose from, so there are no exceptions, no extensions, and no makeups without extremely serious and documented reasons.**

Am Lit 1820-1865: p. 957-76.

Ralph Waldo Emerson: p. 1103-6; "The American Scholar," p. 1135-47; "Self-Reliance," p. 1160-76.

Powerpoint Lectures: Emerson, Transcendentalism, & Romanticism

Week 6

Continue Emerson.

Henry David Thoreau: p. 1788-92; Selections from *Walden*: "Where I Lived," p. 1850-59; & "Higher Laws," p.1917-24. Also: "Civil Disobedience," p. 1792-1807; & "Life Without Principle," p.2016-29.

Powerpoint Lecture: Thoreau

Week 7

Continue Thoreau.

Edgar Allan Poe: p. 1507-10; "The Raven," p. 1518-21; & "Anabel Lee," p. 1524.
Plus, "The Tell-Tale Heart," p.1572-75.

Week 8

Continue Poe.

Nathaniel Hawthorne: p. 1247-50; *The Scarlet Letter*, p. 1358-1474.

PP Lectures: Hawthorne & *The Scarlet Letter*

Week 9

Continue *The Scarlet Letter*.

Week 10

☞ **EXAM #2**

Frederick Douglass: p. 2029-32; *Narrative of the Life of An American Slave*,
p.2032-92.

PP Lecture: Douglass

Week 11

Abraham Lincoln: All Selections, p. 1608-17.

Herman Melville: p. 2287-92; All Chapters from *Moby Dick*, p. 2306-30; "Bartleby, the Scrivener," p. 2330-55.

PP Lecture: Melville

Week 12

Continue Melville

Week 13

Walt Whitman: p. 2127; 10-15 Poems TBA.

PP Lecture: Whitman

Week 14

Continue Whitman

Week 15, 12/2:

Emily Dickinson: p. 2499; 10-15 Poems TBA.

PP Lecture: Dickinson

Week 16 ☞ **EXAM #3**

*NOTE: This is a tentative schedule: some selections may be added and/or deleted; exam dates may be moved up or back a class or two. However, any changes will be minor and the total amount of pages to be read will not vary more than +/- 100.

*NOTE: Request For Accommodation: If, to participate in this course, you require an accommodation due to a physical disability or learning impairment, you must contact the Office of Services to Students with Disabilities in the SS Bldg. Rm. 208. 253-7031 (voice line), 253-7035 (TTD), or 253-7336 (fax).