NOTE: This syllabus is first presented to students in a learning module divided up by the syllabus sections, with intermittent quizzes throughout the learning module. Once the students complete the learning module and the quizzes, they are provided with a link to the file.

Stony Brook University

EGL 218: American Literature II
Summer II 2016 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Brandi So, PhD
Office: HUM 1080
Office Hours: By Appointment, Online at Adobe Connect (Hours posted Weekly)
E-mail: Brandi.So@Stonybrook.edu

Course Description

This online course will conduct a survey of American literature between the Civil War and WWII. This is an incredibly intense era in American history, marking the rise of literary regionalism against the fall of slavery, the rise of masculinized literary traditions in naturalism and modernism alongside women's rights and suffrage movements, and a revolution of world-wide conceptions of "humanity" in the wake of the first World War. This survey will highlight texts that respond to and reveal some of these epistemological crises. Course organization will include listening to recorded lectures, completing assigned reading, posting in discussion boards, leading a discussion board, taking regular quizzes, writing a one-page response paper, writing one formal 4-page paper, and taking a final exam. Please note that the add-drop period for this class is very short, and that reading and homework will begin immediately. You should expect to proactively devote a minimum of ten to thirteen hours per week to this course. A reliable internet connection, familiarity with online interfaces (such as Blackboard, youtube, media streaming), and course textbook are required. The core readings of this class will be taken from the Norton Anthology of American Literature, Volume C (8th Edition).

Diversified Education Curriculum (D.E.C.) Status

Textbook & Course Materials

Required Texts
• The Norton Anthology of American Literature, 1865-1914
  ISBN: 9780393934786 / 0393934780
  Author: Gura, Philip F., Klinkowitz, Jerome, Krupat, Arnold, Baym
  Publisher: Norton & Company, Incorporated, W. W.

• Other readings as assigned and made available on Blackboard (See Learning Modules).

Course Requirements

• Internet connection (DSL, LAN, or cable connection desirable)
• Access to Blackboard
• This is a condensed course given online, which means you will need to commit a **significant** amount of time, daily, to your participation and research for the class. A regular class meets 3 hours per week for fifteen weeks. This class is only eight weeks long, which implies 5.6 hours of “class time” per week, plus an appropriate corresponding amount of time “outside” of class. Expect to read every day, and to spend approximately an hour a day on the course website, and as much as an hour a day working on course preparation. We will cover approximately 2 weeks worth of material per week.

Attendance Policy

Attendance in this online course is accrued through completing assignments. This summer class moves twice as fast as a regular semester class; we will cover about 2 weeks’ worth of material per week to accomplish the goals of a 3-credit hour class. Failure to participate in discussion boards and quizzes will **absolutely reduce your grade** (see grading rubric). In addition to the grading rubric, be advised that **additional penalties apply for absenteeism**. I will calculate your attendance by assigning proportionate value to the missed learning module items. Students absent for an excess of four “classes” (i.e., one week’s worth of activities) will earn a full letter grade deduction on their final grade for each additional “absence.” You cannot make up work in this class, so failing to stay on top of your course responsibilities can quickly spiral into a failing grade for the course.

Course Structure

This course will be delivered entirely online through the course management system Blackboard. You will use your NetID account to login to the course from the [Blackboard Login Page](#).

In Blackboard, you will access online lessons, course materials, and resources. **Each week has two learning modules**; with deadlines on **Wednesdays at midnight** and **Sundays at midnight**. Some variations will occur.
Learning Module Quizzes will be open M–W, and Th– Su.

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through email.
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Part 2: Course Objectives

The primary learning objectives for this course are as follows. In this course, you will:

1. Learn to identify and describe key literary movements in American literary history from 1865 - 1945
2. Be able to identify and describe themes shaping American history (such as slavery, women’s rights, and industrialization) and how they emerge in and influence literary production.
3. Demonstrate a knowledge of and skill with critical literary analysis techniques, including close reading, symbolic, and thematic analysis. You will demonstrate these competencies through written assignments and discussion board participation.
4. Demonstrate the ability to synthesize the elements described in the other learning objectives through written form: essays, discussion board posts, and quizzes.

Departmental Learning Objectives for HUM and USA:

1. Understand the major principles and concepts that form the basis of knowledge in the humanities.
2. Understand the theoretical concepts that undergird one or more of the humanities.
3. Develop an awareness of some of the key historical themes of one or more of the humanities.
4. Develop an awareness of the multi- or interdisciplinary nature of issues within the humanities.
5. Develop an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.
6. Develop the verbal and written skills to articulate valid arguments on these issues.
7. Demonstrate knowledge and understanding of U.S. history and society.
8. Demonstrate knowledge of a subculture or relationships among subcultures within U.S.

You will meet the objectives listed above through a combination of the following activities in this course. You can find detailed explanations of these activities.
in the “Assignments Folder.”

- Complete all assigned readings
- Complete one short response paper (1-3 pp, Week Three, in MLA format)
- Complete a formal thesis paper (4 – 6 pp.; Week Five, in MLA format)
- Complete a final exam (Week Eight).
- Participate extensively in discussion boards. In general, you are responsible for a **minimum of six posts per week** (one primary post and one response post for each learning module discussion board, and twice in the student-led boards). This amount may vary slightly depending on the design of the discussion boards.

*Your work in the discussion boards is critical to a meaningful and dynamic online course experience as well as your grade, thus it is your important responsibility to become very familiar with how to productively engage your peers. The basic requirements are listed below, and a thorough rubric is posted at the end of this syllabus and in your assignments folder.*

**LEARNING MODULE DISCUSSION BOARDS:**

- **Learning Module Discussion Post:** You are expected to respond to the professor’s discussion post for each learning module: I will post on Monday and students must complete by Wednesday night. I will post again on Thursday and students must complete by Sunday night. **Minimum standards:** Approximately **150** words; written in an academic, formal tone (NO text message linguistics); **quote** the texts; and edit for syntax, grammar, and tone.
- **Peer Response Posts:** You will also respond to **at least one** of your peers in each instructor-led discussion board. This means you will post **at least twice** in each learning module discussion board. Approximately **75** words. Same rules as the original primary discussion board post above.

**STUDENT-LED BOARDS:**

- **Student-Led Discussion Post:** There will be approximately five Student-led discussion boards per week, but you can pick **TWO** to participate in. These will be available throughout the week. Approximately **75** words. Grammatically polished but informal. Quotations welcome but not required. The general thrust of these boards will be: “This was weird....” or, “What did you think of this....”, or, “What’s up with....”
Repeat after this business man....

Learning Module Posts: One 150-word primary post, and one 75-word response to a friend in class. Two times a week. I’ll remember to spell check and cite sources!

Student-led boards: I’ll pick two to post in. Informal, 75 words. Only once a week, always due on Sunday evening.
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Part 3: Topic Outline/Schedule

Important Note: Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your professor.

- Each week has **two** learning modules.
- You will take a quiz for each learning module.
- You will post in discussion boards for each learning module.
- Learning module assignments **close** on **Wednesday** and **Sunday nights** – **no exceptions**!
- You will **moderate one discussion** during the summer semester. Sign up ASAP.
- You have “major” assignments in **week 3 (response paper)**, **week 5 (formal paper)**, and **week 8 (final exam)**.

• **Week 01: Contexts of the Civil War: Realism and Regionalism in the 19th Century**
  - **Due THURSDAY, June 2 by midnight (Note the extra day to complete because of holiday on Monday):**
    - **READ:**
      - Course Introduction and Syllabus
      - Course Calendar
      - Walt Whitman: “The Wound Dresser” (pp. 77)
      - Emily Dickinson: [Wild Nights – Wild Nights!] (pp. 97); [My Life had stood – a Loaded Gun] (pp. 107); [I died for Beauty – but was scarce] (pp. 102). [Because I could not stop for Death] (pp. 102); and [Much madness is the divinest sense] (pp. 104).
    - **COMPLETE:**
      - Discussion Board Activity: Board 1.1: *Ice breaker: favorite website; how you schedule your work for this course; first thoughts on literary realism and gender*
• Student-led Discussion Sign-Up
• Syllabus Quiz (Graded)
• Student-led Discussions (ongoing)

**Due Sunday, June 5 by midnight:**

- **READ:**
  - *Descendants of SW Humor.* Twain, “How to Tell a Story” and “The Private History of the ‘Jumping Frog’ Tale” (Blackboard 10 pp)
  - Bret Harte “The Luck of Roaring Camp” (pp 353; 7pp)

- **COMPLETE:**
  - Discussion Board Activity: Board 1.2: *Stances of power, authenticity, and the politics of representation in literary regionalism*
  - Discussion Board Activity: Student-led discussions (complete for the week)
  - Quiz 1.2: Covers Module 1 and 2 Readings

**Week 02: The Literary Canon and Silence**

**Due Wednesday, June 8 by midnight:**

- **READ:**
  - Charlot: [He has filled graves with our bones] (pp. 414; 3pp.)
  - Sarah Winnemucca, *From* Chapter VII. The Yakima Affair (pp 515; 3 pp.)
  - Joel Chandler Harris, “The Wonderful Tar-baby Story” and “How Mr. Rabbit Was Too Sharp for Mr. Fox” (pp. 519; 3 pp.)
  - Anonymous, “Brer Rabbit Folktale” (Blackboard; 1pp)
  - Youtube, *Song of the South,* “Everybody’s got a Laughing Place”

- **COMPLETE:**
  - Discussion Board Activity: Board 2.1: *The power of Christian rhetoric in the critique of racism and oppression; negotiating with author-ity in non-literary and oral story-telling traditions*
  - Discussion Board Activity: Student-led discussions (ongoing)
  - Quiz 2.1
Due Sunday, June 12, by midnight:

- **READ:**
  - Charles Chesnutt, “The Goophered Grapevine” (pp 699; 8 pp).
  - Charles Chesnutt, “Po’ Sandy” (Blackboard, 8 pp)
  - History.com 2 minute video on Reconstruction
  - Overview of South Carolina “Black Code” laws during Reconstruction

- **COMPLETE:**
  - Discussion Board Activity: Board 2.2: Moving toward and African American literary tradition; Reconstruction issues in the works of Charles Chesnutt
  - Discussion Board Activity: Student-led discussions (complete for the week)
  - Begin response paper (due next Sunday night by midnight)
  - Quiz 2.2

**Week 03: Identity Politics at the Fin de Siècle**
(Response Paper Due Sunday, June 19)

Due Wednesday, June 15 by midnight:

- **READ:**
  - Kate Chopin, “Desirée’s Baby”; “The Story of an Hour”; “The Storm” (pp 551–61, 10 pp)

- **COMPLETE:**
  - Discussion Board Activity 3.1: Representations of women’s sexuality in the works turn-of-the-century of female authors
  - Discussion Board Activity: Student-led discussions (ongoing)
  - Quiz 3.1

Due Sunday, June 19, by Midnight

- **READ:**
  - Sui Sin Far, “Mrs. Spring Fragrance” (pp. 865; 8 pp.)
Mary Wilkins Freeman, “A New England Nun” (pp. 653; 9 pp)
Du Bois The Souls of Black Folk, “The Forethought and Of Our Spiritual Strivings” (pp. 885; 8 pp.)

COMPLETE:
- Discussion Board Activity 3.2: Double Consciousness as a method of reading diverse literary works
- Discussion Board Activity: Student-led discussions (complete for the week)
- Response Paper Due in SafeAssign by midnight (window will close 10 am Monday morning, after midnight submissions will be marked late and 4 points, or 1/3 letter grade, subtracted per day)
- Quiz 3.2

Week 04: Realism’s Death Rattle in Naturalism; Voices from the Canon Periphery Due Wednesday, June 22, by midnight:

READ:
- William Dean Howells (pp 903; 6 pp)
- Henry James from The Art of Fiction (pp. 908; 2 pp)
- Henry James, Daisy Miller: A Study, Chapter I (pp. 421; 8pp.)

COMPLETE:
- Discussion Board Activity 4.1: Theoretical models of literary realism and the way these ideas continue in the American consciousness and its art
- Quiz 4.1
- Discussion Board Activity: Student-led discussions (ongoing)

Due Sunday, June 26, by midnight:

READ:
- Dreiser “True Art Speaks Plainly” (pp 916; 1 pp.) and Sister Carrie, Ch. 1 (pp. 929; 6 pp.)
- Stephen Crane “Maggie: A Girl of the Streets” CHs 1 – 5 (pp. 946 – 958; 12 pp.)
- Ambrose Bierce, “An Occurrence at Owl Creek Bridge” (pp.299, 6pp).
**COMPLETE:**

- Discussion Board Activity 4.2: *Elements of literary Naturalism and its relationship to masculinity, science, and social politics*
- Discussion Board Activity: Student-led discussions (complete for the week)
- Quiz 4.2
- Work on formal paper

**Week 05: Counter-Rhythms of Realism and Naturalism (Formal Paper Due Sunday, July 3)**

- Due Wednesday, June 29, by midnight:
  - **READ:**
    - Paul Lawrence Dunbar, “An Antebellum Sermon,” (pp. 1031); “We wear the Mask,” (pp. 1033); “Sympathy” (pp. 1034). (4 pp)
    - Zitkala Sa *Impressions of an Indian Childhood* (pp. 1087; 6 pp.); *The School Days of an Indian Girl* (pp 1093; 9 pp.)
    - Jane Addams; from *Twenty Years at Hull-House* (pp. 1155; 6 pp.)
  - **COMPLETE:**
    - Discussion Board Activity 5.1: *America after the turn of the century: Moving toward modernism; immigration, Native American story-telling traditions in the modernist era, ushering in the Harlem Renaissance*
    - Discussion Board Activity: Student-led discussions (ongoing)
    - Quiz 5.1
- Due Sunday, July 3, by midnight:
  - **READ/LISTEN**
    - Anzia Yezierska, “My Own People” (Blackboard, 22 pp)
    - Youtube, *TBD*
  - **COMPLETE:**
    - Discussion Board Activity 5.2: *Comparing representations of urban poverty from modernist and naturalist viewpoints*
• Discussion Board Activity: Student-led discussions (complete for the week)

• Quiz 5.2

• Turn in Short Paper into SafeAssign by midnight (window will close 10 am Monday morning, after midnight submissions will be marked late and 4 points, or 1/3 letter grade, subtracted per day)

• Week 06: Strands of Literary Modernism: The Harlem Renaissance
  o Due Wednesday, July 6, by midnight:
    ▪ READ:
      • Richard Wright, *Native Son* excerpt, “Fear”
      • Claude McKay, “If We Must Die”; “Harlem Shadows”
      • Langston Hughes “The Negro Speaks of Rivers”; “Theme for English B”
    ▪ COMPLETE:
      • Discussion Board Activity 6.1: *Literary modernism and the social climate of the early 1900s in America*
      • Discussion Board Activity: Student-led discussions (ongoing)
      • Quiz 5.1
  o Due Sunday, July 10, by midnight:
    ▪ READ/LISTEN
      • Jean Toomer, *Cane*, excerpts, pdf, 15 pp.
      • Audio: Billie Holiday and Bessie Smith
    ▪ COMPLETE:
      • Recorded Lecture
      • Discussion Board Activity 6.2: *Modifying, manipulating, and distorting literary traditions; questioning “Black Modernism”*
      • Discussion Board Activity: Student-led discussions (complete for the week)
      • Quiz 6.2

• Week 07: Strands of Literary Modernism:
Regionalism’s Second Coming

- Due Wednesday, July 13, by midnight
  - READ:
    - Willa Cather, “A Wagner Matinee” (5 pp; pdf file)
    - William Faulkner, “Barn Burning” (blackboard, 12 pp)
  - COMPLETE:
    - Discussion Board Activity 7.1: Regionalism redux: American 1920s – 40s, revising the question of authenticity, the modernist understanding of region, belonging, and indigeneity
    - Discussion Board Activity: Student-led discussions (complete for the week)
    - Quiz 7.1

- Due Sunday, July 17, by midnight
  - READ:
    - Katherine Anne Porter, “The Jilting of Granny Weatherall” (Blackboard, 5 pp)
    - Zora Neale Hurston, Their Eyes Were Watching God, “The Yellow Mule” (Blackboard, 6pp)
    - Carl Sandburg, Selected Poems
  - COMPLETE:
    - Discussion Board Activity 7.1: Urban and rural regionalism, cultural authenticity, and questions of anxiety or confidence in authorial perspectives
    - Discussion Board Activity: Student-led discussions (complete for the week)
    - Quiz 7.1

- Week 08: Strands of Literary Modernism: Modernist Manifestos, Final Exam
  - Due Wednesday, July 20, by midnight
    - READ:
      - William Carlos Williams. “Spring and All”; “This is Just to Say”
• Ezra Pound, “In a Station of the Metro”
• ee cummings, Selected Poems

□ COMPLETE:
• Recorded Lecture: Vortecism, imagism, “no ideas but in things,” “make it new,” “Tradition and the Individual Talent”
• Discussion Board Activity 6.1: Connecting modernist techniques to the implications of WWI and WWII
• Discussion Board Activity: Student-led discussions (ongoing)
• Quiz 6.1

○ Due Saturday, July 23 by midnight
  □ COMPLETE:
  • Wallace Stevens, “The Snow Man”; “Gray Room”; “Sunday Morning”
  • Final Exam
  • Discussion Board Activity: Student-led discussions (complete for the week)
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**Part 4: Grading Policies**

**Graded Course Activities**

Visit the Major Assignments link in Blackboard for details about each assignment listed below. **Grades will all be posted on a 4.0 scale and then assigned the following weights.** An easy to use grade calculator is posted under documents, which you can use to forecast your grade.

<table>
<thead>
<tr>
<th>Percentage Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Discussion Participation (Semester Long)</td>
</tr>
<tr>
<td>10</td>
<td>Student-Led Discussion Project (As assigned)</td>
</tr>
<tr>
<td>10</td>
<td>Response Paper (Week 3)</td>
</tr>
<tr>
<td>20</td>
<td>Formal Paper (Week 5)</td>
</tr>
<tr>
<td>15</td>
<td>Quizzes (15 total, 3 lowest grades dropped)</td>
</tr>
<tr>
<td>20</td>
<td>Final Exam (Week 8)</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Possible</strong></td>
</tr>
</tbody>
</table>

Please note that students who fail to participate adequately will be subject to the absenteeism policy described at the beginning of the syllabus.

**Late Work Policy**

Be sure to pay close attention to deadlines—there will be **no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.** All learning modules and quizzes will close at midnight of the due date. No exceptions.

**Viewing Grades in Blackboard**

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points. If you have questions about your grade, or the Blackboard grade calculator isn’t functioning properly, email me and I will give you feedback on your performance.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA/Points</th>
<th>Performance</th>
</tr>
</thead>
</table>

EGL 218 Online Summer II 2016 Syllabus
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA/Points</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

**Grading for Discussions**

20 total points are possible for each discussion topic. In determining your grade, the following components are considered (see the *Grading Rubric for Discussions* in the section that follows for a complete breakdown):

**Timeliness**

- In posting your original response to the professor-led topic, try to post at least 3 days before the due date for the topic, to give your classmates time to respond.
- Discussion messages for a topic that are posted after the specified due date will not be graded.

**Grading Rubric for Discussions**

- In grading discussion topics, the following rubric will be used. 20 total points are possible for each discussion topic. At any given time, you can look at your “Discussion Board Average.” If you divide that figure by 4, you will know your GPA for discussion board activities.
<table>
<thead>
<tr>
<th><strong>Objective/Criteria</strong></th>
<th><strong>Not Met</strong></th>
<th><strong>Needs Improvement</strong></th>
<th><strong>Minimally Acceptable</strong></th>
<th><strong>Meets Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td></td>
<td>- No evidence of critical thinking whatsoever (or nothing posted).</td>
<td>- Superficial posts • No valid connections made between content. • No analysis or insight. • <em>Critical</em> presentation of opinion not present.</td>
<td>- Some connections made, although all might not be valid. • Analysis of content is evident, although possibly not complete. • <em>Critical</em> presentation of opinion is not complete.</td>
<td>- Valid connections made. • Posts are complete with analysis and insight. • Opinions are presented at a <em>critical</em> level.</td>
</tr>
<tr>
<td><strong>Uniqueness</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td></td>
<td>- Originality of post is completely unacceptable (or nothing posted).</td>
<td>- Originality of posts is not evident (ideas are not your own). • Posts consist of little more than “I agree with you ...” statements. • Plagiarism may be evident. • Sources not cited.</td>
<td>- Originality of posts might be questionable, but valid. • Some new ideas. • Plagiarism not evident. • Sources are cited.</td>
<td>- Original ideas are presented. • Plagiarism not evident. • Sources are cited.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td></td>
<td>- Post is made after the deadline (or nothing posted).</td>
<td>- Original posts are added at the last minute, leaving no time for classmates to respond.</td>
<td>- Original posts are present, but may have been posted during the last half of the discussion period. • Participation is infrequent during the discussion period.</td>
<td>- Original posts are added during the first half of the discussion period. • Participation is evident throughout the entire discussion period.</td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td>(0 points)</td>
<td>(1 point)</td>
<td>(3 points)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td>• Quantity is completely unacceptable (or nothing posted).</td>
<td>• Length of all required posts do not meet requirements. • One or more required postings are missing.</td>
<td>• Length of all required posts meets the requirements but includes considerable “fluff” or “filler.” • All required postings are made.</td>
<td>• Length of all required posts meet requirements. • All required postings are made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stylistics</strong></th>
<th>(0 points)</th>
<th>(1 point)</th>
<th>(3 points)</th>
<th>(4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stylistics</strong></td>
<td>• Content is illegible (or nothing posted).</td>
<td>• Many spelling or grammar errors • Content is difficult to understand. • Inappropriate language used.</td>
<td>• Few spelling or grammar mistakes • Content is generally easy to understand.</td>
<td>• No spelling or grammar mistakes. • Content easy to understand.</td>
</tr>
</tbody>
</table>

**Total Possible Points: 20**
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Part 5: Course Policies

Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Stony Brook Academic Schedule here for dates and deadlines for registration.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. All incomplete course assignments must be completed within the timeframe mandated by the University, usually before the beginning of the following semester.

Inform Your Instructor of Any Accommodations Needed

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (DSS) at 631-632-6748 or online at http://studentaffairs.stonybrook.edu/dss/. Employees at DSS will determine with you what accommodations are appropriate. All information and documentation is confidential.

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. If I suspect a student has represented the ideas of another person as his or her own (including but not limited to the absence of quotation marks with sentences or words not your own, inadequate paraphrasing, and the absence of citations), then that student will have his or her written work submitted to the Academic Judiciary, will receive an F for the assignment. Egregious instances will result in an F for the course.
Understand your rights as a student and visit the Academic Judiciary web site (http://www.stonybrook.edu/commcms/academic_integrity/index.html) to understand the appeals process. Remember: not knowing what plagiarism is does not excuse you if you commit plagiarism – you can still fail the course and be subject to judicial proceedings. If you have a question about plagiarism, ask me for help!

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

**Course policies are subject to change.** It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.
Part 5: Online Communication Guidelines

This course relies on online tools for course communication.

Through online discussion forums, chat, and blogs, you will have the opportunity to:

• Interact with others in the class
• Develop and share ideas
• Pose questions
• Get and give feedback
• Share experiences

In order for the communication to be effective, interesting, and useful, you must know how to use the technology. After you have reviewed the syllabus and taken the quiz, you may want to check out Black Board’s online tutorials and FAQs [here](#).

Communication with The Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor and other students are not. That is why observing assignment and post deadlines is important to the course experience as a whole. If you contact me via email, I will do my best to respond within 24 hours, and will respond to all emails within 48 hours.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the [Student Code of Conduct](#) and students are subject to disciplinary action for violation of that code.
Important Guidelines to Remember

As you participate in online discussion forums and chat, it is important to remember some basic things about online communication. Consider some traditional communication that you may have experienced:

- If you send a personal letter to someone it is private communication between you and the recipient — unless the recipient shares the letter with others
- If you put a notice on a bulletin board in the student union, it becomes publicly visible by anyone who visits the bulletin board
- When you chat with a group of friends at the coffee shop, students sitting nearby can hear your conversation

The same concepts translate into the online environment:

- E-mail is private communication between the sender and receiver(s) – but can easily be made public by the receiver(s) if they share the message with others
- Discussion forums and blogs are public spaces
- Chat is public and may involve multiple “talkers” and “listeners” as well as “eavesdroppers”

Verbals & Non-verbals

It is important to remember that you will not have the non-verbal cues that you get in the traditional face-to-face classroom and neither will your instructor.

I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems. **You MUST communicate with me so that I can help.**

To make the experience go smoothly, remember that you’re responsible for:

- Initiating more contact
- Being direct, persistent, and vocal when you don’t understand something
- Communicating often and early

Instructor Role

As the instructor, I will serve as a “guide” in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between
discussion, lectures, and textbook material.
• To fill in important things that may have been missed.
• To re-direct discussion when it gets “out of hand”.
• To point out key points or to identify important posts.

Discussion Board Etiquette

How you post a message to a topic is just as important as what you post. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer.

• The instructor reserves the right to remove any discussion messages that display inappropriate language or content. Do not use offensive language.
• Rudeness or slamming will not be tolerated.
• Show respect for your fellow students, even if you disagree with something that was stated.
• Clearly state what you believe, even if it means that you’re disagreeing with someone. Never, however, respond in anger – take care to discuss ideas, not the person.

Helpful Links

• Academic Advising Center The Academic & Pre-Professional Advising Center provides overall communication to Stony Brook undergraduates about academic advising. The Center advises sophomores, juniors, and seniors in the College of Arts & Sciences, College of Business, School of Journalism, and School of Marine & Atmospheric Sciences, as well as students interested in pursuing graduate studies in the health and law professions.
• Academic Judiciary The Academic Judiciary considers the following:
  o Reporting Possible Academic Dishonesty
  o Appealing Possible Academic Dishonesty
  o Grievances Against Faculty or Staff
• Campus Bookstores University Bookstore Website
• No Cash for Books? No Problem!
• ShopSBU
• Apple Computer Educational Discounts
• PC - Educational Discounts
• Matthews HSC Bookstore
• Reserve Your Textbooks Online!
• Career Center The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. We support the University's regional economic mission by providing hiring organizations with assistance in accessing and leveraging student talent.
• Counseling Center University Counseling Center services are free, confidential, and available to currently enrolled students taking at least six credit hours. Services include crisis intervention, brief counseling for individuals, couples, and groups; consultation to students, faculty, staff, friends, and parents; assistance with referrals to community resources. Our goal is to offer our services in an atmosphere that is welcoming and comfortable for all students.
• Disability Support Services Disability Support Services at Stony Brook University is committed to changing the world one challenge at a time. Our mission is to advocate for a campus environment that meets the needs of students and employees with disabilities. We are committed to providing accessible
facilities and an academic environment that fosters individual growth. We believe the concept of universal design in education, communication and construction supports the educational and professional development of all individuals.

- **Library** The library provides access to a variety of resources to help students with their research. Material available online includes subscription databases, electronic journals, eBooks, etc. For off-campus access, use your NetID and password. For print material or DVDs held by the library, search the library catalog (STARS). If you need help figuring out which database to use for an assignment or have trouble accessing an electronic version of a journal article, use the library’s Ask A Librarian service or call 631-632-7110.

- **SOLAR System** The SOLAR System is the online self service system used by University students, faculty and staff to manage personal information, register for classes, submit grades, etc.

- **Ombuds Office** The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution.

- **Writing Center** The Stony Brook University Writing Center, located in Humanities 2009, aims to support writing at Stony Brook University. We are trained undergraduate and graduate writing tutors who believe that all writers can improve their writing through dedication, practice, and collaboration. We are committed to helping writers through one-on-one tutoring sessions that focus on each individual writer’s needs.