

# EngL 3005W: Survey of American Literatures and Cultures

Fall 2013

**(4 credits)**

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## Introduction to the Course

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## Course Description

This course will introduce you to some of the major texts that are a part of the American literary canon. Thirty years ago, this syllabus would have looked very different than it does now, with the vast majority of the texts representing predominantly white male authors. While this version will retain many of these voices, it will also give you a much broader perspective as to the contributions that women, Native Americans, and African Americans made to the evolution of American literary traditions. Thus, you will not only have the chance to become familiar with well-known writers like Emerson, Thoreau, and Poe, but you will also be given an opportunity to read and engage with lesser-known authors like Frederick Douglass, Harriet Jacobs, and Abigail Adams. At the core of this course will be a series of questions that I hope will eventually inspire further discussion in the course Web site and beyond:

- How can we begin to define the new American literary canon?
- In what ways do the texts included in your *Norton Anthology* complicate or enrich your views of American history in the period leading up to the end of the American Civil War?
- How have the views of Americans and American culture expressed by these writers influenced your thoughts about America in the twenty-first century?

## Educational Purpose

This writing-intensive course is an introduction to some of the major texts that are part of the American literary canon. Not only does the course include traditional texts written by white male authors, it also gives students a much broader perspective as to the contributions that women, Native Americans, and African Americans made to the evolution of American literary traditions. Thus, students will not only have the chance to become familiar with well-known writers like Emerson, Thoreau, and Poe, but they will also be given an opportunity to read and engage with lesser-known authors like Frederick Douglass, Harriet Jacobs, and Abigail Adams.

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# Technical Requirements

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## Computer Skills

This course requires basic computer and Internet skills (such as word processing, browsing the Web, uploading and downloading files, and using e-mail with file attachments).

For technical help and Moodle support, please click the **Getting Started and Finding Help** link in the Syllabus section of the course.

Moodle works best with the Google Chrome and Firefox browsers.

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## Liberal Education Statement

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Liberal Education (LE) is an essential part of your undergraduate education at the University of Minnesota. LE courses help you investigate the world from new perspectives, learn ways of thinking that will be useful to you in many areas of your life, and grow as an active citizen and lifelong learner. ENGL 3005W fulfills its mission as a liberal education course through these aims.

### **ENGL 3005W satisfies the Literature Core and General Core requirements.**

The general objective of English 3005W is to increase students' familiarity with literary art and expression through extensive readings in various forms (fiction, poetry, drama, non-fiction prose) and to sharpen students' ability to perform close, critical analysis of important literature from the period. Readings are selected as a sample of the range of American literature, chiefly from the 16th to 19th centuries. These include works by 19th-century canonical figures such as Emerson, Hawthorne, Stowe, Whitman, and Dickinson. Writings from the colonial period include explorers, like John Smith, and early settlers like William Bradford and Thomas Morton who offer differing perspectives on their interactions with indigenous populations and a home country troubled with its Civil War and religious upheaval. The course addresses the political turmoil of the early 1800s over Indian removal, e.g., Boudinot's account of Cherokee culture, the anti-slavery debate as highlighted by Douglass' autobiography and similar texts, and the questions of women's rights and potential as articulated by Fuller, Child, Osgood, and others.

Another important objective is to foster students' interest and excitement about literature and to give them tools for understanding the imaginative literature they will read for the rest of their lives. This is accomplished by relating the issues from earlier times to contemporary issues about race and gender, as well as the role of the citizen in a democracy, the role of religion in private and public life, and the role that the natural environment plays in shaping modern life.

Lectures and discussion introduce students to topics such as how writers create and publish their works, literary techniques, and historical and social contexts of writers and readers (including the students). Questions of literary form and content inevitably touch on other related fields of knowledge—history, art, music, philosophy, and psychology. The course also discusses literary conventions and taste, how these change over time, and how traditions are built upon and undermined through innovation and experiment. Students will see how the works pose challenging questions about gender and sexuality, social and economic class, cultural

coherence and diversity, and the nature of private and public morality. The course also introduces relevant theoretical, scholarly, and critical approaches that can help students understand the richness of the readings. Especially important is for students to see how a single text can generate multiple responses and how those responses are often the result of one's critical perspective.

### **ENGL 3005W satisfies the Diversity and Social Justice Theme**

ENGL 3005W explores issues of power and the American identity throughout the semester. The readings for the American literature survey for the period up to 1800 include several accounts of contact between European explorers and settlers and Native Americans. These authors such as Columbus and John Smith of Virginia express varying degrees of hostility and sympathy and they occasionally give some voice to indigenous leaders. Toward the end of the eighteenth century, a few texts exist that were written by African Americans are part of the course. Between 1800 and the Civil War, writing in America addresses issues of race and gender directly and in quite complex ways. Thus, the tensions between Native Americans and a sprawling Euro-American population led to writings by both groups of participants. As the nation's attention shifted to the issue of slavery, the number of significant texts increased and these were highlighted by many narratives by men and women who had escaped slavery. Finally, the "woman question" became an active political cause and movement, while women authors became a significant presence in American letters.

As a general narrative, the course explores the expanding notion of who is an American from the very limited perspective of the early Puritans through the development of a republican and somewhat democratic government as defined by the texts that surrounded the Revolution, the Constitution and Bill of Rights. In the first half of the nineteenth century, the focus of American ideals and citizenship expanded as white, middle-class, male domination of all elements of society came under critique by and about those who were legally and socially excluded.

The wide range of genres and topics in this survey course allows students envision the United States from different perspectives. The early readings in the course are predominantly didactic or polemic, while later, imaginative literature (poetry and fiction) gives an even wider range for students to think about diversity and social justice.

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## Course Materials

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## Required Materials

### Textbook

- Baym, Nina, ed. *The Norton Anthology of American Literature*. 8th ed. Vol. A. New York: Norton, 2011.
- Baym, Nina, ed. *The Norton Anthology of American Literature*. 8th ed. Vol. B. New York: Norton, 2011.

**Note:** The publisher sells the two volumes as a paperback set.

### Additional Required Materials

- An MLA style guide for citing texts. There are several online versions of this available. A simple search should yield several results. Purdue has one at <http://owl.english.purdue.edu/owl/resource/557/01/>.
- **One** of the following three films for the first writing assignment:
  - *The New World*. Directed by Terrence Malick. New Line Cinema, 2005.
  - *Pocahontas*. Directed by Mike Gabriel and Eric Goldberg. Walt Disney Feature Animation, 1995.
  - *The Last of the Mohicans*. Directed by Michael Mann. Morgan Creek Productions, 1992.
  - **Note:** You will complete the first writing assignment in three stages. Consequently, you will need to locate one of these films as soon as possible. The first part of the assignment, a thesis statement, will be due by midnight Sunday at the end of week 3. A draft of your essay will be due by midnight Sunday at the end of week 4. The final draft will be due by midnight Sunday at the end of week 7.

To order course materials that are available through the University of Minnesota Bookstores, go to the [Search](#) page at the University of Minnesota Bookstores Web site, and use the option to "Search for Books by Department, Course, or Author." Or you may call **612-625-6000** or **1-800-442-8636** and ask for ODL book service.

### Webcam

As a student in a fully online course environment, we recommend that you purchase a webcam in order to partake in some of the course components that require video. Webcams designed for video calling and recording can be obtained at [amazon.com](http://amazon.com), [newegg.com](http://newegg.com), [google.com](http://google.com) or other retailers. If, of course, your computer has a built-in camera, no separate purchase is necessary.

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## Academic Resources

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To search for journals, books, and articles directly from your course site, see the **Library Resources** navigation block. Follow the links below to find additional research, writing, and study help available through the University Libraries, the Center for Writing, and other sources:

- [Academic Resources and the University Libraries](#)
  - [Writing and Study Help](#)
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## Course Schedule

Lesson modules run from **Monday** through **Sunday**. All assignments are due by the following days in the modules in which they are assigned. (See the dates above the lesson headers in the Moodle site.) For more information, see **Assignments and Grading**.

- Initial forum discussion postings are due by **midnight Thursday**, and forum responses (comments) are due by **midnight Sunday**.
- All other assignments are due by **midnight Sunday** at the end of the week in which they are assigned.

Module / Week	Topic	Postings and Submissions due
1	<b>Introduction/First Contact</b>	Self-Introduction (15 pts.) Quiz 1 (10 pts.)
2	<b>New Englands</b>	Quiz 2 (10 pts.) Forum Discussion Posting (Group A) & Comments (Group B) (15 pts.)
3	<b>Staging Captures; Capturing Stages</b>	Quiz 3 (10 pts.) Paper 1 Thesis Statement (15 pts.) Forum Discussion Posting (Group B) & Comments (Group A) (15 pts.)
4	<b>Literary Devotions</b>	Quiz 4 (10 pts.)

		Forum Discussion Posting (Group A) & Comments (Group B) (15 pts.) Paper 1 Rough Draft (50 pts.)
5	<b>Writing the Self; Righting the Nation</b>	Forum Discussion Comment (All) (15 pts.)
6	<b>Midterm Exam</b>	Forum Discussion Comment (All) (15 pts.) Midterm Exam (150 pts.)
7	<b>Adversity and Abolitionism</b>	Quiz 5 (10 pts.) Forum Discussion Posting (Group B) & Comments (Group A) (15 pts.) Paper 1 Final Draft (Film Analysis) (75 pts.)
8	<b>Facts and Fictions</b>	Quiz 6 (10 pts.) Forum Discussion Posting (Group A) & Comments (Group B) (15 pts.)
9	<b>Reforming the Self 1: Ralph Waldo Emerson</b>	Forum Discussion Comment (All) (15 pts.) Paper 2 (Close Reading) (125 pts.)
10	<b>Tales and Legends 1: Irving and Cooper</b>	Quiz 7 (10 pts.) Forum Discussion Posting (Group B) & Comments (Group A) (15 pts.)
11	<b>Tales and Legends 2: Hawthorne and Poe</b>	Quiz 8 (10 pts.) Forum Discussion Posting (Group A) & Comments (Group B) (15 pts.)
12	<b>Reforming the Self 2: Henry Thoreau</b>	Quiz 9 (10 pts.) Forum Discussion Posting (Group B) & Comments (Group A) (15 pts.)
13	<b>Herman Melville</b>	Quiz 10 (10 pts.) Forum Discussion Comment (All) (15 pts.)
14	<b>Major Poetic Voices: Walt Whitman and Emily Dickinson</b>	Forum Discussion Comment (All) (15 pts.) Paper 3 (Comparative Essay) (125 pts.)
15	<b>Final Exam</b>	Final Exam (150 pts.)

## Grading

## Grading Table

The following table summarizes the requirements and grading of the assignments in this course. The specific instructions for each activity are included in the appropriate forum, assignment, or quiz.

Assignment	Requirements	Submission Method	% of Grade
<b>Discussions</b> (14 @ 2 pts.)	The first discussion is a self-introduction. Eight discussions are done by groups (A & B). One group posts, and the other comments. In the other five discussions, all students respond to a prompt. Follow the instructions in each assignment.	Post via the <b>Forum</b> link in the lesson. <ul style="list-style-type: none"> <li>• Initial posting due <b>Thursday</b></li> <li>• Response posting due <b>Sunday</b></li> </ul>	<b>21</b>
<b>Papers</b> (1 @ 140 pts.; 2 @ 125 pts.)	See the instructions for each assignment (in lessons 2, 8, and 13). Lengths vary from 1,000 to 1,500 words.	Submit your work by 11:55 PM <b>Sunday</b> via the <b>Assignments</b> link in the lesson.	<b>39</b>
<b>Online Quizzes</b> (10 @ 10 pts.)	Short quizzes cover the week's readings.	Access via the <b>Quizzes</b> link in the lesson.	<b>10</b>
<b>Midcourse Exam</b>	Online exam	Online exam	<b>15</b>
<b>Final Exam</b> (150 pts.)	Online exam	Online exam	<b>15</b>
<b>Total</b>			<b>100</b>

**Late Submissions:** I will only accept a late submission if you contact me in advance and I grant you prior approval to submit that assignment after the deadline.

### Make-up Work for Legitimate Absences

If you must miss a class for [legitimate reasons](#) notify the instructor as far in advance as possible and provide documentation of the reason for absence.

Reasonable and timely accommodations will be arranged. Be sure to plan your schedule to avoid excessive conflict with course requirements. This policy does not apply to a final examination.

### Extra Credit:

There are no extra credit options in this course.

### Incompletes

As a rule, I will award no final grades of "Incomplete." If you are facing extraordinary circumstances, e-mail me as soon as possible to discuss the situation. A written agreement is required between the instructor and student specifying the remaining course requirements and a reasonable deadline for completion.

### Grade Distribution

Percentage Achieved	Course Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

**[OPTIONAL]** To estimate your current grade during the semester, compare your current total points with the total possible points at the end of each week, as shown below:

Percentage Achieved	Cumulative Course Points Possible
Module 1	
Module 2	
Module 3	
Module 4	
Module 5	
Module 6	
Module 7	
Module 8	

## Definition of Grades and Workload Expectations

**A** -- achievement that is outstanding relative to the level necessary to meet course requirements.

**B** -- achievement that is significantly above the level necessary to meet course requirements.

**C** -- achievement that meets the course requirements in every respect.

**D** -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

**S** -- achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

**F (or N)** -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an 'I' (see also I). Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**I** (Incomplete) -- Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the

course on time. Requires a written agreement between instructor and student.  
<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>]

## Expected Student Academic Work per Credit

For undergraduate courses, one credit is [defined](#) as equivalent to an average of 45 hours of learning effort distributed across a semester (including all classroom and outside activities). For each credit awarded, on a weekly basis, a student invests three hours of learning effort per week over a 15-week semester. For example, a student taking a three credit course that meets for three hours per week should expect to spend an additional six hours per week on coursework.

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# Assignment Guidelines

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## Types of Assignments

The reading assignments are found online in the course site or in your anthology texts. While there is no point value assigned to the reading assignments, you are responsible for completing all of the readings the week before any written assignments are due.

Read the assigned readings in this order:

1. Study notes
2. Study questions
3. Norton anthology reading

## Paper Assignment Guidelines

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You will be asked to prepare three papers in this course. Prepare and submit these papers according to the instructions here and in the lessons.

### Paper 1 (1,000–1,250 words)

Paper 1 is a critical analysis of one of the three films listed on the **Course Materials** page in the **Syllabus**. For this assignment, choose one of the films, view it at least once, and take notes. Then compare and contrast the film to some of our readings. Because this is a writing-intensive

course, and because this is the first assignment, you will be required to revise this paper at least once. Thus, you should plan accordingly so that you have enough time to rent or purchase the film, watch it several times, and begin working on your rough drafts well in advance of the date they are due. You will be graded not only on the final product but also on the extent and quality of your revisions. A thesis statement will be due in the third week of class. A rough draft will be due in week 4, and the final draft will be due in week 7.

### **Paper 2 (1,250–1,500 words)**

Paper 2 is a close reading of a passage from one of the selections in your Norton anthology. To help you with the assignment, a close reading model is included in your lesson for you to read, as well as links to two Web sites that explain how to conduct a close reading analysis. They should help you understand the basic concepts of how to conduct this analysis. This is one of the most important skills you will need to develop over the course of the semester. You should also feel free to use your Discussion Postings as a testing ground to float ideas and get feedback from your peers. For more information, view the Paper 2 assignment instructions in lesson 8.

### **Paper 3 (1,250–1,500 words)**

Your final paper is a comparative essay that will ask you to put two texts in conversation with one another. In other words, you'll need to identify a theme to trace through two texts (i.e., compare and contrast). Like the second writing assignment, this paper will take advantage of your close reading skills. For more information, view the Paper 3 assignment instructions in lesson 13.

## **Reading Assignment Guidelines**

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The reading assignments are found online in the course site or in your anthology texts. While there is no point value assigned to the reading assignments, you are responsible for completing all of the readings the week before any written assignments are due.

Read the assigned readings in this order:

1. Study notes
2. Study questions
3. Norton anthology reading

### **Study Notes**

The weekly study notes are meant to supplement the primary and secondary materials included in your anthology. However, they have an added utility in that someone with advanced knowledge of the exam questions wrote them, namely, me. You should read the study notes prior to the readings in your anthology, as they will help you to focus in on some of the key issues of the course. You might also want to use some of the ideas raised in the study notes to

think about possible essay topics.

### Study Questions

The study questions are meant to serve several purposes:

- They will highlight some of the major questions and concerns that I want you to focus on and take notes about as you're reading.
- They will prepare you to respond to the short answer and essay portions of your exams.
- Like the study notes, they may help you think about possible paper topics for the second and third papers.
- They will oftentimes serve as the prompts for your weekly discussion posts.

Like the study notes, the study questions should be read prior to completing the readings in your Norton anthology.

### Prefatory Material

In addition to the primary sources we will be reading over the course of the semester, you will also be asked to read the editors' introductions to the authors and time periods we will be covering. When coupled with the study notes and study questions, the prefatory material will give you the final bit of background information you will need to begin critically analyzing the primary texts in your anthology. In addition to providing useful biographical information about the authors you will be reading about, these short essays introduce you to some of the major scholarly debates surrounding these canonical works. Thus, you should read these sections carefully and take good notes.

### Primary Sources

All of the primary texts included in this course have been carefully chosen to give you as panoramic a view of American literature leading up to the middle of the nineteenth century as possible. That having been said, the course readings for this semester cannot possibly cover everything. I have limited the amount of reading for each week in order to allow you ample time to work through these selections carefully and take notes. Consequently, you will want to try whenever possible to look through these texts more than once, as it is often the case that how a story, essay, or poem ends gives you new insights into how it began. Finally, you should always feel free to explore some of the readings we will not have a chance to cover this semester on your own.

### Supplemental Readings

You will also look at three brief supplemental readings that will help you hone your skills as close readers and writers. These are online in the course site. The online readings are **Writing a Thesis** in lesson 2 and two Web pages about close reading in lesson 8. These are designed to help you complete the written assignments. There are also other Web site links included in the course to help you with the assignments.

## The Moodle Assignments Tool

Submit your written assignments as file attachments via the Moodle **Assignments** links provided in the modules. (Be sure to save a copy of your files first!) You can upload up to three files per assignment (unless otherwise specified).

To submit the files you have uploaded, click **Send for marking**. *Note: You can only click "Send for marking" once, so be sure to confirm that you have **uploaded the correct file** before you submit it.*

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## Forum Guidelines

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You will participate in thirteen online discussions, plus I will also ask you to post a self-introduction with similar requirements in lesson 1. Each of the fourteen discussion assignments will be worth **15 points**, and together they will make up 21% of your grade.

### Moodle Forums

#### General Forums

There are two general forums linked in the **Syllabus** section that you should be familiar with:

- I'll use the **News and Announcements** forum to post updates affecting the whole class. This is the only forum that will also generate automatic e-mail notification to every participant. (For all the other forums, you may choose whether or not to be subscribed for e-mail notification.)
- Have a question? Post questions of general interest in the **Course Q and A** forum. Even if you don't have any questions of your own right now, check to see what may have been posted by others. If you know the answer to a question, feel free to post a reply. (For private correspondence, though, please use e-mail.)

#### Introduction Forum

Please use Introduction Forum to introduce yourself to your fellow classmates and to me on the first day of class. Your participation in this forum will also inform me that you have actively joined the online portion of this course.

#### Learning Forums

Forum Discussion postings are meant to take the place of the weekly discussions we would have if this were a standard course that met on campus. Each of you will be assigned to one of two groups, A or B, and in eight of the weeks in the course, one of the two groups will be responsible for writing and posting a discussion post in the **Forums** area for that lesson. (To access the forum, click on the link that is included in the lesson. You can also access the Forums via the **Activities** block.)

Discussion posting and comment topics and instructions are included in the respective lessons. You should think of these as shorter papers that should inspire further discussion in the Discussion Comment section. In other words, you should include examples from the week's readings to support your claims as well as any relevant page numbers from your anthology. The discussion postings and comments in Groups A and B will start in week 2. Group postings will be assigned in lessons 2, 3, 4, 7, 8, 10, 11, and 12. All students answer the discussion questions individually in weeks 5, 6, 9, 13, and 14, and in the self-introduction in lesson 1. To clarify, students also write individual posts within the A or B groups.

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## Quiz / Exam Guidelines

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### Quiz / Exam Information

In this course you will take **10 online quizzes** on the readings that are worth **10 points** each, and together they will make up 10% of your grade.

While I recognize that it may be impossible to convince you otherwise, the reading quizzes are not meant to be punitive. Rather, they are a way for your instructor to get an idea of what you are retaining each week. More important, they will hopefully act to reinforce some of the key plot elements from each week's readings, which may serve to jog your memory during the exams. Quizzes will be unlocked on the Monday of the week they are due to be completed.

Each quiz will consist of **10 multiple-choice questions**, and you will have **10 minutes** in which to complete a quiz. Quizzes can be completed at any time during the week they are due. Your score and the correct answers to the quiz will be available at the end of that week.

### The Moodle Quizzes Tool

Follow these steps to access and take an online quiz:

1. Click on the link to the quiz that appears in the lessons. These same links are accessible

via the **Activities** block.

2. **Save your answers** as you respond to the questions. You will have **10 minutes** to take the quizzes in this course.\*
3. When you are done, confirm that **all your answers have been saved** and then **submit the quiz** for grading.

\* This time window will begin when you open the quiz, and you will not be allowed to submit any answers after it expires. You can close a quiz and return to it later, as long as the time limit has not expired and you haven't yet submitted it for grading. (If your online connection "times out" while you're taking an exam, you should be able to log back on and finish it. However, do so as soon as you can, since the time clock will keep running.)

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## Academic Policies and Student Conduct

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### Academic Freedom and Responsibility

Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

### Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University of Minnesota courses are expected to complete their coursework responsibilities with fairness and honesty. Failure to do so—by seeking unfair advantage over others or by misrepresenting someone else's work as your own—may result in disciplinary action.

You are expected to follow established standards of academic integrity in this online course. You must cite all your references—whether from books, magazines, websites, or personal sources—to differentiate between your ideas and work and those of others. It is acceptable to reflect on and synthesize the ideas of other people, with proper citation of your sources. It is not

acceptable to imply that those ideas are yours or to use them without attribution.

## Appropriate Student Use of Class Notes and Course Materials

Students are encouraged to take and share notes in their classes. But, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate [shared norms and standards of the academic community](#).

## Conduct Code

All students registered in courses through The College of Continuing Education (CCE) are governed by the [University of Minnesota Student Conduct Code](#). These policies are enforced by the [Office of Student Conduct and Academic Integrity \(OSCAI\)](#). Students are also expected to follow the policies on [Teaching and Learning: Student Responsibilities](#). Instructor and academic unit adhere to the responsibilities identified in the policy on [Teaching and Learning: Instructor and Unit Responsibilities](#).

Also abide by the [policy regarding the correct use of the instructor's course materials](#).

## Plagiarism

If you submit any other person's work as your own without proper acknowledgment, you are guilty of *plagiarism*. Plagiarism includes borrowing any concepts, words, sentences, paragraphs, or entire articles or chapters from books, periodicals, or speeches without quotation marks and citations to properly acknowledge your sources. If you have any questions about proper acknowledgment, consult a writing handbook.

Plagiarism also refers to copying another student's assignment and submitting it for grading as if it were your own. You are equally guilty of scholastic dishonesty if you allow another student to copy your assignment.

## Scholastic Dishonesty

The University of Minnesota Board of Regents Policy on Student Conduct defines scholastic dishonesty as "submission of false records of academic achievement; cheating on assignments or quizzes; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement."

Suspected cases of scholastic dishonesty will be taken seriously. Instructors follow the University's Uniform Grading and Transcript Policy, which states that "academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N

for the entire course."

The University of Minnesota Regents Policy on Student Conduct considers scholastic dishonesty to include "plagiarizing, cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsements."

If you submit any other person's work as your own without proper acknowledgment, you are guilty of plagiarism. Plagiarism includes borrowing any concepts, words, sentences, paragraphs, or entire articles or chapters from books, periodicals, or speeches. In these cases, quotation marks and citations must be used in order to properly acknowledge your sources. If you have any questions about proper acknowledgment, consult any writing handbook.

Plagiarism also refers to copying another student's assignment or paper and submitting it for grading as if it were your own. If you allow another student to copy your assignment, you are equally guilty of scholastic dishonesty. Plagiarism is a violation of the University's student conduct code and will be dealt with the instructor and/or [Office for Student Conduct and Academic Integrity](#).

Suspected cases of scholastic dishonesty will be taken seriously. In accordance with the University's Uniform Grading and Transcript Policy, "academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course."

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## Academic Accommodations for Students with Disabilities

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It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirement. Students with disabilities are encouraged to contact the instructor at the beginning of the course in order for accommodations to be made.

The University of Minnesota is committed to providing all students equal access to learning opportunities. [Disability Services](#) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact

the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at [ds@umn.edu](mailto:ds@umn.edu). Additional information is available at <http://ds.umn.edu>.

## **Assistance with Special Issues**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential [mental health services](#) available on campus.

## **Syllabus subject to change**

This syllabus may change as needed to support the student learning outcomes for this course.

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