

Dr. Cynthia Hall
chall@abac.edu

office: Conger 307
<http://www.abac.edu/chall/>

phone: 229-391-4955

Office Hours

Mon & Wed: 11-12, and 2-3 in Writing Center
Tue & Thur. 11-12:30 and 5-6 in Writing Center
Fri: 11-12

American Literature II



“Literature is not simply words upon a page but a complex social, political, and material process of cultural production” Cathy Davidson

Required Texts and Materials:

- Textbook: *The Bedford Anthology of American Literature: Volume Two* by Belasco
- Novels: *The Great Gatsby*, by F. Scott Fitzgerald
Maggie, a Girl of the Streets, by Stephen Crane
- Access to Web-CT, stapler, email address
- Miscellaneous printing and copying expenses

Graded Work:

- 1 summary of article 20 points
- 5 reading responses 100 points
- Exam 1 120 points
- Exam 2 70 points
- Final Exam essay 50 points
- Researched Essay 150 points
- In-class quizzes and work (varying amounts)
- Positive participation grade 25 points

Your grade will be determined by the number of points you accumulate throughout the semester. For example a major essay may be worth 200 points, and a daily writing worth 10 points. You can figure your grade at any time by totaling your points to that date and dividing it by the number of points possible to that date.

Information Relevant to Dr. Hall's Class:

- **Plagiarism:** In order to be fair, you are expected to do your own work, yourself. There is nothing wrong with presenting someone else's ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due. *Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.*

To avoid plagiarism, you must give credit whenever you use

1. another person's idea, opinion, or theory
2. any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
3. quotations of another person's actual spoken or written words
4. a paraphrase or summary of another person's spoken or written words

Penalties For Plagiarism:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional—a part of the learning process. This type of plagiarism will be graded as major errors would in an essay assignment.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as "cutting and pasting" passages from one or more sources), this is intentional. This includes using material from a source without documenting it, even when or if you document other material from the same source. Submitting an assignment that you did not write, whether obtained through purchase or from other arrangement with ANY person or source is intentional plagiarism and considered cheating. *The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero points for the assignment or failure of the course.*

Turnitin.com

You will be required to use *TurnItIn.com* for your researched paper. I will not accept your research paper if it has not been submitted to both TurnItIn.com and to me in paper format.

Classroom Policies:

Assignments are due on or before the beginning of class on the date the schedule indicates. Place the reading responses and on the front desk as you enter the class room for class. *Late essays/submissions will not be accepted.*

All out-of-class essays must be typed on word processor and formatted in MLA style. (see grammar handbook)

Classroom Behavior:

To foster mutual respect for one another's educational experience, cell phones, pagers, and other disruptive devices should be in their "off" settings. We are here to create a learning community, which means we will be supportive and help each other. RESPECT is the only ground rule. Therefore, any behavior that disrupts the learning environment will not be tolerated: private conversations, habitual lateness, noise or disrespect, incivility or harassment of any type, checking email, text messaging, surfing the web or using personal audio devices. To help those who want to learn, I reserve the right to ask any student to leave class if he or she is disrupting our environment.

Examples of Incivility:

1. Belligerence
2. Verbally Dominating without benefit to the class discussion
3. Being perpetually late
4. Talking that does not relate to discussion or exercise
5. Being unprepared
6. Demanding special attention for no reason but needing to be center of attention
7. Acting as if you know-it-all and not allowing other opinions

8. Sassing the teacher or other students
9. Being a class clown all the time
10. Complaining about assignments or readings
11. Asking to change the work load

Involvement:

Research in education psychology suggests that more learning takes place when students actively involved in discussing and processing course material. Therefore, you will be expected to participate effectively in class discussions and exercises during each session. To give credit where it is due, I have allotted 25 points as "positive participation points." These points are completely subjective on my part. At the end of the semester, if I believe you have added to the classroom discussion and/or helped create a positive environment for learning, then you will receive a substantial amount of those points. However, if I believe you have been a detriment to the classroom environment or have used the class as your own arena for humor and attention, then I will give you fewer if any of those behavior points.

Rubric:

(16-19 points) **The Observer:** a student who consistently attends to the instructor and his/her fellow students when they are speaking. An Observer conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbals.

(19-22 points) **The Contributor:** a student who has all the attributes of an observer, but he/she also adds insights or examples that support course content. He might ask questions to clarify course content as well.

(22-25 points) **The Scholar:** a student who has all the attributes of a contributor but who goes beyond by asking thoughtful questions about the topic. Their comments and questions demonstrate critical thinking and application of the material. They consistently make contributions that improve the quality of learning that takes place in the classroom.

(0-16): students who are not attentive, do not participate or who are disruptive or disrespectful

Missed Work:

To be fair to all, daily quizzes and classroom assignments cannot be made up. If you miss class, you forfeit your right to earn those points. The research paper is docked one letter grade per day. After the 4th day being late, consider it an F if handed in and a zero if not.

Absences:

Because classroom participation is key to learning, you have 7 available absences. On the 8th, you receive an F for the course. You may use these absences as you see fit. No notes or other forms of documentation are necessary because you get more absences than was the ABAC policy, and I do not count excused or not excused. However, if you have an official school function, then I do count that as extra and above/beyond the 7 absences I am offering you.

Tardiness:

To arrive after I have finished roll call is to be tardy. Three tardies equals one absence. If you are tardy, it is your responsibility to come up to me after class and ask me to change the absence to a tardy in my roll book, and you must do this on the day the tardy occurs.

Leaving Class early == being tardy

Students With Disabilities:

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with the instructor at the very beginning of the semester. Such students should be registered with Dr. Maggie Martin's office of Counseling and Testing, in the Student Center. Students with Learning Disabilities should also register with her office

Emergency Measures: In the event a student is diagnosed with pandemic flu, or is otherwise unable to attend class for an extended period of time due to bona fide illness (i.e. verified by competent medical authority), alternative assignments and other course work will be arranged through WebCT Vista. NOTE: This option is ONLY available for medically-diagnosed illnesses requiring extended home stays and MUST be coordinated as soon after the diagnosis as possible. The excused absences AND course work option on WebCT Vista will ONLY be valid from notification of official diagnosis received by the instructor. Any work missed prior to the official notification will remain unaccepted unless otherwise provided for under these guidelines.

Course Syllabus

<p>Course Name: AMERICAN LITERATURE II</p>
<p>Course Number: ENGL 2132</p>
<p>Course Description: A survey of important works of American literature. Designed to foster in the student some knowledge and appreciation of American literature from the mid-nineteenth century (civil war) through the present. Lectures, discussions, and research focus on major figures, works, and movements in historical context, with special attention to themes and techniques of literary analysis and to the influence of philosophical and religious views on the literature. Fall, Spring, Summer.</p>
<p>Pre-requisites/Co-requisites: Prerequisite: ENGL 1102 with a grade of "C" or better.</p>
<p>USG General Education Outcomes Pertinent to this Course:</p> <p>Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:</p> <p>Competence within the context of collegiate general education is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to make informed judgments about art forms from various cultures including one's own culture; ○ Ability to recognize the fine, literary, and performing arts as expressions of human experience; ○ Ability to discern the impact and role of artistic and literary achievement in society and one's personal life. <p>Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.</p> <p>Competence within the context of collegiate general education objectives is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups; ○ Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture; ○ Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;

- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. read literary works across genres.
2. interpret literature analytically and critically
3. demonstrate an awareness of historical and cultural contexts as well as literary periods.
4. demonstrate in at least one paper the ability to use MLA documentation appropriately
5. demonstrate in at least one assignment the ability to use computers to write and do research.
6. evaluate literature and its role in culture and society.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any

subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the

Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

I have read the terms of the course syllabus, have had an opportunity to ask questions, and I agree to adhere to and abide by the requirements of this class as stated therein for Dr. Cynthia Hall's English 2132 class, Fall of 2009.

Print out your name _____

Student ID _____

Signature _____

Date _____