A B O U T
P R O F E S S O R
G R A J E D A

My name is Professor Grajeda (pronounced Gra – jeh – day or Gra – he – da). Most of my students just call me Professor G.

(Please take a moment to print this entire document and bring it to class next week.

I hated English classes until I entered college, but I soon came to understand what it means to love writing, to know that writing can help us express inner thoughts to others, to know that writing can help us understand our own selves. Writing has been known for a very long time as the best form of therapy available to human beings. Writing also helps us discover things about ourselves, broaden our understanding of who we are, develop more fully what we enjoy, and enhance the ways we come to know each other.

For example, writing (and its first-sibling, reading) opened my life up to many new possibilities. While I love experimental and independent film and music, I grew up in a diverse neighborhood and listened mostly to mainstream hip hop and rap, my grandparents old bluegrass, and my uncle's metal. But through exploration of other people's writing, I've come to love experimental, indie, progressive, blues, jazz funk, soul, punk, garage, and grunge. It was also in reading and writing about popular culture that I discovered how interesting reading and writing could be. I wrote my dissertation on independent and mainstream films and television shows like *Desperate Housewives, Sex and the City, The Unit, Stepford Wives*, *Rosemary's Baby, Bridget Jones Diary*, and so on. I've also worked on projects examining films *like The Battle of Algiers, The Last Supper, Boys in the Hood, Mi Vida Loca, Fear and Loathing in Las Vegas,* and television series like *South Park, Breaking Bad,* and *Black.White*. It's because of being open to possibility that I don't have too many hobbies. I do have one – billiards – something I like to do to unwind from grading and teaching, and I dabble in shooting films and photographs and running.

What I've learned in life is that discovering who you are isn't about locking yourself into an identity but being comfortable enough with yourself that you don't mind crossing boundaries into the unfamiliar. The writing activities in this class are designed to push you toward similar discoveries because one of the basics of writing well comes from knowing more about the person from whom the thoughts originate. You can count on me to help you flesh out your ideas, and hopefully, you'll leave this class feeling that you've learned something about thinking more complexly about literature, American history, and the present moment.

About American Literature: Colonial to Civil War:

Many different kinds of texts fall within the definition of "American literature," and the list is only expanding. Your perhaps first experience with American literature began when you opened your first history book in grade school. Perhaps you read about the radical socialist Helen Keller or maybe you learned about how Columbus's exploration in 1492 across the ocean blue to the Americas was far from the first. Maybe if you were lucky, someone read something to you before kindergarten about America or what it means to be American. Either way, it's likely that you have come to know American literature as something particular, something with core values and principles to which all should strive to meet. This brings us to the course's first preoccupation: What does the term "American" mean? Is it represented in the quote at the top of the page? How do we know what meets the criteria of the term? And will Simon Cowell throw you out into that deep blue if your not quite American enough (or if you just grandly suck at it)?

When we think of "America," one of the thoughts driven like a nail into our minds since early education is the idea that we began with an act of revolution, an act of disobedience. But when we look around us in our educational settings and especially when we begin to access the value of literature, disobedience probably isn't the first term that comes to mind (at least that's what I've noticed in many of my students' responses to acts of disobedience). The crux of this course rests upon the fine line that exists between our Utopian idea of Americanism and the history we observe in the writings of those who articulate historical accounts through the act of writing: the fine line between myth and revolution, between prosperity and desolation, between discovery and disenfranchisement. We will explore this tight-rope walk we continue to maintain in order to continue to call ourselves "American" through both the "real" and the "fictional." In addition to typical themes like love and death, we will also talk about topics of gender, sexuality, race, ethnicity, social class, logic, reason, truth, and many others.

Because of this, it is imperative that you become aware of what you say and how you say it, which does not mean our discussions will be limited but rather that we will develop the skill of *decentering*.[1] Ultimately, we will use literature as a means of understanding what we think, why we think it, and how and why others may look at the world in ways that may be different and sometimes not "normal" to us. Quite frankly, the world is simply more complex than all our efforts to explain it, but that doesn't mean that we can't successfully explain some of its components. Your goal in this class

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[1] Decentering is the act of seeing your perspective as one of many in a community of perspectives so that when you

is to understand the complexity of history as represented through literature and to resist "black and white" understandings of what came before us and how it affects what who we are and what "America" is today. This form of inquiry or investigation gives us at least a glimpse into the world's complexities and the hope that we might also be able to still have an effect within that world, no matter how marginal or grand.

Two mutually dependent and primary concepts in this course revolve around the value of "voice" and the development critical thought. Thus, throughout the entirety of our semester together, our discussions will come back to a few primary questions:

- who speaks and who is spoken to?
- whose voice gets heard and whose voice is silenced?
- who writes our collective history and whose history is written for them?
- and most importantly, how can you make your own voice matter, and how can you speak while at the same time taking into consideration competing voices?

You are expected to bring skills from ENC 1101 with you including: paragraph and essay organization, sentence variety skills, and intentional word choice, and knowledge of MLA format. Throughout this course, you will be expected to incorporate in your writing: a more sophisticated vocabulary, more in-depth analysis of literature both in class and in your writing, and a mastery MLA formatting skills.

I N T R O D U C T I O N

This syllabus contains information about the course and the course policies; Blackboard, the software platform you will use to access and participate in the class; the graded activities and tests you will complete and the points you can earn; and a General Course Calendar with the primary due dates. To be successful in the class, it is important that you read the syllabus carefully and become familiar with its contents. It is also important that you ask questions and seek clarification if you have any concerns about the syllabus or any of the course content. Yes, the syllabus is long, but please do not be intimidated by its size. Because the course is conducted partly online, it is important that you have pertinent information readily available about the course, its policies, and the assignments.

Remember that the syllabus is a contract between you and me. By taking the **"Course Syllabus Quiz"** and submitting your **"I'd Like to Introduce"** discussion board post on the Course Orientation page under Start Here, you are indicating that you agree to the terms of the syllabus. **To avoid being withdrawn from the course as a "no-show,"** you must take the quiz and submit your discussion post by 11:59 p.m. on Thursday, January 10, earning a grade of 100% on the quiz. Completing the quiz with this score by the deadline is a prerequisite for continuing in the course. (See the No-Show

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AML 2011: AMERICAN LITERATUR: COLONIAL TO CIVIL WAR
PROFESSOR TORI GRAJEDA
SYLLABUS

COURSE THEME
ANALYZING THE COMMITMENT OF THE DEVELOPING NEW WORLD TO ITS CORE PRINCIPLES

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

IMPORTANT THOUGHTS ABOUT WRITING

"Good writers define reality; bad ones merely restate it." — Edward Albee

"Nobody can do everything,/but everybody can do something,/
everyone must play a part" — Gil Scott Heron

CONTACT AND COURSE INFORMATION

Email:	vgrajeda@valenciacollege.edu
Office Location:	Bldg. 4, Rm. 227 (down the hallway outside the library)
Office Phone:	(407) 582-2276 (Leave a message if I do not answer)
Mailbox Location:	7-163 (Communications Department: M-F 9am-5pm)
Course Information:	AML 2011.26402 / Spring 2013 / 3 Credit Hours Meeting Place and Time: 6-218, MW 10-11:15
Contact Hours **Office (4-227):** **Email**	MW (11:15-12:30) TR (9:45-10:45am) MWR (Noon-1pm) F (11am-noon)

Texts   and   Materials:

To save students cash, I do not require a textbook, but you may purchase *From Idea to Essay* if you desire a supplement. I provide needed materials through Blackboard. You required to print all of these materials and bring them to class in a binder. If you are comfortable finding and reading information on the Internet, this should be a plus (not a problem) due to the money saved. Nevertheless, an online document looks much different than a webpage, so be prepared to feel a bit overwhelmed, at first, by the amount of reading in a weekly packet. It is the equavalent of a book chapter at most, but it can seem like much more in an online format.

Here   are   the   core   materials   needed:

- **A printed version of the syllabus**

- **Materials provided through Blackboard**

- **A Writing Journal** (Use blogger.com and send me a link before the end of the first week. Post daily. You can access mine here: http://professagrahata.blogspot.com/).

- **Webster's Collegiate Dictionary & Roget's Dictionary Style Thesaurus** (you may use www.dictionary.com or www.thesaurus.com in class so long as you bring a device to **each** class meeting)

- **Internet access and frequently checked Atlas email account.** (This is a hybrid course and we will be using Blackboard and SafeAssign. I highly recommend forwarding your Atlas email to an account you access throughout the day. Pay attention when I show you how to do this in class.)

- **Purdue Owl Website for MLA format:** http://owl.english.purdue.edu/owl/resource/747/01/ (You may purchase the *Quick Access* book if you work better with print materials)

- **Access to and knowledge of Microsoft Word** (All essay drafts must be submitted as DOC or DOCX files. You must have "Track Changes" and "Comments" capabilities. If you have neither on your personal computer, know that you will need to use campus computers to complete work in which MS Word is required)

- **Adobe Acrobat Reader**

- **Capability of listening or watching files in MP3 and MP4 format** (audio and video players and browser capabilities)

- **A voice recording device** (or willingness to record in the Communications Center Bldg. 4, Rm. 120).

A S p e c i a l   W a r n i n g   R e g a r d i n g   E x p l i c i t   C o n t e n t :

Some literature in this class contains explicit content in regard to language and topics. If you are uncomfortable with either, you would be highly advised to switch to another section of ENC1101. I can provide an edited version of the readings, but I cannot necessarily contain classroom discussions regarding explicit content as other students grapple with the literature. See me immediately (within the next day) if you have concerns regarding this matter. Know that the syllabus is a contract between the student and professor. By staying in this class, you agree to this contract. This does not mean that bombing our class frequently with four letter words is acceptable, but if you refer to explicit content in your personal essays, you do not have to star-out (f***) words.

Grading Scale

A	90–100
B	80–89
C	70–79
F	0–69

Grading Process

Essays in this class are graded by rubric. When you receive your grade, please review this rubric to note strengths and needed improvements. Other assignments are graded on successful completion of assignment criteria.

Put your best efforts into your writing. I assign grades based on standards that will help you be most successful in the future.

Earning less than a C on *ONE* of your core essays results in failure of the course. Please Note: One revision of a failing essay is allowed per semester.

C o u r s e   A s s i g n m e n t s   a n d   G r a d e   D i s t r i b u t i o n :

Students will come to know the writing process and its fluidity through invention, discovery/research, drafting, peer-editing, and revision in the following writing assignments:

11 Online Discussion Boards (4 points each)	44 points
11 Quizzes (2 points each)	22 points
Final Project	14 points
Content/Participation*:	20 points

*The content participation grade includes but is not limited to in-class workshops, in-class presentations, group collaboration, various assignments, peer-reviews, and weekly quizzes)

Formatting of Assignments and Essays:
Review This Before Submitting Any Outside Work

All assignments completed outside of class should be typed and formatted according to MLA Guidelines! There is never a title page. Instead, in the **upper left hand corner** of the **first page,** the following should be listed: Your Full Name, Your Professor's Name, Course (AML2011) and Section Number, Date Assignment is Due, Assignment Title and Draft Number where applicable. (This information is a must).

Each essay will undergo **at least one** draft before a final grade is assigned to it. This may be done through peer-review and/or submission to me. All essay **drafts** must be typed, double-spaced with 1-inch margins and a standard 12-inch font (Courier at 10 or New Times Roman at 12). For the **final draft,** your essay needs to be spell-checked and free from typographical and grammatical errors. Page numbers are placed in the right hand side of the header, along with your last name, continuing consecutively into the last page of your essay — your works cited page. You must turn in a digital copy to SafeAssign as a Microsoft Word document (.doc or .docx). Your works cited page will be included in your file. No electronic submission means no grade for your essay!

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Your Name(s) and group number if applicable
My Name (spelled correctly)
AML2011 and your section #
Due Date
Essay # and Draft #

<div align="center">

Creative Title Centered: With Subtitle Referencing "Thesis Statement"
(no underline, italics, or quotes unless specifying the title of another text)

</div>

 [Your introductory paragraph goes here. Don't forget to include your thesis statement. Always review your introduction after you have composed your body paragraphs to make sure you deliver on the promises you make in the introduction.]

 [Your first body paragraph goes here. Don't forget to include the transitional topic sentence. Always review your body paragraphs after you've written them to verify that they don't veer off topic. End with a sentence that explains how the information contained directly relates to your thesis.]

(after the first page of your essay, you need to have your last name and page number on each page, including the Works Cited page)

Last Name 2

 [Your next body paragraph goes here. All subsequent paragraphs follow this format. Don't forget to include the topic sentence. Always review your body paragraphs after you've written them to verify that they don't veer off topic. End with a sentence that explains how the information contained directly relates to your thesis.]

 [Your next body paragraph goes here. All subsequent paragraphs follow this format. Don't forget to include the topic sentence. Always review your body paragraphs after you've written them to verify that they don't veer off topic. End with a sentence that explains how the information contained directly relates to your thesis.]

 [Your concluding paragraph goes here. State how what you have chosen to discuss in the body paragraphs proves your thesis (or demonstrates the point you are making). Include any last remarks and final statements to answer the questions "so what?" and "what now?"]

(page break/hold "control/enter" simultaneously)

Last Name 3

<div align="center">Works Cited</div>

All of your works cited page citations should be alphabetized and placed in hanging indent. All major words should be capitalized. Non-major words include prepositions and articles (a, an, the). When in doubt, capitalize. To achieve hanging indent, select all the citations by holding down the shift key while arrowing across and down the necessary text. Open the paragraph formatting option. Under special, choose "hanging indent."

All of your works cited page citations should be alphabetized and placed in hanging indent. After in hanging indent, no additional formatting is required in terms of labeling, meaning do not use bullet points or number your citations.

All citations should be checked with the corresponding citation type on the Purdue OWL website to ensure that the correct information is included in the correct order with the correct punctuation. This is especially important when using a citation generator.

Please do not create your works cited page in a separate document or leave it without a page number..

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Adherence to these format requirements will affect the grade. All sources must be documented according to MLA standards (http://owl.english.purdue.edu/owl/resource/747/01/)

A t t e n d a n c e :

2 permitted absences. Missing 15+ minutes = ½ absence.

No excused absences. Excessive absence results in point reduction.

THERE ARE NO EXCUSED ABSENCES! You are allowed 2 absences. Each absence after the 2nd will result in 10 point reduction from your final course grade. **If you accumulate 6 absences, you will automatically fail this course.**

2 tardies will be counted as one absence. Tardiness is defined as absence of less than 15 minutes. If your tardiness or absence from class exceeds 15 minutes of any one class, you will be considered absent. You are responsible for making sure your presence is counted if you arrive late. Make plans to stay for the entire class meeting. Time equaling less than 15 minutes counts as a tardy and that exceeding 15 minutes as an absence.

Please note that my attendance policy is neither negotiable nor up for discussion. The only exceptions are truly major emergencies. **Any absence for which makeup work is permitted will still count as an absence and is subject to the above rules.** Please use your permitted absences wisely — for emergencies and illnesses — as these absences are more than enough to cover such occurrences during a semester. **Know that extenuating circumstances, including sickness or medical emergencies, might be best remedied by withdrawing from this class before the withdrawal deadline: March 22, 2013.**

C l a s s   P a r t i c i p a t i o n   a n d   R e a d i n g s :

Respectful Participation is 20% of your grade

"R–E–S–P–E–C–T, find out what it means to me" (The Supremes).

Class Participation is worth **TWENTY PERCENT** of your grade and is composed of both face-to-face participation and online participation in Blackboard. Students are expected to come to class with reading and writing assignments completed, as well as with questions and comments that engage with the texts on a college, academic level. Please read the assignments **before** class and anticipate lively informal discussions, peer presentations, group presentations, and in-class writings. If you never participate in class, do not expect to receive more than an 80% for your final grade!

Participation ensures that students take a certain amount of responsibility for creating our *intellectual community*. The contribution of your voices is more than a matter of points toward final grades. Each individual voice present helps to shape our classroom encounter and expand learning possibilities because combination of knowledges and experiences creates more complete and diverse (non-one-dimensional) pictures of our social experiences. Ultimately, this forges a richer production of the kind of critical thought that we will strive toward over the course of our semester together.

A special warning about respecting others' right to participate: Participating in a community also means realizing when you are talking too much. Dominating conversation does not make good participant; neither does speaking without first gathering thoughts, considering their relevance, and determining whether you are ready to adequately articulate them.

You are responsible for participating respectively: Our classroom and discussions depend upon each student being responsible to the rights and feelings of others, and I will accept nothing less. Be cognizant of your own expressions and the effects of those expressions. We will discuss sensitive topics. Engage in them, but **avoid all biased language** (including but not limited to ethnocentric, sexist, hetero-sexist, racist, classist, and ageist terminologies — to name only a few). Offensive and limiting labels are extremely problematic and intolerable. Examples of unacceptable terms are "chicks," "dykes," "mongrels," "that's gay," and so on. Alike, do not use exclusive words like "firemen" when you mean "firefighters" or "mail man" when you mean the "mail carrier." Diction is imperative in general as especially within a composition class or successful essay. **Hate speech** of any kind is grounds for removal from this class and possible disciplinary action.

L   a   t   e   W   o   r   k   :

Late work = point reduction; failing essay = failing class

I do not accept papers sent via email. If you want comments and/or a grade, essays must be submitted to the SafeAssign link in Blackboard (see Safe Assignments folder).

The following policy applies for late assignments:

> 1 day late results in a 10 point reduction of the grade;
> 2 days late results in a 20 point reduction of the grade;
> 3 days late results in a 30 point reduction of the grade;
> 4 or more days late results in failure of the essay; it will not be graded.

**Although a rough draft of an essay will not be graded if turned in late, I do occasionally allow extensions on submission of the final draft of an essay or assignment to students who ask *before* the due date. I try to be generous and understanding. However, if you abuse these extensions, I may respond with a "no."

PLEASE NOTE: Failure to turn in the final project will result in automatic failure of this course.

A special note about computers: Be aware that a broken or ill-functioning computer or the inability to retrieve, produce, or submit your assignments from your computer will not be accepted as a valid excuse. Save all your documents to both a flash drive and your hard drive.

N o   M a k e u p   Q u i z z e s   o r   I n - C l a s s   A s s i g n m e n t s :

If you miss a quiz or an in-class writing assignment or activity, you cannot make it up. This includes group activities and peer-reviews. No exceptions.

M   i   s   s   e   d   C   l   a   s   s   e   s   :

Know what you missed! You are responsible for your success in this class.

You are responsible for work or assignments missed due to absence. You must either turn the assignment in BEFORE the due date or successfully communicate with me BEFORE class to make other arrangements. An email or phone message received 30 minutes before class begins is not successful communication. If you have not made previous arrangements with me, expect your assignment to be considered late (see late paper policy).

Also, **we have a projected schedule in this class, but this schedule is likely to change at times when more time is needed on a particular topic as well as when we move through material at a faster than expected pace.** Failure to attend class does not excuse you from work due the following class period. You are **100% responsible** for keeping up with **everything** that goes on in class. Call or email a classmate to find out what you missed. Do **not** come to me or email me and ask whether "we did anything important" on that day. If we had class, you can assume we did something important. Additionally, do not wait too long to contact me if you have missed multiple class meetings due to illness or other pressing concerns. Be prompt and proactive.

G r o u p   W o r k   a n d   P e e r   R e v i e w :
Heavy group work/sharing of writing required; no typed copy = no peer review

Collaborating successfully with others is a crucial element of an intellectual community. This course relies **heavily** on collaboration, and you can expect that many of our meetings will involve group work. If you have any concerns during the semester regarding an individual in your group, please do not hesitate to speak with me immediately and privately during office hours. General problems will not be addressed. You would be strongly advised to switch to another section now if you have any problems with group work.

Please note: You will be required to share your drafts with your colleagues and be willing to consider their comments on your work. Peer Collaboration Sessions (a.k.a. peer reviews) are always announced before they occur. You MUST bring a typed and completed copy of your draft to participate in peer collaboration sessions! It is possible that I will display a student's work on the document camera to discuss successes and needs for improvement. **Offer substantial and helpful comments on peer reviews and not one word answers.**

E l e c t r o n i c   D e v i c e s   i n   t h e   C l a s s r o o m s :
No ringing/vibrating or internet/social surfing

Unless you are using a device specifically for our course, turn **off** all phones, iPods, iPads, laptops, and so on before entering the classroom (off meaning that the power is off and not on vibrate). Texting, Tweeting, and other activities will result in being asked to leave for the day, even if you are hiding your cellphone between you and your desk while you check your updates.

Class Procedures Regarding Electronic (and Non-Electronic) Disruption: A first offense receives a publicly issued warning. A second offense receives a publicly issued request to leave for the day. Upon the third offense, you will be reported for being in breach of the Code of Student Conduct.

If asked to leave, know I am not making the request to gain your attention; leave the classroom peacefully and return the following class ready to respect your classmates' (and my) time and space. You will be counted absent for that class.

I n t e r n e t :
Stay engaged and submit essays to SafeAssign in BlackBoard as a .doc or .docx file

We will be using Atlas email, Blackboard, and SafeAssign in this class; therefore, you will be required to have regular access to the Internet. You will access primary and supplementary materials in these places. You can access our course Blackboard homepage through the link in Atlas. In abidance with FERPA and with respect to your colleagues' right to privacy, you may not allow your parents or anyone else to sign in to or operate your Blackboard account. If you do so, I am obliged to discontinue your access, and you will not receive credit or make-up work for missed assignments. It would be smart, too, to link to the Twitter, Tumblr, or Facebook course sites for general announcements or reminders. (See instructions in the "Taking a Hybrid Course" section of the syllabus if you choose to do so.) Please note: I will not accept or grade your essay by hand. Essays must be submitted to Blackboard SafeAssign in DOC or DOCX format.

A Note about Wikipedia and Other Internet Sources:
You are responsible to check that source is a legitimate academic source

"I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top" (Anonymous, English Professor, Ohio University).

While Wikipedia and the like can be great starting sources, such sites are terrible breeding grounds for biased and/or false information. Doing a search for bands who initiated the punk rock scene will provide you with information you may need to begin your search, for example, giving you names of bands, venues, and a timeline of events and developments within the music genre. But, once you've found your keyword information on these sites, move on to more scholarly resources for the information utilized in your paper. These sources are considered illegitimate in an academic setting and will not be accepted as academic sources within your written work. **Please also note:** If I discover that you have copied text from the internet (from Wikipedia, a blog, IMDB, etc.) into your paper, presenting it as your own work, you will automatically fail this course!

Plagiarism Results in Failure:
Plagiarism is using ANY unoriginal idea without citation

"It's not plagiarism – I'm recycling words, as any good environmentally conscious writer would do" (Uniek Swain)

Write your own papers. I expect that ideas presented as your writing in your writing assignments were authored by you and that all outside sources have been cited properly (this means citing ANY facts, paraphrases, quotes and anything not originating in your mind) both with an in-text citation and in your works cited page in every sentence where you present such information. I have ZERO tolerance for plagiarism. Any assignment that shows signs of plagiarism will receive a grade of **zero.** Please know that having someone else "fix your grammatical errors," "improve your word choice," or other similar actions also constitute plagiarism. I expect you to do your own work. Should you need help, make sure that you are the one supplying the thoughts and word choice in the process of revision.

Plagiarism is the use of the words or ideas of another without proper acknowledgement, whether or not that use is intentional or unintentional. Please know: committing **an** act of plagiarism (no matter how minor) is grounds for failure in this course and potential expulsion from Valencia Community College. If at any time I suspect an act of plagiarism in a class, you might be required to complete an assignment in class to demonstrate your capabilities to produce work similar to that submitted and suspected of plagiarism. In such instances where a request is made, refusal will result in failure for the final draft of the assignment. If you refuse to submit your essay(s) to SafeAssign or if any suspicions of plagiarism remain, you may be asked to provide a piece of writing within the classroom or testing center setting for a comparative writing analysis. Failure to complete the request will result in failure of the entire course.

PLAGIARISM IS THE USE OF ANOTHER'S WORDS **OR IDEAS.**

THIS IS REPEATED BECAUSE ANY IDEA THAT DOESN'T ORIGINATE IN YOUR BRAIN HAS TO BE DOCUMENTED WITH AN IN-TEXT AND A WORKS CITED CITATION, ALWAYS, AND IF NOT, YOU HAVE COMMITTED AN ACT OF PLAGIARISM. SEE VALENCIA'S ACADEMIC HONESTY POLICY BELOW

INSTITUTIONAL POLICIES AND RULES: MORE FINE PRINT

Academic Honesty Policy Number 6Hx28:10-16:

All forms of academic dishonesty are prohibited at Valencia Community College. Academic dishonesty includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.
All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged.

Students shall take special notice that the assignment of course grades is the responsibility of the students' individual professor. When the professor has reason to believe that an act of academic dishonesty has occurred, and before sanctions are imposed, the student shall be given informal notice and an opportunity to be heard by the professor. Any student determined by the professor to have been guilty of engaging in an act of academic dishonesty shall be liable to a range of academic penalties as determined by the professor which may include, but not be limited to, one or more of the following: loss of credit for an assignment, examination, or project; a reduction in the course grade; or a grade of "F" in the course. At the option of the professor, the campus provost may be furnished with written notification of the occurrence and the action taken. If such written notice is given, a copy shall be provided to the student. Students guilty of engaging in a gross or flagrant act of academic dishonesty or repeated instances of academic dishonesty shall also be subject to administrative and /or disciplinary penalties which may include warning, probation, suspension and / or expulsion from the College.

Student Code of Classroom Conduct — Student Code of Classroom Conduct Policy Number: 6Hx28:10-18:

Activities which disrupt classroom setting and which are in violation of this Student Code of Classroom Conduct are those which, with or without intent to do so, are disruptive of the essence of the educational process. Faculty members are authorized to define, communicate, and enforce appropriate standards of decorum in classrooms, offices, and other instructional areas under their supervision. In the case of the violation of the Student Code of Classroom Conduct, the faculty member may initiate personal conferences, verbal and written warnings, referral to the director of student services for counseling, and removal from the classroom pending disciplinary action under policy 6Hx28:10-04. Examples of such disruptive or distracting activities include, but are not limited to, the following:
- Activities that are inconsistent with commonly acceptable classroom behavior and which are not conducive to the learning experience, such as: tardiness, leaving and returning during class, and early departure when not previously authorized;
- Activities which violate previously prescribed classroom guidelines or constitute an unreasonable interruption of the learning process;
- Side discussions which are irrelevant to the subject matter of the class, that distract from the learning process, or impede, hinder, or inhibit the ability of other students to obtain the full benefit of the educational presentation; and,
- Utterances of "fighting words" or epithets directed specifically toward other persons with the purpose or effect of creating a hostile educational environment or which may reasonably be expected to incite imminent or immediate violence.

Violation of the Student Code of Classroom Conduct shall constitute grounds for student disciplinary action as provided in Policy 6Hx28:10-04.

Withdrawal Policy

Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the established deadline for a particular term will receive a grade of "W. A student is not permitted to withdraw after the withdrawal deadline of **March 22, 2013.** A faculty member **will** withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of "W". Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F." If you do not intend to complete the course, you must withdraw yourself prior to the withdrawal date. For a complete policy and procedure overview on Valencia Policy 4-07 please go to:
http://valenciacollege.edu/generalcounsel/policydetail.cfm?RecordID=75.

Disability Statement:

Students with disabilities who qualify for academic accommodations must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. (Bldg. 5 Rm. 216, Ph: 407/ 582-2229, TTY: 407/582-1222).

Student Assistance Program:

Valencia College strives to ensure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is

Course Catalogue Description and Prerequisites:

ENC 1101 (Formerly ENC 1103, EH 151)   3   3   0

FRESHMAN COMPOSITION I

· **Prerequisites:** Score of 99 on writing component of PERT or equivalent score on other state-approved entry test or minimum grade of C in ENC 0025C or EAP 1640C, and a score of 104 on reading component of PERT or equivalent score on other state-approved entry test or minimum grade of C in REA 0017C or EAP 1620C.

Development of essay form, including documented essay; instruction and practice in expository writing. Emphasis on clarity of central and support ideas, adequate development, logical organization, coherence, appropriate citing of primary and/or secondary sources, and grammatical and mechanical accuracy. Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. Minimum grade of C is required if ENC 1101 is used to satisfy Gordon Rule and General Education Requirements.

VC Competencies:

Think, Value, Communicate, and Act are Valencia's core competencies. In this class, you will develop these four cores through reading, viewing, online and face-to-face discussion, group work, writing, etc.

Course Outcomes:

Think: As you engage with the texts we will be reading (fiction, non-fiction, class textbooks), you will be asked to think critically and creatively about them. You will also have to apply and hone your skills of analysis and synthesis as you evaluate and incorporate material from your experiences and opinions, the original texts, and the critiques of scholars, etc.

Value: Through the process of reading and writing about various texts, you will gain an appreciation of a variety of fiction and non-fiction. Through class discussions and writing, you will also gain an understanding of and appreciation for the opinions of others (peers, critics, etc.). You will also gain an appreciation for the strengths and weaknesses of others and yourself.

Communicate: Through discussion, you will engage in thoughtful dialogue with your peers and instructor about the various texts we will read. You will also express your opinions and integrate the opinions of others into your writings and share these with your peers. You will communicate your research findings in written presentation. By doing so, you will enhance your learning and that of others.

Act: You will take personal responsibility for your own learning, work, collegial attitude, and behavior and participate fully and to the best of your ability in the learning environment.

Important Dates

Full Term: Classes begin 1/7. Classes end 4/21. Withdrawal deadline for W grade is 3/22. Final Exams held 4/22-28

College Closed (Credit Classes Do Not Meet): Jan 21, Mar 4-1013

See College calendar for important dates and final exam schedule at
http://valenciacollege.edu/calendar

Links to the College Catalog, Policy Manual, and the Student Handbook

College Catalog: http://valenciacollege.edu/catalog/current/
Policy Manual: http://www.valenciacollege.edu/generalcounsel/
Student Handbook: http://valenciacollege.edu/studentdev/CampusInformationServices.cfm

N o   S h o w   P o l i c y :

During the <u>first week</u> of classes, you are required to <u>take the syllabus quiz</u> and <u>submit an introduction to Blackboard.</u>

If you have not posted your introduction and scored a 100 % on the syllabus quiz by Friday, January 11th, you will be withdrawn as a "no show" student.

A t l a s   P o l i c y :

In order to minimize the risk of computer-virus transfers, I will only open student e-mail when the source of that e-mail is a student's Atlas account and is sent to vgrajeda@valenciacollege.edu.

Please regularly check your Atlas account for excessive absence notices, grade warnings, instructor emails, etc. If you are at risk of failing or being withdrawn from the course due to excessive absence, you are responsible for checking your email in time to speak with me about any issue regarding the course.

A c a d e m i c   C o r r e s p o n d e n c e :

Even though this course is conducted partly online, students must remember that this is an English composition course. Although students may know shortcuts and abbreviations that are a part of today's computer culture, please adhere to the Standard Written English rules of grammar, punctuation and capitalization for all academic correspondence, including communication with me or classmates via email, Blackboard, and the class discussion boards. Your grade depends on it.

<u>Pause before hitting send!</u>

- Please remember that once an email is sent, it cannot be unsent; therefore, I encourage students to follow these guidelines before hitting the send button:
- Follow the protocol learned from the Michael Leddy article, "How to Email a Professor." http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html
- Proofread the message to be sure it is grammatically correct and properly capitalized.
- Run the spellchecker.
- Consider the tone and audience of your message.

Additional Information and Requirements:

I highly suggest frequent visits to The Writing Center, officially named the Communications Center (Bldg. 4, Rm. 120). This will highlight our commitment to collaboration, rewriting, rethinking, and re-vision, and hopefully you will gain some new and useful insight regarding your own writing processes and topics. You can go there for any writing, reading, or speech concerns in any course you are taking here at Valencia.

And please, if you are having difficulty in this course, make an appointment speak with me. Your success is the reason I am here. At the same time, please come with some ideas formulated in your mind about the issues you are having or the material you are not grasping instead of staring at me blankly and saying "I don't know what to write on" or "I'm just not a good writer." No one is asking you to be a good writer, but rather to write well (and with some dignity, investment, and realness), and while I sympathize with writer's block and any lack of confidence in your writing that you might have, my sympathy will not get you a better grade.

Disclaimers:

I reserve the right to change the syllabus schedule at any time during the semester as we, as a class, may move more slowly or quickly through material than another group of students.

Whining and bellyaching will be frowned upon. Refusal to participate in class or outside of class in discussions will be viewed as apathetic behavior. Actively participating in your own success in this course is the only way to achieve that success.

Actions taken regarding disruptive behavior, including asking a student to leave due to talking, ringing and vibrating cell phones, or any other inappropriate and/or unnecessary interruption of class, should not be taken personally as they are only implemented to guarantee the rights of all students in my classroom to a respectful environment where voices are valued and an impediment free educational experience.

A Note About Viruses:

A computer virus is a small program that attaches itself to e-mails, images, documents, and other programs. When an infected file is opened or executed, the computer virus is activated. Computer viruses can forward copies of themselves to people in your e-mail address book, collect and send personal information to hackers, damage or destroy files and programs on your computer, or completely erase your hard drive.

As more and more people use the Internet, the likelihood that a computer virus will infect your computer increases. If you don't already use one, we strongly advise you to acquire an anti-virus program, so much so the Symantec Antivirus Client for MS Windows is available at no charge to current students, faculty and staff for home use. Your login and password is required to download and install this software.

If you have an anti-virus program installed, it is very important to update the virus definitions frequently in order to provide yourself with the best protection possible.

TAKING A ONLINE SUPPLEMENTED COURSE: A MUST READ
(YOU WILL BE TESTED ON THIS INFORMATION IN YOUR SYLLABUS QUIZ)

If you are not familiar with Valencia's online course components, you may want to complete the online course designed for training students to navigate this environment. If you are uneasy about completing work in an online environment, you would be strongly encouraged to take the other non-online supplment section of AML2011. In spite of its convenience, an online supplemented course generally requires more work-time than a regular face-to-face course and more time management skills. Please be prepared for these two elements of online learning before committing to the course.

What You Will Need to Be Successful
(From: *The Virtual Student by Palloff and Pratt*):

- Access to a **computer with a high-speed connection.**
- **Basic computer skills,** such as navigating the course management system. There is a slight learning curve, so be sure to budget time in the first week of class to familiarize yourself with the class environment and learn how to navigate around it.
- **A preference for visual or kinesthetic learning** because online learning is very visual and very "hands on the keyboard." (If you don't know your preference take the online version of the Barsh Invetory to find out: http://faculty.valenciacollege.edu/koverhiser/Learningstyles.htm)
- **An open-minded attitude, personal honesty, and a willingness to share** your knowledge and ideas with others in respectful ways.
- The belief that **online learning is more convenient, but not easier** than face-to-face learning.
- The belief that **quality learning can happen anytime and anywhere.**
- **An interest in self-reflection.**

How an This Is Different from Strictly Face-to-Face Courses:

- **It can feel overwhelming—especially in the first week.** You've probably forgotten how ill-at-ease you felt when you first went to high school, but taking an online supplemented class for the first time is very similar. It takes a while to learn your way around the "virtual campus".
- It **fits more easily into your schedule.** However, since you will do most of your work at home, **it requires more self-discipline** in setting aside time to study and participate in the course's learning activities.
- As in any course in which you want to do well, **this course will take more time than you expect.**
- You will collect, reflect on, and respond to information that you have gathered. In an online supplemented course, **responsibility for learning rests equally on students and facilitators.**
- It works best when you **enjoy using technology and interacting with others online.**

Online Supplemented Course Components:

- **Syllabus** including a description of course, requirements, and expectations of participants, posted on course website.
- **Introduction** discussion focusing on getting to know one another
- **Reading Packet** (your learning materials).
- **Weekly Quizzes** (covering your thematically grouped readings)
- **Threaded Discussions with Required Peer-Response**
- **Group Work** focusing on building knowledge together and/or providing feedback on essays.
- **Rough Draft Submission to Safe Assign AND Discussion Board for Peer Review**
- **Final Draft Submission to Safe Assign**
- **Post Course Survey.**

My Expectations of You:

- Have **access** to computer equipment necessary to run course delivery platform (Blackboard).
- **Active engagement** in all course activities, readings and discussions.
- **Complete all learning activities on time.**
- Provide **substantive feedback** to peers (For tips review Giving and Receiving Feedback)
- **Develop and refine** your writing style, flow, diction, organization, documentation, critical thinking, sentence structure, and knowledge of grammar rules.
- **Practice professional ethics.**
- **Observe the Rules of Netiquette.**
- **Provide feedback-** Complete an online survey of this course.

What You can Expect from Me:

- **Prompt responses** to your questions and emails.
- **Thoughtful discussion facilitation** (although I may limit my involvement so you spend more time in discussion with peers).
- **Prompt** action on technical problems within my control, such as broken links, file size, discussion settings, etc.
- **Respect** for your ideas and opinions.

How You Will Be Evaluated Online:

- You will be **evaluated in terms of your participation** in the assignments as outlined in the course calendar.
- Participants are expected to complete all work in a timely manner.
- **Participants who do not post by Friday, January 11th will be withdrawn** from the course as a no-show.
- I ask that you check in daily to review the responses of your peers, posting follow-up comments whenever applicable and contributing to a rich and deep discussion in both discussion forums and in the group wiki.
- I**n order to receive credit for a discussion activity, participants are required to:**
  - Post an original comment
  - Read at least 7 other responses and reply to a minimum of 5 peers
- Throughout the course, I will be monitoring your progress and the quality of your responses

What Makes a Good Discussion Post:

- **Substantial**– thoughtful, original, relevant and contributes to the overall learning of the group
- **Thought-provoking**– stimulates thinking and reasoning
- **Timely**– post early to give your peers time to respond, this contributes to a rich discussion
- **Logical**, concise and grammatical
- **Conveys "your presence"**– reinforce

Discussion Board (DB) posts should be respectful. While you may argue a classmate's point of view, you should never "attack" a classmate personally. Write your discussion posts for an academic audience, and pay attention to the content, grammar, spelling, and punctuation in your post. Because DB posts are not informal emails or casual text messages, refrain from using abbreviations such as "LOL" and "BTW" or "i" for the pronoun "I" and "u" for the pronoun "you."

Initial Posts

Discussion board posts instructions are generally outlined in your weekly packets. You should copy and paste questions asked into your discussion posts and mark those questions by bolding, underlining, or italicizing them. You should respond to each question separately under each question copied into the discussion board post. Your initial posting should provide evidence that you have read and comprehended the assignment and evidence of critical thinking. Your post should be original and thought provoking. For example, mention specific points in response to a question or from a required reading, provide examples, state your opinion, or point out inconsistencies and/or consistencies you may have noticed.

Response Posts

When not specified, 5 responses to your peers are required. These 5 responses generally have corresponding instructions or questions specified in your weekly packets. Responses to classmates' postings, when required, should do more than simply say, "I agree with what you have said. I feel the same way" or just recite a classmate's post. The response post must be substantive. Expand on the classmate's post. Perhaps you have a slightly different perspective on the topic or can supply a different example. If the post provoked a question, ask it. Each of your response posts must be original. Do not copy a response you made to one student and re-use it with slight modifications to respond to another student's post. "Re-used" posts are not original and will receive no points; they will not be counted as one of your required responses.

MLA

For discussion board posts, cite all paraphrases, summaries, and direct quotations from outside sources, including the reading assignments, according to current Modern Language Association (MLA) guidelines. Failing to do so will cause your posting to receive a zero. If the instructions require that you provide a Works Cited page, include one with your post.

Attachments

Do **not** attach documents to your posts, unless I specifically request it. Attachments will not be read, and you will not receive any credit for your post.

Writing Assignments:

Writing assignments should be well-developed, logically organized, and proofread. Be sure to include an introduction with a clear thesis statement, body paragraphs that support the thesis, and a conclusion.

MLA

This course follows the Modern Language Association (MLA) guidelines in the *MLA Handbook for Writers of Research Papers,* 7th edition, 2009. All outside sources, which includes the reading assignments and assigned video clips, must be correctly documented in the essays and in the research paper according to MLA guidelines. To pass this course, you must demonstrate competency using MLA guidelines.

For any quotation, paraphrase, summary, example, fact, **or idea** used from an outside source, include a proper in-text reference **and** a corresponding entry on the Works Cited page for the source. Essays and research papers without a Works Cited page will automatically receive a zero. Any essay or research paper with a Works Cited page but without any in-text references will receive a grade zero. There are no exceptions to this policy, so please do not ask for one.

Document Formatting Requirements

Use the MLA format listed below for the essays and the research paper. Adherence (or lack thereof) to these formatting requirements will affect your grade.

- **Margins.** The entire document should use one-inch margins (top, bottom, left, and right).

- **Spacing.** Use double spacing throughout the document, including the heading, long quotations, and the Works Cited page (when used).

- **Font.** Use a black Times New Roman, 12-point font throughout the entire document. Do not underline words or use a bold font.

- **Running header.** The running header should contain your last name and is followed by a space and the page number. The header in the document displays in the upper-right corner of every page, one-half inch from the top.

- **Heading.** Provide a *double-spaced* heading on the left side of the first page with the following information:

Student's first and last name	Shorty Belajo
Professor's name	Professor Tori Grajeda
Course number and section number (see syllabus, pg 1)	AML 2011.#####
Date (due date)	10 February 2013
Assignment Title and Draft	Final Essay: Final Draft

- **Title.** Use an original title; it should be an informative one that relates to your point of view. Center the title (do **not** underline the title, do **not** put the title in solid capital letters, do **not** enclose the title in quotation marks, do **not** put the title in bold print, and do **not** italicize the title). Like the rest of the essay, the title should be double spaced; do not insert an extra line before or after the title.

- **Body.** Double space the body of your essays and research paper. Use the tab key

- **Works Cited page.** Title this page: Works Cited (if there is only one entry on the page, title the page Work Cited). Entries on this page should appear in alphabetical order, be double spaced, and use a hanging indent format. The Works Cited page is the last page of your document and should be numbered as such. *(How to Create a Hanging Indent in Word is provided in Formatting Tips under Student Support.)*

SafeAssign Submissions

To receive comments on a draft, the draft must be uploaded to the SafeAssign link by 11:59 on the due date. You are expected to upload drafts to SafeAssign **and** submit to the discussion board for peer response when required.

To receive a grade, the final draft of the essays and the research paper must be uploaded to SafeAssign for a plagiarism check by 11:59 p.m. on the specified due date for the assignment.

If you encounter any issues submitting an essay or the research paper to SafeAssign, keep trying. Email me a copy of your draft so that I know that you completed it, but I still expect you to submit your draft to SafeAssign for grading purposes. You may visit me during office hours if you need help with your submission.

File Format

Submit your final document for grading to SafeAssign using a format of .doc or .docx (Microsoft Word). Do not use other file formats such as .pdf (Adobe Acrobat Document), .odt (OpenDocument Text), .txt (Text Document), .pages (Apple Pages), .rtf (Rich Text Format), or .wps. If the file you submit to SafeAssign does not end with a .doc, .docx file extension, or if the file has no extension, the paper will not be graded.

File Name

Name the file with your document with your last name, an underscore, your first name, another underscore, the essay number, another underscore, and the draft specification; do not use spaces.

For example: Grajeda_Tori_Final Project.

Quizzes

You will be allowed unlimited attempts to take the Syllabus Quiz. To avoid being dropped as a "no show" withdrawal, you must take the Course Overview Quiz by the stated deadline and achieve a grade of 100%. For all other quizzes, you are allowed one attempt. Expect to read to pass these quizzes.

T i p s   f o r   S u c c e s s :

- ☉ **Print a copy of the course syllabus and calendar.** Keep it by your computer.
- ☉ **Print your readings.** They are not online friendly documents. They are intended for printing. Students in the past have emphasized the difference between reading online and print versions of the packet. If you do not print your readings, you *will* feel overwhelmed by the length, and you *will* lose your place more often.
- ☉ **Work offline if you prefer**-print your assignments and read them offline, use a word processor to compose your work before posting them to the course.
- ☉ **Check the course website and email daily.** This course focuses on and models student engagement, so it's important to be present regularly.
- ☉ **If you have a question,** post it on the course discussion board. Often a colleague will have a good answer for you.
- ☉ **Set aside specific times each week to complete class activities.** If not, your other work will expand to fill all the time you have. Remember that you need to be "active and present" throughout the entire course in order to be successful.
- ☉ **Expect electronic glitches/power outages and plan ahead.** Don't wait until the last minute to submit your work.
- ☉ If the course website has been working well for you, but begins to "act up," contact the **Blackboard Help Desk** immediately (407-582-5600).
- ☉ **Maintain back-up copies of all of your coursework** on a flash or jump drive.

R e s o u r c e s   a n d   C o p y r i g h t :

All of the resources within the class are intended for the use of the participant during the course and may be used personally after the course is completed. However, all resources are the property of Valencia College and its cooperating authors, and may not be offered via the internet or other means to persons not having completed this workshop, for profit or any other informational use. For more information go to the Valencia Copyright Policy page.

Q u e s t i o n s ?

Contact me: vgrajeda@valenciacollege.edu. I return messages promptly. If for some reason you do not hear back from me in 48 hours, please resend your email.

If you are having technical problems, contact **Blackboard Help** at 407-582-5600 or email onlinehelp@valenciacollege.edu

N e t i q u e t t e

Please Watch Your Ps and Qs:

Brave New Electronic World

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an hybrid course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a hybrid-Web-based course is a new area of social interaction, and as such it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this new environment.

Disembodied Discussions

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

    Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Keep A Straight Face

    In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Be Forgiving

    If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

The Recorder Is On

    Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test For Clarity

    Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Netspeak

Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Some common ones include:

Acronyms	Emoticons
FYI = for your information	**:-)** = smiley face: happiness, pleasure
B/C = because	**:-(** = frowning face: displeasure
W/ = with	**;-)** = wink
BTW = by the way	**:-O** = shock, surprise
F2F = face to face	**:-/** = skepticism, unease, apologetic
FAQ = frequently asked questions	

A Course is a Course

You may be familiar with many of the previous points if you have participated in other forms of electronic communication in the past. But Web-based courses have some added constraints not present in other arenas. Keep in mind these additional four points:

Remember Your Place

A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

Brevity Is Best

Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

Stick To The Point

Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read First, Write Later

Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Citations and Other Etiquette Sources

Many of the points made here were taken from *The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at http://www.albion.com/netiquette/corerules.html.

Further information was taken from Arlene H. Rinaldi's *The Net: User Guidelines and Netiquette*, which can be found at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi/.

Connecting to the Course by Social Media

This course offers the option of connecting to FaceBook and Twitter as a way of communicating with both your professor and your classmates.

https://twitter.com/ProfessaGrahata
http://www.facebook.com/professagrahata

If you choose to connect through one of these social networking sites, please include the following in a message at the time you request connection:

- Your real name
- Your social media name
- Your VID
- The course and section number in which you are enrolled.

Please also copy and paste the following statement in the message and sign your name at the end of the message. By placing your name at the end of your message, you agree that your name represents the equivalent of an "electronic signature." By using the electronic signature, you understand that violation of course policy in the said social media site could result in being removed from the course site and/or being reported to the Dean of Students at Valencia College for consideration of the need for disciplinary action in cases of extreme violation.

Statement to paste in message:

Dear Professor Grajeda,

I, (insert your name), by signing with my electronic signature below, have reviewed and agree to the netiquette guide on my syllabus. I have included my legal name, VID number, and account name and the email account associated with my account in this message, as this is a recommended college policy. No information has been falsified. I understand that this site may contain mature content in relation to language, sex, violence, and other mature material, but only as related to our course content (i.e. literature, readings, etc.). I understand that a warning will be provided where such content is present and will avoid that content when desired.

Thank you,

Your name

Minimum Technology Requirements: What Your Computer Needs

Internet Access
This course a reliable connection to the Internet. You are responsible for setting up your own connection to the Internet. A broadband connection of 384 Kbps or higher is strongly recommended.

Hardware and Software
To ensure compatibility with the various software technologies used in online courses, we suggest performing a System Check on your computer. This check is designed to ensure your computer system is properly configured for our web courses, by verifying your browser version, browser settings and display settings. It also ensures you have the browser plug-ins our courses require.

Supported Hardware/Operating Systems
- x86-compatible PC running Microsoft Windows XP / Vista / 7
- Apple Macintosh running OS X

Supported Browsers
- Windows: Internet Explorer 7 or higher
- Windows/Mac OS X: Mozilla Firefox 3 or higher
- Mac OS X: Apple Safari 3 or higher

    A note about pop-up blockers: If you use a pop-up blocker in your browser, for example what is included with Internet Explorer, Mozilla Firefox, or the Google toolbar, please ensure that you check to see if your computer is blocking a pop-up when you encounter a blank window or screen or when a file fails to download or open. You may consider disabling your pop-up blocker for the browser. Also, remember all Valencia College computers' browsers have pop-up blockers and you will need to allow for the pop-up each time one is encountered within the Blackboard component of this course.

Software required
- Microsoft Office Suite 2010 (Microsoft Works is NOT supported) **Note:** If you use a version of Microsoft Office other than Office 2010, you may need to download the Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint 2007 file formats to ensure that you can view documents from your instructor and fellow students. In addition, beginning in Fall 2011, any application-specific instruction in the courses will be written for the applications in the Microsoft Office Suite 2010.
- Adobe Acrobat Reader 8 or higher
- RealPlayer 10 or higher, or Real Alternative
- Adobe Flash Player
- Apple QuickTime Player
- Windows Media Player

C O U R S E   S C H E D U L E :

Class Readings: Each week's scheduled reading assignments are to be completed **before** our class meeting time on the day the reading(s) is assigned. You must also bring your response and your 3 questions to class. You should know the protagonist and antagonist, where they exist, the plot, rising and falling action, climax, and themes, at least, before entering the classroom. Supplemental scholarly articles may be assigned when useful. Please write down any additional readings and download them from the Blackboard Course Readings link.

Tentative Reading Schedule

(Note: Tentative means that this reading schedule may change.You are responsible for being in class for announcements regarding these changes and for documenting those changes in such a way that works for you. You are also responsible for taking notes on class discussions and activities as any material presented within readings or within class discussions may be included on quizzes and exams)

Week 1:

Wed: Loewen's *Lies My Teacher Told Me* (Introduction & Chapter 1)

Complete Discussion Board: "I'd Like to Introduce" (This is the **NO-SHOW ASSIGNMENT)**

Week 2:

Mon: Declaration of Independence, Thomas Jefferson Letters, Bill of Rights
        (+Constitutional Amendments), and Henry David Thoreau's *Civil Disobedience*
        NO CLASS!

Wed: Lewis Carroll's *Alice in Wonderland*, Chapters 1-4

Week 3:

Mon: Lewis Carroll's *Alice in Wonderland*, Chapters 5-8

Wed: Lewis Carroll's *Alice in Wonderland*, Chapters 9-12

Week 4:

Mon: Ralph Waldo Emerson excerpts from "Nature," "Language," and "Self-Reliance" and
        Henry David Thoreau's "Life without Principle."

Wed: Nathaniel Hawthorne's "Young Goodman Brown," the "Mary Easty Documents," and
        Emily Dickenson's "Fascicle 15"

Week 5:

Mon: Edgar Allan Poe's "The Imp of the Perverse"

Wed: Washington Irving's "The Legend of Sleepy Hollow" and Charles Brockton Brown's
       "Somnambulism"

Week 6:

Mon: Selections from Thomas Paine's *Common Sense* and Walt Whitman's "Song of Myself"

Wed: Selections from Washington Irving's *The Crayon Papers* and *The Journey of Alvar
       Nuñez Cabeza De Vaca*

Week 7:

Mon: Albery Allscot Whitman's "Canto I: Invocation" from *The Rape of Florida* and
       Benjamin Franklin's
       "Remarks Concerning the Savages of North America"

Wed: Indian Removal Extract from Andrew Jackson's Seventh Annual Message to
       Congress, William Apess's "An Indian's Looking-Glass for the White Man," and
       Banksy Graffiti

Week 8:

Mon: Samsom Occom's "I Believe It Is Because I Am a Poor Indian" and "Documents on
       the Sand Creek Massacre"

Wed: *Trickster Cycle* stories

Week 9: Spring Break

Week 10:

Mon: *Trickster Cycle* stories

Wed: Excerpts from Sherman Alexie's *Reservation Blues*

Week 11:

Mon: Lucretia Mott's "Discourse on Women,"Elizabeth Cady Stanton's "Seneca Falls
       Keynote Address" and "Solitude of Self," Frederick Douglass's "Seneca Falls
       Speech," and Susan B. Anthony's "Women's Right to Vote"

Wed: Gerda Lerner's "The Creation of Patriarchy" Angelina Grimké Weld's
       "Pennsylvania Hall Speech," Carolyn Kizer's "Fearful Women," Caroline
       Kizer's "Fearful Women," and Maya Angelou's "Phenomenal Woman"

Week 12:

Mon: Lincoln's "House Divided" speech and Frederick Douglass's "What to the Slave is
   the 4th of July" speech

Wed: W.E.B. Du Bois's "Of Our Spiritual Strivings" from *The Souls of Black Folk*,
   Willie Lynch Letter, Deborah Gabriel's *Layers of Blackness*: "Colourism in
   the USA" (Download in Blackboard "Course Readings"), Sojourner Truth's
   "Ar'nt I a Woman?" and Frances E. W. Harper's "The Slave Mother," "The Slave
   Auction," and "She's Free"

Week 13:

Mon/Wed: Mark Twain's *The Adventures of Huck Finn*, Una Marson's "Kinky Hair Blues,"
   and Nordette Adam's "Behind the Color Blind"

Week 14:

Mon: Library Research Days (possibly) or John Sayles *Brother from Another Planet.*

Week 15:

Mon/Wed: Review sessions and peer-review

Final Project Due Wednesday

Week 16:

**Final Exams: Final exam held online, due on April 22 by noon (Slam
Poem, Photo/Video Concept Project, and Writing Reflection)**

In-Class Assignments

Each week on Monday, we will view or listen to a contemporary point of comparison text(s). You will work in groups to determine the connection or relevance of the text(s) to the weekly readings. You will work in groups for ½ the time left in the class after the material is presented (except in cases where the project is extended into Wednesday's class. The other ½ of our class time will be presentation of ideas and class discussion. You are expected to come prepared, focus, work quickly, and participate in the discussion. Each day I will be documenting your contribution of ideas (not just how much you speak, but how prepared you are and whether your ideas are well-developed. On Wednesday, we will engage in a group project to further our understanding of literature and its current relevance. In the last 15 minutes of class, you will write a reflection with your own thoughts regarding the project and any comments regarding your peer's participation — positive and negative.

Online Discussions

There will be 11 required online discussions. For these discussions, you are required read 7 of your peer's posts and respond to 5. Each discussion is worth 4 points of your course grade. The word count for your examples from the literature and for your examples from contemporary culture need to be at least 500 words and demonstrate a high level of critical analysis.

Weeks 1-4: Doing Research
1. Using the theme and suggesting focus points for the readings, find one scholarly article from the Valencia or UCF databases.
2. Establish the credibility of the author
3. Define and describe the thesis/claim/position.
4. Offer *your own* examples from the literature and explain *in your own words* how or why the example demonstrates the thesis
5. Consider a contemporary example and explain how the example demonstrates the thesis.
6. Provide citations for all three (original) sources (not the course packet)

Weeks 5-9: Logic, Logical Fallacies, and the Thought Spectrum
1. Using the theme and suggesting focus points for the readings, find one scholarly article from the Valencia or UCF databases.
2. Establish the credibility of the author
3. Define and describe the thesis/claim/position.
4. Complicate the argument by considering alternate viewpoints, narrowing the focus, adding contradictions and other dimensions of agreement
5. Consider a contemporary example and explain how the example demonstrates the "complication."
6. Provide citations for all three (original) sources (not the course packet)

Weeks 10-14: Cultural Studies

1. Using the theme and suggesting focus points for the readings, find one scholarly article from the Valencia or UCF databases.
2. Using ideas from the article, establish a clear connection between *all* of the readings in the section, using examples from each piece of literature to explain why and how the example reveals the connections
3. Using one example from each text, explain one difference each text has from the others and why you think this difference comes into being.
4. Complicate the argument by considering alternate viewpoints, narrowing the focus, adding contradictions and other dimensions of agreement
5. Consider a contemporary example and explain how the example demonstrates the "complication."
6. Provide citations for all (original) sources (not the course packet).

Online Quizzes

There will 11 multiple choice quizzes over the 11 thematically grouped readings. Each quiz is worth 2 points of your overall grade in the course.

OFFICIAL Due Dates for Online Assignments

Original Discussion Posts Due Sunday at 11:59pm
Peer-Response Discussion Posts Due Friday at 11:59pm

Final Project

You will write one 1000 word essay as your final project and include either a set of photographs or a video that documents the current relevance of the readings discussed. The final project will compare and contrast two of the thematically grouped sets of readings. You are required to have 5 scholarly sources for this project and citations (in addition) for all the readings considered in your final project

In — Class Projects

The will be a number of in-class projects including: the question of the term "American," croquet: the complication of a thought, valuing the cityscape (photos and video will be brought into class), questioning common sense, invading spaces, soundbyte culture, writing lore, the reconsideration of gender equality speech, crossing boundaries: interviewing across the lines of race and ethnicity, and Alice in Wonderland.

SNARKY, SARCASTIC, KIDDING AROUND STATEMENT ABOUT EMAIL:

Generally, a first email to a professor has a greeting: "Dearest Professor Grahata" - and ends with a closing: "The student most defecated 2 ur class, (insert ur name). The subject line usually includes ur course name (AML 2011) & section number (26402) or at least some reference 2 the day(s) and time(s) ur class meets.

Other forms of what students would call "brown-nosing" might include things like: "im sure you went 2 gr8t extents 2 make this process Easy 4 students" or "i have red all the instructions sent 2 me so far regarding this assignment & visited the locations specified n finding the materials, but n spite of effort i c u place 2ward r class on a daily basis, 4 some reason, i am unable 2 find/complete (insert very specific in4mation bout what u, r, having, trouble, with, rather than general statements about the assignment)." These r highly recommended 2 help u along the way 2 recieving the kindest response ur professor can muster, so long as ur sarcasm isnt 2 obvious. The best tactic is 2 put the blame on URself, accept responsibility, and express a desire 2 learn waht went wrogn so u dont make the same mistake n te future. Again, optional practice, but 1 that is more valuble that u will ever know til u try it.

after the 1st email on a prob, a back and forth email conv tends 2 drop these formalities, but only if ur professor is cool wit that. i may not be cool enough at first glance 2 like kendrick lamar, but im definately not someone who doesnt understand that 1ce a conversation is started, time is of concern, and we need 2 get 2 the business of solveing the issue rather than dealing with formalities a 2 time around. the difference between the 1st and second email is like the difference between talking 2 the president and talking 2 ur family. when u reach that second email, the pressure is off, and u at least have an idea of the mood of ur professor, whether s/he has a pleasant front (n a good mood), is fronting (oppositional n mood), or is just frontin' (pretending 2b1 of the 2). this is a key piece of knowledge for u 2 have as u precede.

**Please note: gentle sarcasm is used here for humor, not scolding, though you may find some professors will scold you for not maintaining professional standards as a college student in ALL communication. I'm not that strict, but some general knowledge is necessary for me to best help you find what you need or get to where you need to be to submit an assignment (as I teach 6 classes, each different in some way or another). Errors certainly sometimes happen on my end, but help me to help you. Neither you nor I like feeling like we've failed once, much less twice. And please, while we will all miss errors while editing a document (it happens to me all the time even after looking at something 10 times), don't use text-speak, fail to spell-check or use capital letters, or send something that looks like you closed your eyes, tried to type, and hit send before ever opening them again. Errors are one thing; laziness will get you notes like this one.