.

**Dr. Terry Carter**

**Kennesaw State University Department of English**

**Survey of African American Literature**

**ENGL 2300**

**Office: J-315 Office Hours: Tuesday**

**Phone #: (470) 578-7422 thru Thursdays: 12-1:00 PM**

Tcarte63@kennesaw.edu  **(Appointments Only).**

 **Other times by appointments.**

# Taking This Online Course

Make sure when you enter Desire2Learn (D2L) that you run the "System Check," which you can begin by clicking the “Please click here for a System Check before you login” link.



Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.

To take this course, you need to seek proper academic advisement to ensure the course is one that you can use toward your degree program. To register for the course do so via [OWL Express](https://owlexpress.kennesaw.edu/prodban/bwckschd.p_disp_dyn_sched).

**Minimal Technical Skills:** The minimal technical skills require that you be able to navigate D2L, know how to respond to email, do basic web searcher. You should also be able to access KSU’s Technology Support for D2L, KSU wireless, student email, and other technology issues; see information as provided below.

You may view my [Faculty Web Page Information](http://facultyweb.kennesaw.edu/tcarte63/index.php) to learn more about me as your instructor of record.

You are encouraged to contact me when you have questions. You are always welcome to visit. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you. I will respond to email messages and to telephone voice messages via my office number listed above or my mobile number listed within the online course within 24-hours during the week; email messages and voice messages received after 5PM on Fridays will be responded to within 48-hours.

If you haven't already done so, buy your books either at the bookstore or online at various online textbooks sellers. The course syllabus information is located below and on the D2L home page via the Content Menu and the module for week 1. The course schedule information is the D2L module for week 1.

# ONLINE COURSE SYLLABUS INFORMATION

# ENGL 2300—Survey of African American Literature

## TEXTS and REQUIREMENTS

Gates, Henry Louis, Jr. and Valerie A. Smith (General Editors). *The Norton Anthology of African American Literature* (Third Edition*)*. New York: W. W. Norton and Company, 2014.

Volume(s): Two Volume Set ISBN 978-0-393-91155-8

| **Volume 1**:Image of Volume 1 of The Norton Anthology of African American Literature. | **Volume 2:**Image of Volume 2 of The Norton Anthology of African American Literature. |
| --- | --- |

**Additional Technology Requirements:**

**KSU D2L Student ID and Password.** (Online students are required to login in order to participate and access additional online course material and online course guidelines.)

**Access to a computer with reliable internet access and sound and video capabilities.**

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Visit the [iTunes](http://www.apple.com/itunes/overview/?cid=OAS-US-DOMAINS-) and [RealPlayer](http://www.RealPlayer.com.) websites for free download information. Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will **need access to a desktop or laptop computer or a tablet computer that runs Flash.**

## COURSE DESCRIPTION

This course is a survey of important works of African-American literature. Students will read and analyze a variety of literary forms such as poetry, drama, nonfiction, short stories, and novels.

**Required Prerequisite:** ENGL 1102.

## COURSE OBJECTIVES

1. Recognize and identify key figures, terms, and concepts pertinent to African American literature.

2. Explain how historical time and literary movements shape our understanding of literature.

3. Analyze themes and ideas pertinent to African-American literature.

4. Create a community of learners through common readings and classroom interaction.

## **COURSE GRADING COMPONENTS ACTIVITIES**

**Course grade** will be determined as follows:

| Grade Component | Percentage |
| --- | --- |
| Weekly Writing and Replies | 25% |
| Midterm Exam | 25% |
| Final Exam | 25% |
| Quizzes | 15% |
| Research/Projects and Miscellaneous Assignments  | 10% |
| Total | 100% |

**Weekly Writings and Replies (25%)**

**(Note: written posts and replies is how students demonstrate active participation in the course.)**

**Weekly Writings Responses** that you to post to D2L and that are approved or deemed acceptable by the course instructor will receive a numerical score ranging from 0 to 50 points depending on the quality of the posting. Unapproved postings will result in a 0. *Note that students may not be able to participate in weekly writing response discussions if they do not have an approved weekly writing response to share with other students.*

**Writing Response Replies (**that you post to D2L and that are approved or deemed acceptable by the course instructor will earn 0 or students will 25/50 points each depending on the quality of the posted reply. Students will be required to post 1or 2 replies per writing response discussion forum activity unless stated otherwise by the course instructor. (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply). Unapproved or unacceptable postings will result in a 0. *Note that students may not be able to post writing response replies if they do not have an approved weekly writing response to share with other students*

Your Writing Responses are for sharing ideas and assignments with your instructor and peers. I will often require that you share them online. The purpose of your writing responses will also be to provide you with feedback and in some cases provide you with ideas for future writing assignments or research projects. I want you to write genuinely and critically when completing all writing assignments.

Your Writing Responses will allow you to make sense of the readings and other topics from your own perspective and understanding. I would argue that the majority of what you learn in this course will develop from your own writings that attempt to make meaning out what we read, discuss, and draft in the online class. I cannot stress enough the importance of spending time to produce your Weekly Writing Responses and Replies for the members of this course (to include the instructor) who are your primary audience.

Most writing responses will vary in terms of length based on the particular writing assignments or exercise; specific length or word-count suggestions will be provided. This course will make use of MLA formatting guidelines unless instructed otherwise. Most writing response replies to other student discussion forum postings or assignments should be approximately 100 to 150 words each unless otherwise stated.

**Examination and Quizzes (65%)** will receive a number grade ranging from 0-100 unless stated otherwise in writing by the course instructor. There will be a midterm exam and final exam to be weighted at 25% each. Other examinations such as short quizzes will be averaged and weighted at a minimum of 15%.

**Research/projects/miscellaneous assignments (10%)** will deal with subject matter that you choose and that I approve. If your project does not seem feasible or appropriate for this course, then I will respectfully require you to consider an alternative topic of your own choosing. Each of your projects may require you to include outside research that will need to be documented in proper MLA format. Your writing projects will receive a numerical grade. Grade Scale**:** 100-90 points =A; 89-80= B; 79-70= C; 69-60=D; 59-0 = F.

**LATE WORK POLICY: Late work may or may not be accepted by the course instructor. If late work is accepted, then it may be penalized by a percentage or a reduction in points as deemed appropriate by the course instructor.**

**GRADING TURN AROUND TIME:**

**Weekly writing assignment responses** posted in the online course discussion forum will be approved within 2 to 3 days after submission deadlines to facilitate and to allow for instructor moderated discussions that require student active participation via D2L. Approved postings earn full credit; the applicable D2L grades area showing earned grade credit will be updated usually no less than 7 to 10 days after all deadlines have passed for applicable online discussion forum activities.

**Major assignments** will usually be graded and/or returned within 7 to 10 days after due date or submission.

**(Student who are identified as unengaged for a period of a week or longer due no activity risk earning a low to failing course participation)**

**Relationship Between Course Activities and Course Objectives**

| **Course Graded Activities** | **Relationship to Course Objectives** |
| --- | --- |
| Weekly Writing Responses | Objectives 2, 3, & 4 |
| Writing Response Replies | Objectives 2, 3, & 4 |
| Examinations and Quizzes | Objective 1, 2, & 3 |
| Research and Other Projects (Note that students will often be required to share project proposals and drafts with peers and instructor.) | Objectives 2, 3, & 4 |

## Conferences

I may request to have a conference with each of you at some point during the session; do note that you are free to schedule a conference with me at any point during the session. In addition, I may also require you to schedule a conference with our learning support service to work on specific writing skills.

## Paper Formatting

**Paper Form:** Make sure your submitted work is submitted using a word processor. For assignment that require to you present an explanation or brief report, please use 12-point font, preferably Times New Roman or Arial. Most of your work should have **an appropriate title and conform to MLA guidelines unless instructed otherwise.**

## Plagiarism and Academic Policies

**Plagiarism** is the intentional or unintentional representation of another person's ideas, writing, or images as one's own, including materials found online, from another student or another class.

**Students are expected to comply with KSU's academic policies;** detailed information for [KSU Academic Policies](http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2007) is found on university website.

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Assignment Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct please review the [KSU Codes of Conduct](http://scai.kennesaw.edu/codes.php) website information.

## The Writing Center

The KSU Writing Center helps students in all disciplines 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 the [KSU Writing Center](http://www.kennesaw.edu/writingcenter) website.

## Technology Support for D2L, KSU wireless, student email, and other technology issues:

Students may contact University Technology Information Services (UTIS) in three different ways:

1. Email: studenthelpdesk@kennesaw.edu
2. Phone: 470-578-3555
3. Walk-in & Service Desk: Kennesaw Campus Location: Technology Annex Building 361, Rm. 110

Walk-in & Service Desk: Marietta Campus Location: Building H Lower Level, East Side

## Additional Student Services

KSU provides a variety of services to foster and support student success. To learn more access the following links:

* [Department of Student Leadership and Service](https://leadserve.kennesaw.edu/about/index.php)
* [Tutoring & Academic Support](http://learnonline.kennesaw.edu/student-resources/tutoring.php)
* [KSU Housing Academic Support](https://ksuhousing.kennesaw.edu/resources/academic-support.php)

## ADA DISABILITY STATEMENT

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Please visit the following links for additional information.

* [Kennesaw State University's Student Disability Services](https://sds.kennesaw.edu/index.php)
* [KSU’s Institutional Policies for Student Disability Services](https://sds.kennesaw.edu/guidelines/institutional-policies.php)

## Software Accessibility Statements Links

 [D2L Software Accessibility Statements](http://www.brightspace.com/about/accessibility/standards/)

 [VoiceThread Software Accessibility Statements](http://voicethread.com/about/features/accessibility/)

 [SoftChalk Software Accessibility Statements](http://softchalk.com/products/softchalk/accessibility)

 [Microsoft Software Accessibility Statements](https://www.microsoft.com/en-us/accessibility)

## Software Privacy Statements Links

 [D2L Software Privacy Statements](http://www.brightspace.com/legal/privacy/)

 [VoiceThread Software Privacy Statements](https://voicethread.com/support/howto/Privacy_and_Security/)

 [SoftChalk Software Privacy Statements](http://softchalk.com/about/privacy-policy)

 [Microsoft Software Privacy Statements](https://privacy.microsoft.com/en-us/privacystatement)

\*\*\***Please note that you are responsible for preserving the original copies (with written responses from teacher or classmates) of all your work. Also, note that I reserve the right to make changes to the above policies and content of this syllabus as I deem necessary.**

 **Assessment Rubric for General Writing Assignments and Research Projects**

**Grade Scale:**

**Exemplary** is 90 to 100 points: (Grade of A) **Proficient** is 80 to 89 points: (Grade of B) **Satisfactory** is 70 to 79 points: (Grade of C) **Unsatisfactory** is 60 to 69 points: (Grade of D) **Failing** is 59 to 0 points :( Grade of F)

*All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.*

| **Elements** | **Exemplary** | **Proficient** | **Satisfactory** | **Unsatisfactory** | **Score** |
| --- | --- | --- | --- | --- | --- |
| Content60 Pts.**Appropriated for Level of Formality.** | * Content clearly demonstrates strong critical analysis and development
* Writer addressed a clear majority of assignment requirements
* Use of source material clearly acceptable to strong.
* Assignment has definite focus throughout
 | * Fair to good evidence of critical analysis and development
* Writer addressed a clear majority of assignment requirements
* Use of source material appropriate and clearly of acceptable degree

Assignment has definite focus throughout | * Evidence of critical analysis and development, but much room for improvement
* Writer addressed most of the assignment requirements
* An attempt to use appropriate sources is evident to an acceptable degree
* Assignment has defined focus that is acceptable
 | * Little to no evidence of critical analysis and development
* Writer addressed some of assignment requirements but not to a degree of satisfactory development.
* Use of appropriate source material lacking
* Assignment lacks focus
 |  |
| Scoring Range | 60 to 54 | 53 to 48 | 47 to 42 | 41 to 0 |  |
| Length and Formatting 20 Pts.**Appropriated for Level of Formality.** | * Length requirement is satisfied as stated
* Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate
 | * Length requirement is satisfied as stated
* Appropriate MLA/APA formatting layout including titles, headers, references and citations as appropriate with only minor mistakes
 | * Length requirement falls noticeably short
* Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate with some major mistakes that weakens the quality of the paper
 | * Length requirement is clearly not satisfied
* Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper
 |  |
| Scoring Range | 20 to 18 | 17 to 16 | 15 to 14 | 13 to 0 |  |
| Grammar and Editing20 Pts.**Appropriated for Level of Formality.** | * Though the submission may have occasional grammatical errors, the errors do not interfere with the reader’s understanding of the writer’s main ideas.
* Most sentences are properly developed and varied.
 | * There is one pattern or error or many proofreading errors, but these do not cause reader confusion.
* Sentence structure is adequate, but many sentences lack thoughtful development and variation.
 | * There are errors in sentence structure or other grammatical errors that cause reader confusion.
* Sentences may be too simplistic and lack proper development.
 | * There are significant errors in sentence structure or other grammatical errors that cause reader confusion.
* Sentences are simplistic and underdeveloped.
 |  |
| Scoring Range | 20 to 18 | 17 to 16 | 15 to 14 | 13 to 0 |  |

---/100pts

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**Assessment Rubric for Writing Response Replies**

**Grade Scale:**

**A Satisfactory** =25 or 50 Point (e.g. 2 required replies would equate to 25 points per approved reply for a total of 50 points; 1 required reply would equate to 50 points for the approved reply)

**An Unsatisfactory** = 0

*All assignments must be completed according to the stated or written criteria for the assignment. The following rubric cannot account for all possible criteria and scenarios for assessing writing situations. Students desiring additional feedback should always let me know in a timely fashion.*

| **Satisfactory** | **Unsatisfactory** | **Score** |
| --- | --- | --- |
| * Evidence of critical analysis and development, but much room for improvement
* Writer addressed most of the assignment requirements
* An attempt to use appropriate sources is evident to an acceptable degree
* Assignment has defined focus that is acceptable
 | * Little to no evidence of critical analysis and development
* Writer addressed some of assignment requirements but not to a degree of satisfactory development.
* Use of appropriate source material is lacking or below expectation
* Assignment lacks focus
 |  |
|  |  |  |
| * Length requirement of assignment is acceptable.
* Acceptable MLA/APA formatting layout including titles, headers, references and citations as appropriate.
 | * Length requirement is clearly not satisfied
* Unacceptable MLA/APA formatting layout including titles, headers, references and citations; may include major mistakes that weakens the quality of the paper
 |  |
|  |  |  |
| * There may be minor errors in sentence structure or other grammatical errors that do cause reader confusion.
 | * There are significant errors in sentence structure or other grammatical errors that cause reader confusion.
 |  |
|  |  |  |

----/25/50pts

*On your submitted written work for grading, I may have not provided written feedback because all students will have the opportunity to speak with me via a conference if one is required or desired.*

**Comments/Feedback:**