Faculty Information

Instructor
Nancy Reichert, Ph.D.

Office
J335

Office Hours
TR: 9:30 – 11:30 a.m.
W: 11 a.m. – 2 p.m.

Please make an appointment if you would like to meet at times not mentioned above. Simply talk to me before or after class or email me and we will set up an appointment.

E-Mail: nreicher@kennesaw.edu (This is a great way to reach me. I'll usually get back to you within 24 hrs.)

Phone: Work: 470-578-3722; Home: 770-619-9336

Website: http://facultyweb.kennesaw.edu/nreicher/

Class's WordPress Site: https://americanlit1865present.wordpress.com (this is a private site so please know that you will need to create a WordPress account. Instructions for creating an account are in D2L).

Class Location/Time and Catalogue Description

Class Location and Time
Fall 2016, ENGL 2132/06
Bldg. J, Room 133, 8 – 9:15 a.m., TR

Catalogue Description
This course is a survey of American literature from the mid-nineteenth century to the present.

Prerequisites
ENGL 1102

Credits
3 hours
Required Materials

- A WordPress Account (I’ll provide instructions in class.)

Theme: Self and Family in the Literature of the United States

In every society of the world, individuals must come to terms with how much they are willing to sacrifice their individuality to fit in with the society. Different cultures ask for varying degrees of individual sacrifice depending on cultural norms. In the United States hyphenated identities (almost all of our families migrated—willingly—to the states) add to the ways these identity issues between individual selves and societies develop. Even before the first explorers and settlers set foot on American soil, the United States was composed of numerous, different peoples with different cultural practices and languages. According to John Rehling of Indiana University, Native American cultures accounted for around 1,000 languages across North and South America—around 250 different languages in the United States (Rehling’s website at [http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html](http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html)). When we add the European cultures brought to the states by explorers and settlers, we can see an even broader range of cultures and individuals.

As the idea of an American identity began to coalesce, we can see that citizens have both wanted the freedom to be their own persons and the security of cultural laws, regulations, and taboos that indicate right and wrong behavior for American citizens. Since the family is the basic unit of a culture that translates cultural rules to children growing up within it, as a class we will explore the literature to see what it tells us about self (individualism) and family (cultural community). For immigrants (and most family trees in the United States have immigrants within them), a second culture impacts the behavior of American citizens as well.

Basic definitions of self and family are below. We will use these definitions to inform our discussions.

**Self**

1. The total, essential, or particular being of a person; the individual.
2. The essential qualities distinguishing one person from another; individuality.
3. One’s consciousness of one’s own being or identity; the ego.
4. One’s own interests, welfare, or advantage. (*Yahoo.com*)

**Family**

1. **a.** a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not: the traditional family.
   **b.** a social unit consisting of one or more adults together with the children they care for: a single-parent family.
2. the children of one person or one couple collectively: We want a large family.
3. the spouse and children of one person: We’re taking the family on vacation next week.
4. any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins: to marry into a socially prominent family.

![Figure 1: Map of Native Tribes and Languages at Rehling’s Website](http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html)
5. all those persons considered as descendants of a common progenitor. (dictionary.com)

Goals and Learning Outcomes

Purpose/Goal and Philosophy
I want you to think of the literature in your anthologies as stories that form a web, informing you about the human condition as it exists in the world. Each text is a strand that on its own has a tale to tell, but when interwoven with the others, forms a complex web that more fully speaks to the human condition.

These readings help us to understand the beliefs, values, language, and ideas of culture(s) in a certain time and place. They help to answer questions such as who are we, why are we here, and how do we live a worthy life. We will look specifically at the individual and the family since all societies rely on families to introduce their children to cultural values, customs, and beliefs. As the passage of time impacts the various locations in the United States, we will examine how the changing cultural conditions in various parts of the country impact authors, family communities, and characters who hold conflicting social and individual values.

Finally, even if we think something is impossible to understand (say poetry or literary theory), functional Magnetic Resonance Imaging shows that our brains are quite plastic—if we put in the time and effort, the task will become easier to accomplish and our understanding will grow, and, yes, we will be able to think deeply and question ideas thoughtfully.

General Education Learning Outcomes
American Literature from the Mid-eighteenth Century to the Present satisfies one of Kennesaw State University's general education program requirements. It addresses Area C1: Humanities and Fine Arts General Education Learning Outcome. The Learning Outcome states: “Literature: Students will interpret works of literature in light of the multicultural contexts they implicitly and explicitly address. These include, but are not limited to, historical, social, racial, economic and scientific contexts.” For more information about KSU’s General Education program requirements and associated learning outcomes, please visit: http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668.

Course Outcomes
After completing ENGL 2132, American Literature II, the students should be able to:
• Demonstrate the ability to compare and contrast diverse literary texts, authors, and/or genres within American literature.
• Analyze themes and ideas pertinent to American literature from the 1860’s to the present;
• Comprehend how historical time and literary movements shape our understanding of literature

Course Policies

Attendance Expectations
• As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical and creative thinking skills, participation in the class discussions and activities is crucial.
• Excellent or perfect attendance/participation will be rewarded as part of the Participation/Clan Life Game for the class. See the handout on the Clan Life Game for more information.

It is the policy of the English Department that students who miss six or more days of class—that is, 20% or more—should not receive credit for the class.

Late Work
Late work will be penalized in this class. All work is due according to the deadlines outlined in this syllabus. I expect you to submit your work on time. My reasons are as follows:

1) This class operates under the assumption that knowledge making is a social, communal act. Therefore, we will share our readings of the literature in writing and through class discussions so that we can build knowledge as a community of learners.
2) It’s unfair to students who consistently turn work in on time for me to extend deadlines for other students. In many ways we could all benefit from extended time to completing our readings and our writing concerning the readings; however, courses are inherently limited by time since we only have a semester in which to work. Therefore, it’s necessary to hold students to the established deadlines.

3) It's actually unfair to you if I consistently excuse late work. Students who begin turning in late work often fail to catch up on the workload and end up failing the class because they weren't able to turn in enough work to pass.

Computer problems will rarely work as an excuse for late work. Therefore, save frequently when you are working on your writing. Save more than one copy of your work. Hard drives do crash and USB drives can become corrupted.

When print material is due, don’t wait to print before class. Printers do break down. Make sure you get to class with work already printed and ready to go.

Exceptional problems should be accompanied by doctor notes that indicate problems large enough to make it impossible to get a draft or blog submitted to class on time. Address your problems in your reflection papers.

I expect you to show problem-solving abilities for these incidents. In other words, I want to see you overcome issues that might create late work. I will not excuse late work, but I will give minor breaks to people who find help by asking for it at the writing center.

**Emergency Plan**

If I am unable to make it to class, I will email all of you using the email addresses you supplied me at the beginning of class and I will place a news item in Desire2Learn. In some cases I will direct you to use the Desire2Learn site to discuss work due that day, and you will want to ensure that you complete work using it.

**Statement on Resolving Conflict between Student and Professor**

Your success in my class is important to me. While each of you are asked to understand and carefully follow the guidelines set forth in this syllabus, I am happy to take calls, emails, and to meet with you one-on-one if you have questions about the course or if you want advice about homework. Please note that I have provided my home phone number. I am happy to take calls, especially on the weekend when I don't always check my email; however, remember I have a chronic illness and go to bed around the time you probably get going on things 😊 Your best resources for this class are this syllabus and the WordPress Site. I have covered numerous items thoroughly. Since the syllabus is a long document, you may want to run a find (Command + f) in order to get to the material you need.

**Overall Structure of the Course**

We will use a 'writing to learn' structure for this class. A writing-to-learn structure emphasizes active engagement with the texts we read and with the ideas we explore. Those of us who use a writing-to-learn structure believe that active learning through writing will do three things for students: 1. That it will help you theorize about readings and remember the ideas presented in them long after you leave this class, 2. That it will build critical thinking skills that help you to analyze texts, verbalize your analysis, and to examine ideas that are shared by more than one reading in the class.

Thus, your most important assignments will be writing assignments: the journal portfolio, the Short Cultural Analysis, and the literature research paper. We will even write down ideas in class before beginning some of our discussions. The journal portfolio will help you to figure out your own thinking and ideas about a reading. You'll post these ideas to the WordPress Blog Site as a blog post, which will help you to explore how others have responded to the same text. The literature research paper will help you to figure out how to present these ideas to others. You will also take three quizzes that on some level will be based on class lectures, readings, and student face-to-face and electronic discussions.

**Course Requirements and Evaluation Methods for Requirements**

The majority of the class grade will be based on your readings and your writing concerning your readings. It is my belief that writing about a text can help readers to respond to the texts more thoughtfully; thus, I have assigned activities for which you will write and think about what you have read. The following course requirements are critical for your success.
Reader-Response Journal Entries (WordPress Blog Posts) and reflection paper (35%)

For 35% of your grade you will want to create WordPress Blog Posts for the individual entries and you will complete a reflection paper to be turned in for class.

Your work will be graded through a journal contract (a copy of the contract is in D2L and a second copy is at the WordPress site) based on timeliness, thoughtfulness, and completeness of the individual entries, of your responses to your classmates, and of your reflection paper.

1. Individual Entries: Complete as WordPress Blog Posts

On most Tuesdays you need to submit a journal entry blog post that covers the readings for the week to your category on the class's WordPress Blog Site.

You need to respond to the readings due for that very day (Tuesday) and for the following day (Thursday). Post your entry by 7:30 a.m. on Tuesday.

Example: Say you are supposed to read one short story for Tuesday and that you are supposed to read another for Thursday. Your entry should have a section for the first short story—one question and two quotes with a response to each quote—and it should have an entry for the second short story—one question and two quotes with a response to each quote.

Turn in only ONE journal entry with all of the literature responses for the week in it. Your readers will otherwise need to plow through way too many responses in order to respond to them 😊 I suggest you type your response first into a Microsoft Word document and save it, and then copy and paste your submission into the class's WordPress site so that you have a personal copy if any problems occur.

Responses to the Literature

The following format may get a bit redundant over the course of the semester, but it should help you to come to a personal understanding of the text. For responses to the short stories, dramas, essays, and introductory readings, I would like you to do the following:

- Select at least two quotes that you see as important to your understanding of the text itself. One of these quotes should be in the beginning or middle of the reading and the second one from the end of the text.
- You should also include at least one question about each reading.

For responses to poetry do the following:

- List at least one word or image you believe has symbolic value and explain what you think is being symbolized. If you want help on symbols and literature, see https://www.scribd.com/doc/29896677/Some-Common-Traditional-Symbols-in-Western-Literature. If you use this source, make sure to say so in your entry.
- Analyze the poem: What message is the author trying to convey and what word choice or image choice in the text shows this. Ask questions about anything you find confusing.

Use the following format for writing journal entries:

- Title your journal entry by including your last name, journal entry number, and a creative title
- Name of first author for the week and reading
- Question about reading (short stories, dramas, essays, and introductory readings)
- First quote and response
- Second quote and response
- Name of second author and reading (Poem)
- Symbol and its meaning
- Analysis of the poem and/or questions about confusing issues (and so on for any other works)

For short stories, dramas, essays, and introductory readings type each quote into your journal entry. Place quotation marks around the quote and place the page number in parentheses after the quote. Example: "This is the quote you will include in the entry" (54). For poems use line numbers for referring to any direct quotation or for any symbol. “This is the quote” (line 5).
A reader-response journal is a personal response to the literature we read. Your aim is to attempt to understand the readings for yourself; don’t worry about whether you are in agreement with your peers, literary critics, or myself. **Do** point to sections of the text that support your reading. See if you can connect the literature to pertinent issues or themes (especially the family and self theme) we discuss in class or to other pieces of literature we have read during the semester. See if you can connect the literature to your own life experience or to issues in the U.S. culture.

Consider beginning your response to the quotes in one of the following ways:

- This quote reminds me of our current culture because…
- I thought this quote was important because…
- This quote gives us important information about the time period because…
- I can see elements of realism/naturalism/modernism/post modernism in this quote because…
- This quote relates to our theme of self and family because…
- This quote reminds me of (pick a prior reading) because…

You need to write at least one thoughtful response for each quote. **Do not simply sum up what the quote says**, by saying something like “this quote is saying blah, blah, blah.” The rest of us can figure out what is being said in the quote on our own. You cannot earn an A on the journal portfolio by simply telling us what the quote says. Analyze it a bit based on other textual clues in the reading and then relate it to ideas listed above.

**Responses to Your Classmates**

By Thursday at 7:15 a.m. you want to read through your classmates' entries and you want to respond to at least three of them for an A.

These discussions are set up mostly for students to engage in ideas with each other. Therefore, I will not always respond to every student post. However, when I do respond, I will respond to your ideas and I expect for you to do the same when you respond to other students. Here are some things I will address in my responses and that you should consider for your own responses:

- What did your fellow student say in the post that you found to be thoughtful? Why?
- What did your fellow student say that elicited some type of emotional response from you as a reader and what type of response did you have—joy, laughter, empathy, sadness? Because?
- Find an idea about the literature that could be more fully discussed. Ask one open-ended question concerning the post (an open-ended question is a type of question you cannot answer in one word).
- Reflect on the totality of what your fellow student said. Discuss whether you agree or disagree and why you do so. If you agree, consider extending the idea to include an additional thought. If you disagree, explain your own reading of the same section.

Notice that none of these types of response evaluate your classmate’s responses. The discussions are about creating thoughtful reader response to the literature. The response is in a discussion format so we can begin to see what kind of responses we have to the literature. **What do we seem to agree on? What unique, interesting ideas do some students add to the discussion?**

Write a paragraph of at least three sentences ensuring that you respond in a meaningful way. You can start with “You make an interesting point…” or “Your response to the second quote made me laugh because…” and so on, but explain why you are responding in that manner so that someone else will understand your reasoning.

---

**2. Reflection Paper**

There is no set page length; however, you want to answer the questions thoughtfully and completely. I’ve never seen this done well in one single-spaced page (in other words, it may take a few pages of response to write a thoughtful paper). Write your entry in Microsoft Word or another word processing program and use MLA format. You will bring your paper to class on the day it is due. **Do title** your work in a creative way that fits the content of your paper. In other words, I don’t want “Reflection Paper” as your title. It’s too general and could be anyone’s title. Your reflection paper will be graded on thoughtfulness/insight, spelling, and punctuation. **Think carefully about how you handle this section. It has in the past determined the difference between an "A" and a "B" for a journal portfolio grade.**

Answer the following questions—they don’t have to be answered in the order given and you should not repeat yourself if you have already answered a question.

1. What strengths and weaknesses can I observe in my journal entries? What did I do well? What could I have developed more? Do note that the original entries aren’t graded for spelling and punctuation so you should answer these questions in
terms of thoughtfulness and effort.

2. Which responses are my most thoughtful? Why? Share the quotes and responses and explain why they are thoughtful.

3. When I reread my journal entries, what do I learn about myself from reading them? Are there certain issues that I seem drawn to? If so, why?

4. When I reread my journal entries, what do I learn about the literature we studied? What do the entries tell me about the United States? What do they tell me about the historical time period in which they were written? What do they tell me about the self and the family in the United States?

5. What connections can I make between pieces of literature? What writers seem to have similar ideas? Are there universal themes that all humans face that are discussed in the literature? What are these themes and how are they discussed?

6. Which writers see things very differently? The United States has pulled its citizens from countries all over the world. The United States itself has numerous cultural ideas depending on the regions in the country. How do these differences show up in the readings?

7. Review the historical time periods and literary movements we studied. Discuss some of the literature we explored in terms of either its historical period or literary movement. What makes it clear that the literature was part of a certain time period or literary movement? Why?

8. Did any of my classmates respond to any of my entries? If so, which ones? What did they have to say? What is my response to what was said?

9. Using the criteria set up in the contract, what grade should I get for my journal portfolio? Why?

---

**Participation/Clan Life Game (5% at minimum)**

I have been reading a bit about gamification and the benefits it is supposed to bring to a course (better learning and better participation). We’re going to experiment with this idea for this class. You’ll get numerous opportunities to provide feedback.

**Goals of the Game:** Students will work within a “clan” for the class and will work to help their clan to gain points; however, students also are able to score points as individuals and, thus, can up the final number of points they take away for course credit.

Your goals are to earn the number of points necessary to earn one of three medals: A Bronze medal, a Silver Medal, or a Gold Medal.

**Bronze Medals:** Earning a bronze medal will give you an “A” for the five-percent credit for your participation grade. To earn a Bronze Medal, your clan as a whole must meet the conditions for a bronze medal and your work as an individual must also meet the conditions of a bronze medal.

**Silver Medals:** Earning a silver medal will not only earn you an “A” for the five-percent credit for your participation grade, but it also allows you to bump your grade up by half a letter grade for any other grade item: your journal portfolio, a quiz grade, or the annotated bibliography. To earn a silver medal, your clan must at least earn a bronze medal and your work for the individual category must meet the conditions of a silver medal.

**Gold Medals:** Earning a gold medal will not only earn you an “A” for the five-percent credit for your participation, but it also allows you to earn an A for the final quiz without having to take the quiz. However, to earn a gold medal means that both your clan and you individually must meet the conditions of a gold medal.

Clan points will focus on creating an identification for your clan, working together to ensure that all clan challenges are met (sometimes by one person and sometimes by the whole clan), and that your clan wins badges (in competitions or through completion of a task).

Individual points begin by ensuring strong attendance, timeliness to class, preparation for class, and participation in class activities.

8/23/16
The individual points are also shared with the clan. Say a student never misses a day or is late for class. He earns those points for himself, AND his clan gets to place them in their point account. Individual points also encompass finding ways to help clan members succeed, especially if an individual wishes to earn a gold medal.

A full set of rules and guidelines for the Clan Life game will be placed in D2L and at the WordPress site. However, all of you will be able to provide input before the final set of rules and guidelines will be determined.

### Annotated Bibliography and Informal Abstract (20%)

A Literature Review is a paper that examines literature (in this case literature does not mean the novels, poetry, drama and essays published for a class such as ours but instead means documents and other text previously published on your research topic) that has already been published on your topic. In the review the writer summarizes and analyzes this literature and it helps the writer to determine the direction he/she will take in his research. An example can be found here: http://www.slideshare.net/IhsanIbadurrahman/literature-review-10281266.

![Futurama Fry](image)

Figure 4: Futurama Fry

An Annotated Bibliography can be used as a prelude to a literature review. It is a list of citations (we will use MLA style) for sources, and it contains a short paragraph after each source that summarizes and/or evaluates the source in terms of its fit for your topic. In this case, I would like you to use the annotated section for the following:

1. To discuss the type of source: primary or secondary. The primary text is the short story, novel, drama, literary essay, or poem you selected as your topic. Secondary sources should do one of two things: provide literary criticism of your topic or provide contextual information. Contextual information can concern historical information about the time period, bibliographical information about the author, sociological information about the society in which the author lived, and information about other texts the author has written. You want to discuss which type of source and if it’s secondary to discuss which of the above things the text is doing.

2. Simply provide a short summary of the source next. I would like you to discuss what you see as the main points being discussed in the essay as well as the overall idea that you see the author of the source supporting within the source.

Your Annotated Bibliography should cover no fewer than eight sources.

### Informal Abstract:

We’re not going to write an actual paper (an abstract for a literature paper usually contains a major claim/thesis, some background information, and the conclusions that were drawn by the author). Here I want you to consider what you can claim based on your research, based on the theory we discussed in class, and based on your reading of the text itself. Since it’s an informal abstract, you can start by saying, “If I were to write a paper on this topic, I would create a claim that examines… and I would support my claim by using (which theory or which element of a text such as characterization or what type of context such as history or what points you learned from your research or your own personal reading) to support my claim.” I would like for you then to briefly discuss your supporting ideas. Your abstract should end up being between 250 – 400 words in length.

I will provide more detailed information as well as a grading rubric a month prior to the due date.

### 3 Quizzes (40%)

You will take three quizzes for the class. Each quiz will have a matching section and a true/false section. The final quiz will also have an essay section that will be worth half of the grade. It will be provided to you in advance. While you cannot write on the same reading as your clan members, you will be allowed to receive a clan review before turning in your essay. If you get a clan review, you will want to turn it in with your essay. You will be provided a grading rubric with your essay. The other sections will be graded on a point system. You will receive an “A” if you get 90% of the points correct; a “B” for 80%, a “C” for 70%, and a “D” for 60%.

Quiz One: 1865 – 1914 (10%)
Quiz Two: 1914 – 1945 (10%)
Quiz Three 1945 – the present (20%)

### Calculation of Grades
The following weight for these requirements determines your final grade.

- Journal Portfolio: 35% of your grade (You have a Journal Portfolio Contract to follow to determine)
- Annotated Bibliography and Informal Abstract: 20%
- 3 Quizzes 40%
  - Quiz One: 1865 – 1914 10%
  - Quiz Two: 1914 – 1945 10%
  - Quiz Three 1945 – the present 20% (an essay component exists for this quiz and it’s worth 10% of the grade)
- Participation/Clan Life Game: 5% at minimum

No Annotated Bibliographies with Informal Abstracts will be accepted after the due date. I may give clearance for exceptional cases, but don’t count on it. You must take quizzes on the dates and times set in the schedule.

The pie chart below provides a visual graphic of the worth of each requirement:

<table>
<thead>
<tr>
<th>Assignment Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clan Life Game</td>
</tr>
<tr>
<td>Quiz Three 20%</td>
</tr>
<tr>
<td>Quiz Two 10%</td>
</tr>
<tr>
<td>Quiz One 10%</td>
</tr>
<tr>
<td>Bibliography 20%</td>
</tr>
<tr>
<td>Journal Portfolio 35%</td>
</tr>
</tbody>
</table>

**Grade Postings**

For this class I will respond to ideas for your journal entries at the WordPress site. Grades for each journal entry are based on the following scale in D2L:

- "√" for work that meets the conditions set out in the contract and that is completed in a timely manner.
- "L." for work turned in late.
- "-√" and explanatory feedback if the work does not meet the conditions of the assignment.
- 0 for missing work.

The completed journal portfolio and all other work will receive a letter grade based upon the conditions outlined in the section concerning each requirement. I will provide comments and grades in D2L for the Annotated Bibliography, the Participation Grade, and Quiz 3. I will provide grades only in D2L for the other quizzes. When you read back through the syllabus, please note the emphasis I place on timeliness. It is quite easy to earn a “B” in this class simply by turning all work in on time and being in class for the quizzes. Part of achievement for any job is simply getting the work done in a timely manner.

**Grading Scale**

We will use the same 4-point system that the university uses to calculate GPA: A = 4 pts., A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, D- = .7, F = .1. These grades will then be multiplied by their correct percentage set above for each item (35% for the journal portfolio, 20% for Annotated Bibliography, 10% a piece for the first 2 quizzes, 20% for the final quiz, and 5% for participation.

**Example:**

- A for the Journal Portfolio = 3.7 x .35 = 1.30
- B for the Annotated Bibliography = 3 x .20 = .6
- A- for Quiz 1 = 3.7 x .10 = .37
- B for Quiz 2 = 3 x .10 = .3
- A for Quiz 3 = 4 x .20 = .8
- A for Participation = 4 x .05 (Bronze) = .2
If you add each of the final numbers together, your answer is 3.57—a 3.6 when I round up. A 3.6 falls in the B+ zone. Note that if this student had earned a Silver Medal for participation, he could have bumped his A- for the journal portfolio up an A. The student would have then earned a 3.67, placing him on the edge of an A-. A Gold Medal would have earned this student an easy A.

Departmental and University Policies

KSU’s Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Office of Student Conduct and Academic Integrity, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Academic Dishonesty

According to the Council of Writing Program Administrators, plagiarism occurs in an instructional setting when a "writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." As some of you know, Melania Trump was in the news for plagiarizing material from a speech by Michelle Obama. The wordcloud on the left was created using Tricklar at http://tricklar.com/. Tricklar uses a search engine to find terms on a particular date or dates and it then searches reputable print news sources to see what is in the news. The image to the left was created shortly after Melania Trump’s speech using the term “plagiarism.” I then conducted a similar search for July 15 – 17, 2016, and the word “plagiarism” came back with no hits.

It’s easy to think plagiarism has no real victim, but in the United States we not only give people credit for their language, we also give them credit for their ideas. In fact, you can plagiarize your own work in academic settings in the United States. Submitting a paper for a course that you already used in a different class is called “Self-Plagiarism” and is not permitted. Plagiarism is not the only type of academic dishonesty that occurs in writing classrooms. You should also be careful not to cheat off of another student, to make up quotations for a source, or to list sources you never consulted on your works cited page.

Disruption of Campus Life Statement

It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/ or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.

Disabilities Statement

If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Student Disability Services office and obtain a list of approved accommodations.

Writing Center: http://writingcenter.kennesaw.edu/index.php

The following blurb comes to you from your friendly writing center staff, whose motto is "not because you can't write, but because you do write."
The KSU Writing Center helps students in all disciplines and at all levels of ability improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit www.kennesaw.edu/writingcenter or stop by English Building, Room 242 (Kennesaw campus) or the Johnson Library, Room 121 (Marietta campus).

**General Use Computer Lab: The Knowledge Commons, Library**

The IT General Use Computer Lab known as the Knowledge Commons is located in the library and is available for students who need access to computers. If you plan to print in the library, realize the printers do break down so do not wait until the last minute to print.

**KSU Libraries**

Reference librarians on both campuses are able to help you with your research, including using library databases to find articles, accessing books and other materials in catalog, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, for one-on-one research appointments, and can be contacted 24/7 via the library chat. For more information on library locations, hours, and how to access library services please visit [http://library.kennesaw.edu/](http://library.kennesaw.edu/). Your fees pay for these services, get your money's worth!

**PROPOSED Course Calendar**

You can find the Proposed Course Calendar for this class at [https://magic.piktochart.com/output/15314244-calendar-am-lit-2-engl-2132-ksu](https://magic.piktochart.com/output/15314244-calendar-am-lit-2-engl-2132-ksu).

We may not stick with this calendar exactly if we find that we need time to discuss or explore issues and ideas that come up in more detail.

**Final Statement**

I know that I am asking you to do a lot of writing; therefore, I want to let you know that not only do most of my students pass this course, but with a bit of effort, they actually do quite well in it. If you put the time and effort into being prepared for class, I will try to ensure that the class is interesting and worth your time. Good luck!