

# LITERATURE OF ETHNIC AMERICA: ETHNIC AMERICAN SELF-PORTRAITS—PICTURES OF HOME & SELF IN THEIR OWN WORDS

OAKLAND UNIVERSITY, CAS, ENGLISH

## COURSE INFORMATION

**COURSE NUMBER 1500, PREVIOUSLY ENG 112, CRN 45191 SECTION 003**

FALL 2018, HILLCREST HALL 302, 4 CREDIT HOURS

MONDAY, WEDNESDAY, FRIDAY FROM 9:20-10:27 A.M. [SEPT 5-DEC 15]

**COURSE NUMBER 1500, PREVIOUSLY ENG 112, CRN 45192 SECTION 004**

FALL 2018, ENGINEERING CENTER 279, 4 CREDIT HOURS

MONDAY, WEDNESDAY, FRIDAY FROM 10:40-11:47 A.M. [SEPT 5-DEC 15]

**Course Description [Course Description (and pre-reqs/co-reqs) directly from OU Course Catalog]:** Studies in literature about the American ethnic heritage including examples from such sources as African-American, Native American and American immigrant literatures. *Satisfies the university general education requirement in the literature knowledge exploration area. Satisfies the university general education requirement in U.S. diversity.*

### Detailed Course Description:

How do we see ourselves? How do others see us? Social Media now allows us to share ‘selfies’ on any number of platforms. We have filters to alter our image before other people see it. We have sticks to determine the ‘distance’ at which we stand. And we have #hashtags to define and position ourselves.

But what happens when society and your ethnicity influence how you are seen? When you don’t choose your ‘platform,’ or place, but instead society and ethnicity determine it *for* you? What happens when society and ethnicity are the ‘filters’ that alter your image—changing both how others see you *and* how you see yourself?

When society and ethnicity become the ‘stick’ that distances you from others—sometimes making you seem ‘other’ even to yourself? What happens when society defines you by a ‘hashtag’ chosen by others—a hashtag that consists of one single identifying word: your ethnicity?

In this course we will consider how Americans of various ethnic heritages *see themselves* and their awareness of *how society sees them* by reading literature in which *they* compose the picture of what ‘home’ and ‘self’ mean to them *in their own words*. Along with reading selections from memoirs, novels, short stories, and poetry, we will also look at *literal* visual depictions of ethnicity and diversity (or the lack of visual depictions of ethnicity and diversity) in socially mediated forums. We will also read and screen performances by comedians and consider how comedy has agency—and laughter can have an edge. We will consider how ethnicity and self is not necessarily perceived as being fixed by these authors—either in terms of literal geographical/national boundaries or by crossing borders delineated by the linguistic fence of code-switching; how one’s voice takes on different accents and levels of agency through writing stories; how the body becomes subject to both self and society when it is a visual cue for others, a cue which can also then become a ‘red-flag’ for

persecution or physical injury; and how this body is also a common ground for *all* Americans—a common ground where maladies (in the form of physical illness and emotional distress) must be treated, where sustenance (in the form of food and the comfort provided by the proximity of others) must be attained, and where shelter (in the form of clothing and housing) must be given; we will also consider constructs of ethnicity *outside* the U.S.; and we will consider how literature and technology today can allow for ethnicity and race to no longer be a cultural construct that can become a box to be checked on an application or census form, but instead to present true pictures of how *we* see *ourselves as* Americans.

Assignments will take various formats, including written essays and visual projects (though no artistic talent is required!). Class Discussion and Participation will be heavily emphasized in our meetings.

Close and careful reading along with discussion participation will be required of all students. Assignments may include: participation on Moodle; short writing assignments/essays; a group project; a midterm and a final exam.

### General Education Requirement

This course satisfies the **Gen Ed. Requirement in the Literature, Knowledge Explorations Area**. Students will demonstrate: 1) knowledge of how literature is an expression of culture and 2) knowledge of literary form. The Cross-Cutting Capacities for this course are: “Effective communication” & “Critical thinking.” Link to General Education Assessment page:

<https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/> ;

This course satisfies the **Gen Ed. Requirement in the U.S. Diversity Area**. Students will 1) demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity and 2) identify major challenges and issues these raise in society. The Cross-Cutting Capacities for this course are: “Effective communication” & “Critical thinking.” Link to General Education Assessment page:

<https://www.oakland.edu/oira/assessment-of-student-learning/general-education-assessment/>

**Course Format:** Traditional Face-to-Face Meetings with Online [Moodle] Assignments

## INSTRUCTOR INFORMATION

**Name:** Dr. Susan Lynne Beckwith

**Office Location:** English Department, O’Dowd Hall

**My Office Hours** are on Mondays & Wednesdays, 2:30-3:30, and by appointment.

**You can reach me** at [beckwit2@oakland.edu](mailto:beckwit2@oakland.edu) I will respond as quickly as possible, but depending on the day and time you send your email, it should be within 24 hours during normal business hours but could be 24-48 hours after normal business hours or on weekends. You can schedule meetings with me both before and after class and by email.

**Instructor Expectations:** If you have a question or a concern, you should email me as quickly as possible. I will respond to emails as quickly as I am able as well. If you have an absence, you should let me know via email of your absence. I will email you any announcements I made in the class session that you missed, but I will not be able to email or give you copies of the class discussion that you missed, so you should be sure to get the names and emails of several of your classmates for such situations. If you are unable to understand an assignment, please email me with your questions about that assignment in advance of its submission due date. I will email you back as quickly as possible, but it may be 24-48 hours depending on the day/time you email me. If you find yourself unable to meet an assignment deadline and due date, please email me regarding your situation. I may not be able to accommodate your situation, but I do my best to help students when possible. I log into Moodle every day during the week and usually just as frequently on the weekend. However, if you have a specific question for me, it is always best to email me directly. My name is Dr. Beckwith, but my email is spelled without the final h. [See above]. I will frequently use Moodle ‘News’ section to send out emails and announcements and information to the whole class, so please be sure to make sure you receive emails from Moodle and

that you check that account frequently and open any emails from me or with the subject line of our course as soon as possible.

## LEARNING OUTCOMES

The readings, assignments, and discussions in this course are directed toward students achieving and demonstrating the following Learning Outcomes

### LITERATURE: IN THIS CLASS THE STUDENT WILL DEMONSTRATE

- Knowledge of how literature is an expression of culture (including various socio-cultural historical eras and geographically disparate cultures)
- Knowledge of literary form (including genre, narrative theory, and literary studies terms in both definition and application)

### DIVERSITY: IN THIS CLASS THE STUDENT WILL

- Demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity (including other socio-cultural historical eras as well as our contemporary socio-cultural historical moment and the role of technology and innovation in affecting societal structures and value systems)
- Identify major challenges and issues these raise in society (including the myriad perspectives of people with situations and experiences other than own and our own challenges and issues both in recognizing, empathizing, and responding to alternate perspectives and in addressing those which arise for ourselves)

### CROSS-CUTTING CAPACITIES: IN THIS CLASS THE STUDENT WILL DEVELOP, DEMONSTRATE, AND APPLY

- Critical Thinking (including considering new or alternate perspectives and applying in-depth analysis to texts, objects, and ideas)
- Effective Communication (including constructing essays, presenting ideas verbally, and creating visually-driven and aesthetically effective presentations on various technology platforms)
- Social Awareness (including recognizing and empathizing with the issues faced by and perspectives of others both beyond our classroom and within our class)

## TEXTBOOKS AND MATERIALS

I will be providing a number of the **required** readings for the class in *free* formats via Moodle. While you will be required to read those assignments, they do not require you to spend any money or purchase them. NOTE: In these instances, you are required to use the *exact* file that I provide you on Moodle.

The following are **required** readings for which I was unable to find an alternate free resource for students. These texts are available at the OU Bookstore. You may purchase them in different *print* editions (unless it is otherwise specified) but should be aware that using a different edition may mean you have a different pagination than I do—which means that if I give a page number for you to reference, you will have to search for the quote, scene, etc. yourself.

Students who may wish to purchase a foreign language translation, an audiobook, or an e-book of any of the titles required for this course should speak to me prior to the start of the semester or at the very beginning of the semester so we can discuss whether or not this is appropriate and so that I can approve the substituted text. You can email me regarding this situation if you think it might be beneficial for you.

**Required Texts, all available at OU Bookstore (Prices Shown are from OU's B&N):**

*Drown* by Junot Diaz (Penguin, 1997, 9781573226066, \$7.50-\$16)

*The Fire Next Time* by James Baldwin (Knopf Doubleday, 9780679744726, \$6.55-\$13.95)

*Between the World and Me* by Ta-Nehisi Coates (Random House, 9780812993547, \$12.20-\$26)

*Interpreter of Maladies* by Jhumpa Lahiri (Houghton Mifflin, 9780395927205, \$7.05-\$14.95)

**Additional Readings**—During the course of the semester, students will be given additional readings in the form of scholarly articles or fiction (poems, short stories, etc.) which will be distributed via Moodle. Additional Required Readings Will Be Found on Our Course Moodle site and Are Provided for Free

## ASSIGNMENTS

### PAPERS & ASSIGNMENTS:

- **Papers** will be required to be in essay format (with an introduction, thesis, body, and conclusion) and may include a research component. If a research component is not specified in the assignment students are **not permitted** to access outside references or materials (print, electronic, internet, or people) in the completion of their submission.
  - All papers for the course will be analytical in nature—requiring students to deconstruct and break down the specified topic and the text in detail and then explain how those components function in relation to one another in order to draw a conclusion about the work or object/topic as a whole. Papers will *not* be summaries or compare and contrast assignments.
  - Students are expected to demonstrate their full knowledge of the texts and topics and mastery of the [Learning Outcomes](#) for the course in their papers.
  - Due dates for papers can be found on the course calendar and on Moodle
- **Assignments** may take various formats, which will be specified in their individual write-up for students. Some of these may include the integration of visual or creative components and may require the use of programs such as Power Point or Publisher. Assignments may include a research component. If a research component is not specified in the assignment students are **not permitted** to access outside references or materials (print, electronic, internet, or people) in the completion of their submission.
  - All assignments for the course will be analytical in nature—requiring students to deconstruct and break down the specific topic and text in detail and then explain how those components function in relation to one another in order to draw a conclusion about the work or object/topic as a whole.
  - Students are expected to demonstrate their full knowledge of the texts and topics and mastery of the [Learning Outcomes](#) for the course in their assignments.
  - Due dates for assignments can be found on the course calendar and on Moodle

## PARTICIPATION & ATTENDANCE:

- **Participation**

- Participation means engaged and enthusiastic and frequent discussion in class meetings.
- Students should aim to add their ideas, insights, and interpretations regarding the text; and their responses to the instructor's prompts and questions and other student comments *multiple times* and *as often as possible* in class discussion.
- Students can prepare for participation by completing the readings and assignments prior to class, notating their texts at important and pivotal points, and considering questions they may have about how the text is operating.
- Students will not lose participation points for giving a 'wrong' answer in class. In fact, in my classes there is no 'wrong' answer because your discussion allows me to redirect, refocus, and reconsider your response when the situation calls for it—and this allows for *you* to develop a more directed, focused, and considered response *before* you have to *write* about the subject in a paper or assignment or exam...where it is possible to lose points! So never be afraid to respond and participate in class discussion: it is necessary and required for you to receive a good grade in this component of the course grades and will help you to earn better grades on the written papers and assignments.
- Students CAN *lose* participation points and *lower their grade* by talking to other students in class discussion, talking while others are talking in class discussion, and taking part in other disruptive behaviors. If you have a question or a comment, raise your hand and share it with the whole class—if it pertains to what we're discussing, the chances are that you are not the only student with that question. And questions count toward your participation in the class—whereas talking to your classmates, even if whispered or quietly, talking while others are talking, or other disruptive behaviors will lower your participation grade.

- **Attendance**

- You are expected to be in class and arrive to class on-time

## FINAL EXAM/FINAL PROJECT:

- Further information on the Final Exam / Final Project will be given in the final week of the course
- The Final Exam / Final Project may include a research component. If a research component is not specified in the assignment students are **not permitted** to access outside references or materials (print, electronic, internet, or people) in the completion of their submission.
  - The Final Exam / Final Project for course will be analytical in nature—requiring students to deconstruct and break down the specific topic and text in detail and then explain how those components function in relation to one another in order to draw a conclusion about the work or object/topic as a whole.
  - Students are expected to demonstrate their full knowledge of the texts and topics and mastery of the [Learning Outcomes](#) for the course in their Final Exam / Final Project.
  - The schedule for Final Exams can be found on the Oakland University under [Important Dates](#) [Link to OU Important Dates <https://www.oakland.edu/registrar/important-dates/>]

You are expected to have read all the assigned materials and texts prior to the class discussion of the material. Students are expected to come to class prepared to raise points about what the text is doing, how the text is doing it, and why the text is constructed the way it is... The breakdown of the grading scale is:

**15% Participation/Quizzes**  
(One and a Half Letter Grades)

**30% Assignments**  
(Three Letter Grades)

**40% Essays**  
(Four Letter Grades)

**10% Final Project**  
(One Letter Grade)

**10% Attendance**  
(One Letter Grade)

**5% Student Led Discussion** (Half a Letter Grade)

*You must complete all work in order to pass the course. Failure to complete any one of the grading components will result in a failing grade for the class.*

## GRADING

Assignments will be made available on Moodle and will include specific instructions, protocols, and inclusions. Students should read each assignment carefully to be sure they adhere to the instructions and directions and also address the specified topic and focus of the assignment. Simply submitting an assignment is not a guarantee of even a passing (1.0) grade, so please be sure your submission covers the criteria and conditions of the assignment and carefully review the following criteria and components that are applicable to all assignments before you write, as you write, as you revise, and before you submit your assignments for grading.

## GENERAL COMPONENTS OF A WRITTEN ANALYSIS AND COMMUNICATION OF YOUR CRITICAL THINKING AND ANALYSIS OF A TEXT:

- An Introduction, which does include the necessary summary of the text for a reader *who is not in this class* (this would include:
  - Title
  - Author
  - Overview of Plot and Structure of the text
- A Thesis, which is not a statement of fact (something obvious) but a conclusion/discovery that you have made regarding the text in the context of the assignment
  - A Thesis most often arises out of a *question* you delve deeper into regarding the text and then analyze in-depth in your reading, research, and writing of your insights on the text; *thus*, you may begin with a 'working thesis' as you start your essay, but then after deep and careful analysis and even re-thinking of your understanding of the text, you revise your thesis to reflect the claim that the body of your essay goes on to substantiate in its analysis of the text
- The Body of your essay, which should
  - be formatted in paragraphs that separate each idea so that its import is fully and deeply examined
  - and include specific quotes that you deconstruct and interpret for your reader (who, again, remember, you should not think of as either myself or as a member of this class, but rather someone to whom you must explain the context of the quote, its meaning, and its import in the text as well as with regard to your thesis)
- A Conclusion, which
  - Revisits your Thesis by restating how you progressed in your analysis to this conclusion and claim
  - Shows the relevance of your Thesis and analysis for your reader (why the question you posed and discovered an insight to is relevant to their understanding of the text and an understanding of the text in general in the context of Literary Studies and its cultural and generic import)
- Any required Literary Terms should be placed in **bold** throughout your essay, and you should include definitions of each to demonstrate to me that you understand them and explain to your reader their meaning
- And, of course, the topic and emphasis of your essay in general and in-depth, should meet the criteria specified in each assignment

## GRADING & ASSESSMENT OF WRITTEN ASSIGNMENTS:

*I recommend that you review this list of criteria and suggestions prior to completing EACH assignment for the course.*

- Your grades will be based on your ability to clearly communicate your thorough understanding of the course material.
- This goes above and beyond reciting what I say in class, and requires that you integrate the points your classmates make and the conclusions you reach through in-depth analysis and critical thought about the material.
- To best prepare and succeed in the course, you should come to class with the day's assigned material carefully and closely read and thoroughly considered from a Literary Studies perspective and be ready to share your analysis and insights with the class so that we can build upon those ideas.
- After class each discussion, you should reflect and consider upon the points made by your classmates in order to further refine and build the strength of your understanding of the material.
- Throughout the course you should consider all of the assigned material and previously discussed points in conjunction with the currently assigned material.
- Before essays, exams, and assignments you should review your class discussion notes, the assigned readings, the Literary Studies' concepts we have covered, and practice a thorough analysis of the texts from a Literary Studies' perspective so that you are able to clearly communicate your ideas and understanding on the exams and assignments.
- You will need to be able to write your analysis and ideas in an effective essay format. This is stated above but is important enough to repeat. In your revisions before submitting:
  - Do you have a strong thesis that posits an argument or conclusion that is not self-evident or obvious and which is based on thorough analysis and deep critical consideration?
  - Do you have paragraphs which are internally organized for clarity and communication (including transitions from previous paragraphs, topic sentences, etc.)?
  - Do you use specific examples from the texts as textual evidence for your claims (this means using exact and cited quotes when applicable, being as specific as possible in terms of detail when you do not have access to the text)?
  - Do you have a strong organizational structure for your essay overall (introduction, conclusion, and a logical order in which you move through your points to make your ultimate point / thesis)?
  - Do you use (and put in bold) the narrative terms we use in class when applicable?
  - Do you demonstrate and prove the points/claims you make by providing specific examples, interpreting them, and then explaining how that interpretation relates to Literary Studies, your individual point, and your overall claim?
  - Would a reader, not in our class, fully grasp your topic, your thesis, your points, and conclusions and learn something from having read your essay? Will your professor learn something (i.e. not just read what was said in class discussion) from your essay?

Students will be given a grade and overall feedback on their submissions and are expected to consider, review, and incorporate this feedback into their subsequent submissions for the course. Students are expected to both refer to the above specified general components and to self-evaluate both their grade and their submission with regard to the overall feedback given for each assignment. 'Grades' will be found on Moodle and given to students individually, but the feedback and suggestions for improvement will come in the form of written communications via Moodle and in-class comments; *students are expected to take all of this into consideration.*

## OAKLAND UNIVERSITY GRADING POLICY & PROCEDURE EXPLANATION

The following is Oakland University verbiage for syllabi regarding grades, grading, and the grading scale.

“As of Fall 2018, OU will be using a ‘letter grade’ scale. There is no ‘A+.’ Commonly, Satisfactory Undergraduate grades are “C” and above...”

- **A range** – Comprehensive, thorough coverage of all objectives and all required content, including concepts and information previously introduced in the course used as a foundation for the current assignment topic and criteria when applicable; demonstrating critical and higher-level thinking with an emphasis on analysis and evidence over summary; incorporating original and creative insights and observations, again founded on analysis and critical thinking; exhibiting insights and observations that demonstrate further reflection on the ideas introduced in class discussion; sound use of English skills, both written and oral, and evidence of proofreading and revision (essays should include introductions, strong thesis statements, paragraphs organized to coherently and logically present claims and textual evidence for them, and a conclusion)
- **B range** – Competent, mastery of basic content and concept; inclusion of a majority of the required content; emphasizing analysis and evidence over summary; demonstrating completion and comprehension of the assigned materials and criteria; adequate use of English skills
- **C range** – Slightly below average work, has met minimum requirements but with difficulty
- **D range** – Has not met requirements of assignment/course, has significant difficulties in many areas
- **F** – Has not completed requirements; has not officially withdrawn from course before drop date

GRADING SCALE

Course Grading	Letter Grade
96-100	A
90-95	A-
86-89	B+
82-85	B
80-81	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-60	F

#### DR. BECKWITH’S PERSONAL GRADING POLICY & PROCEDURE EXPLANATION

**Neither** this course in its entirety **nor** its individual assignments will be graded on a curve, with the majority of students being assigned the commonly satisfactory ‘C’ grade as an average.



I will instead assess and grade your assignments and work in the class for the knowledge you demonstrate on the texts and topics, for your thoroughness in meeting the assignment criteria and expectations, for your ability to clearly communicate your ideas, for your engagement in and with the material, and—most importantly—for the understanding and learning you demonstrate and communicate in your insights regarding and the depth of the analysis of the texts and topics.

I will also take into consideration student *improvement* during the course of a semester.

Thus, while ‘A’ grades will still be contingent upon students exceeding expectations and demonstrating higher level thinking, ‘A-’ through ‘B’ grades can still be earned by the majority of the class.

## USING MOODLE AND OTHER TECHNOLOGIES

This course will require you to utilize Moodle to access readings and assignments, submit assignments, communicate with classmates, and receive messages and information from me, among other learning activities relevant and necessary to your completion of the coursework. You will be expected to log into and check Moodle at least as frequently as our class meets per week, and it is recommended that you log in at least 4-5 times a week to ensure you are fully benefitting from the course site.

You should not compose any of your homework or assignments directly on Moodle. Instead, you should use a program, such as Word, to compose your assignment (utilizing all of the review and formatting options) and then copy-and-paste or upload your assignment (depending on the requirements of the assignment forum) to Moodle. Once you have copied and pasted your submission to Moodle, you may have to review the formatting to ensure that all of the assignment instructions (such as having certain terms and words in bold) are met before you hit submit (as Moodle does not always maintain your original formatting or allow you to edit after-the-fact).

You should not upload your assignments in a PDF format.

### TECHNOLOGY BACK-UP PLAN

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- You should not compose any of your homework or assignments directly on Moodle. Instead, you should use a program, such as Word, to compose your assignment (utilizing all of the review and formatting options) and then copy-and-paste or upload your assignment (depending on the requirements of the assignment forum) to Moodle. Once you have copied and pasted your submission to Moodle, you may have to review the formatting to ensure that all of the assignment instructions (such as having certain terms and words in bold) are met **before** you hit submit (as Moodle does not always maintain your original formatting or allow you to edit after-the-fact).
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) **as well as** to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail. You should save all files for the complete duration of our course (until you have received your final grade on SAIL).

### TECHNOLOGY HELP

- For help using Moodle, use the Get Help link at the top of the Moodle page ([moodle.oakland.edu](http://moodle.oakland.edu)).

- For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: <https://www.oakland.edu/stc/>).
- For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: <https://www.oakland.edu/helpdesk/>).

## RESPECT RULES OF [NETIQUETTE](#)

- Respect your peers and their privacy.
  - Use constructive criticism.
  - Refrain from engaging in inflammatory comments.
- (Link to Netiquette: <http://youtu.be/DwdqQjCfWSc>).

# CLASSROOM AND UNIVERSITY POLICIES

## CLASSROOM BEHAVIOR

1. **ACADEMIC CONDUCT POLICY.** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
  - a. You are NOT ALLOWED to access any outside resources or reference materials pertaining to the texts or coursework unless it is specified that you should do so in the assignment. This means websites, online encyclopedias, print materials, etc. that summarize, analyze, or explain any of our course materials, the books/stories/plays/films/poems/etc., the authors, etc. This includes essays and writings in which another person analyzes or interprets our readings and course materials. This course is structured so that not only do you not need to do this, but that accessing and relying upon these materials will probably actually hinder your ability to complete the assignments and do well on them—and accessing any of these materials (other than when specifically instructed to do so in the assignment) is considered **Cheating** and is a violation of the Academic Conduct Code. PLEASE BE AWARE THAT VIOLATING THE ACADEMIC CONDUCT CODE REQUIRES THAT THE STUDENT BE REPORTED TO THE DEAN AND LEAVING THE STUDENT SUBJECT TO A SERIES OF SUBSEQUENT CONSEQUENCES WHICH CAN INCLUDE FAILURE OF THE ASSIGNMENT, FAILURE OF THE COURSE, SUSPENSION FROM THE UNIVERSITY FOR ONE OR MORE SEMESTERS, A LETTER INDICATING THE VIOLATION IN THE STUDENT'S PERMANENT RECORD, AND EXPULSION FROM THE UNIVERSITY. GIVEN THIS, IN ABSOLUTELY NO SITUATION OR CIRCUMSTANCE IS IT WORTH IT TO VIOLATE THE ACADEMIC CONDUCT CODE.  
If you are having difficulty with an assignment or a reading, please email me rather than risk the repercussions of violating the Academic Conduct Policy. I will always do my best to help you with any questions or difficulties you may be having with the course material and assignments.
  - b. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
  - c. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

- d. **Falsifying records** or providing misinformation regarding one's credentials.
- e. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own. For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. **BEHAVIORAL CODE OF CONDUCT.** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

- a. **Integrity.** See academic conduct policy points above.
- b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
- c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
- d. **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/) for details. (Link to Student Code of Conduct:

<https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/>)

3. **GENERAL CODE OF CONDUCT.** Appropriate behavior is required in class in order to support a conducive learning environment for all class members. This includes the following:

- a. Only one person can be heard and acknowledged at a time, so when either the professor or one of your classmates are speaking, you should not be talking to your classmates. If you have missed something that was said, please raise your hand and ask about it. If you have a comment to add to the discussion, please raise your hand and wait until you have the floor to make it. Students talking while others are speaking will have their participation points lowered.
- b. Your full attention shows respect for the course material and your classmates. Therefore, during class discussion, the following will also reduce your participation points, so you should not be
  - i. Viewing online materials (whether related to the course material or not)
  - ii. Looking at your phone
  - iii. Being distracting to the rest of the class in any way

## ACCOMMODATION AND SPECIAL CONSIDERATIONS

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at [dss@oakland.edu](mailto:dss@oakland.edu).

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

## ATTENDANCE POLICY

Attendance is part of your Participation Grade, which is a significant component of your overall course grade. It is obviously not possible for you to participate if you are not present. You also will not have access to the important points we will cover in discussion (which will be necessary for you to be able to complete the assignments and essays that also make up a significant percent of your grade for the course). Being present and participating in discussion allows you to begin to develop the ideas you will further work out in analysis in your assignments *before* being graded on your written formulation of those ideas. Students who attend class meetings and participate in class discussions do significantly better

on assignments and submissions because they have the advantage of having begun to put their ideas into words before sitting down to write out a comprehensive analysis in an essay or exam situation.

## EXCUSED ABSENCE POLICY

This policy for university excused absences applies to participation as an athlete, manager, or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the instructor in advance. For responsibilities and procedures see [Academic Policies and Procedures](https://www.oakland.edu/deanofstudents/conduct-regulations/). (Link to Academic Policies and Procedures: <https://www.oakland.edu/deanofstudents/conduct-regulations/>)

## RELIGIOUS OBSERVANCES

If you have a religious holiday or day of observation that conflicts with course meetings or assignment deadlines and due dates, please speak to me. I do my best to accommodate observance of religious holidays and obligations whenever possible. As the University advises, students should discuss this with their instructors at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](https://www.oakland.edu/diversity/calendar/) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

## ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

## FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

As a student in this class, you may receive "[Faculty Feedback](#)" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: <https://www.oakland.edu/advising/faculty-feedback/>)

## EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. [Register for Emergency Notification](https://oupolice.com). (Link to register for emergency notification: <https://oupolice.com>)
- Based on the **class cellphone policy**, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.

- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and at [Oakland University Police Department's Emergency Management webpage](https://oupolice.com/em/). (Link to emergency management webpage: <https://oupolice.com/em/>)
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

## ADDITIONAL POLICIES

1. Missing of tests or assignments
  - a. If you miss a test or assignment, it is your responsibility to contact me via email as soon as possible. Missing tests and assignments are automatically assigned a grade of 0% or an F. Assignments submitted after the deadline or due date will not be graded unless the instructor has approved the late submission.
2. Cellphone/Mobile device policy
  - a. You are expected to behave with respect to others in class and as you would in any professional environment. This means you should not be accessing your mobile device for anything other than an emergency alert or emergency call/text. Should you receive an emergency alert from the University, please raise your hand and immediately inform the instructor and the class. Should you receive an emergency or urgent personal call or text, please take the call in the hallway, departing the class as discretely as possible—if you need to leave immediately, please simply return to the class and let the instructor know that you have an emergency. After you have resolved the situation, it is your responsibility to email the instructor as soon as possible to explain the situation.

## TENTATIVE COURSE SCHEDULE

Found in the Course Calendar