Welcome to our English 2327 American Literature on-line class. Whether you signed up to fulfill a degree requirement, to increase your enjoyment of great literature, and/or to sharpen your critical thinking skills, I hope you will find our class informative, lively, and enriching. Thank you for signing up!

Course Description: This course includes significant works of American writers from their beginnings to the 19th century. For repeatability purposes, students who take English 2326 should not also take English 2327 or 2328.

Catalog Description:
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: ENGL 1301, ENGL 1302 and have met Texas Success Initiative (TSI) standards in Reading and Writing. (3 Lec.)
Coordinating Board Academic Approval Number 2314025112

ENGL Literature Learning Outcomes:
Upon successful completion of this course, students will:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
Professor’s Course Objectives:

A. Clarify students’ own beliefs and the values of American culture through reading selections in our text.

B. Help students develop a heightened awareness of the meaning of being human, of being an American, and of being a global citizen.

C. Understand the ways that beliefs and attitudes, as they are reflected in literature, are shaped by such factors as historical and political events, race, ethnicity, gender, sexuality, class, religion, and age.

D. Aid students in articulating their own emotional, experiential, and critical responses to the materials examined and in making significant connections between their various studies and with life experiences.

E. Encourage an inquiring attitude among students and an appreciation for the value of “open” questions with no absolute answers.

F. Assist students in developing analytical skills in thinking, reading, writing, and discussing.

G. Promote the commonweal of the class by asking students to submit questions for class discussions and participating actively in small group and large group projects and discussions.

H. Demonstrate the competency and ability to read, analyze, interpret, and critically respond to a variety of literary texts;

I. Discuss literary works in relation to historical, social, and cultural contexts

J. Understand the aesthetic principles that guide or govern the literary texts.

I designed this course to ensure student success and student learning. You have a high probability of passing simply by doing the work and not missing any quizzes, discussion boards, etc. Just do all the assignments to the best of your ability, and you should do fine. Realize that this course is not self-paced. It has rigid deadlines. You will need to designate from 6 – 9 hours per week toward reading and studying to be successful in this course. You might also need to consult your daily calendar (available in the course syllabus and in the “Course Calendars” tab on your main menu) and/or your Calendar-at-a-Glance (also in the “Course Calendars tab) to stay current with readings, quizzes, discussion boards, Power Points, videos, and exams. Check these calendars daily.

I advise you to make a hard copy of the Course Calendar and the Calendar-at-a-Glance, located in the main menu under “Assignment Calendar” tab. (The Calendar-at-a-Glance is legal size, not letter size.)

Professor Information

Please leave your phone number twice on my voicemail if you require me to return your call. I cannot return calls outside of the 214, 469, and 972 area codes.

When you e-mail, kindly tell me what class (e.g. Engl 2327) and a short reason for your email in the subject line.

You need to have a Richland College e-mail address in order to contact me. Many times the District’s firewall blocks your e-mails (particularly from Yahoo.com and g-mail accounts). So secure a RLC e-mail address (it’s free; go to Del Rio and set up an account) and then I’ll be sure to get your e-mail queries.

See my email protocols on page 9-10 of this document.
**Professor’s Office Hours:** Note these hours may be subject to change. I will notify you in case that occurs.

- **Monday** 11:00 – 12:30 virtual
- **Tuesday** 5:00 – 6:00 Writing Corner (B228)
- **Wednesday** 11:00 – 12:30 virtual
- **Thursday** 11:00 – 12:00 C265
- **Friday** by appointment (in case I am off campus at a meeting)

If you can, please e-mail me during my virtual office hours. I check e-mail frequently during office hours (unless I am at a meeting or called away) and on and off at other times. **but I am not available 24/7.** I will try to answer e-mails within 24 hours of receipt. I typically do not answer e-mails on weekends, so if you e-mail me late Friday, kindly do not expect an answer until Monday.

**Engl 2327 Texts and Materials**

1. No textbook required, Scholars, as I have created files in the Unit that contain all the reading material we will cover this semester.

If you would like to purchase a hard copy of the literature, my recommendation is *The Norton Anthology of American Literature*: Shorter 8th edition, Vol 1 (W.W. Norton Co.) ISBN 978-0-393-91886-1 (soft cover). Most any early American literature anthology should have the readings, but realize that I have deleted parts of Franklin’s *Autobiography*, Douglass’s *Narrative*, and Thoreau’s *Walden*.

I have placed a copy of the latest *Norton Anthology* noted above in the RLC Library in the reserve section (at the main desk). Older editions are cheaper and may well be worth the effort to use them instead of the newest if you prefer a hard copy.

2. Recommended: a set of highlighters, different colors preferably, to highlight your text if you are using an anthology or making copies of the literature files.

3. A dictionary so you can look up words you do not understand as you read; vocabulary is power and directly related to earnings according to research.

**American Literature 2327 On-Line Reading List**

Page numbers refer to the 8th Shorter Edition, Vol 1, of the *Norton Anthology of American Literature* mentioned above. Note, however, that I have provided you with files for this entire reading list so you need not buy a textbook.

**Unit 1: The Journey Away from Innocence**

1. **Jonathan Edwards** (p. 177) *Personal Narrative* (pp. 179-183; pp. 186-188) and “Sinners in the Hands of an Angry God: Application” [only] (pp. 214—220)

2. **Nathaniel Hawthorne** (p. 603) “Young Goodman Brown” (p. 619) and “The Minister’s Black Veil” (p. 636)

3. **Benjamin Franklin** (p. 234) “From The Autobiography” (p. 248) pp. 248-286; 290-308 It is the students’ responsibility to compare any text they may be using to the one I have provided on eCampus since I deleted parts of *The Autobiography*. 
Unit 2: The Journey into Rebellion

4. Herman Melville Miller (p. 1099) Bartleby the Scrivener (p. 1102)

5. Henry David Thoreau (p. 839) “Resistance to Civil Government” (p. 843)

6. Phyllis Wheatley (p. 401) “On Being Brought from Africa to America (p. 403)

7. Frederick Douglass (p. 934) selections from “Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself (p. 938)—Chapter I (p. 946), VI (p. 959), VII (p. 961), VIII (p. 965); IX (p. 971, first paragraph only); X (p. 971-979); XI (p. 990-991) It is the students’ responsibility to compare any text they may be using to the one I have provided on eCampus since I deleted parts of The Narrative of the Life of Frederick Douglass....

Unit 3: The Journey into Darkness


9. Ambrose Bierce “An Occurrence at Owl Creek Bridge” (file available on eCampus) and Emily Dickinson (p. 1189) “Because I Could Not Stop for Death” (p. 1206)

Unit 4: Journey toward the Sacred Self

10. Ralph Waldo Emerson (p. 505) “Self-Reliance” (p. 549) and Walt Whitman (p. 1005) from Song of Myself, Poem #1, “I Celebrate Myself” (p. 1025)

11. Henry David Thoreau (p. 839) Selections from Walden (p. 858): “Economy” (pp. 858 – 868; pp. 879-887); “Where I Lived, and What I Lived for” ( pp. 901 -907); “Conclusion” (pp. 926 – 934) It is the students’ responsibility to compare any text they may be using to the one I have provided on eCampus since I deleted parts of Walden

Course Assignment Calendar

Engl 2327 83420  Spring 2015  January 20 – March 20

See a copy of this Calendar in eCampus on the “Assignment Calendar” button on the main menu. 
In addition, print the “Calendar-at-a-Glance, also available on eCampus in the same button.

Assignments are due by 11:59 P.M. unless otherwise noted. Last day to drop with a W: October 4

English 2327 83420 & 93416

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date(s)</th>
<th>**Assignment(s) Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>1) If you are using copies of the literature other than the files I have provided, be aware your pagination will be different than mine and the other students using the online files. 2) Familiarize yourself with your eCampus course and click on the tabs on your Main Menu on the left. Learn how to navigate the online class by clicking on Course Menu items (screen left). Check “Syllabus” from your Course Menu to view important course information, and contact me if you questions. Quiz links remain open until their completion deadlines, noted on your course</td>
<td></td>
</tr>
</tbody>
</table>
3) You will note assignments, quizzes, Power Points, etc. are color coded for ease of navigation.

4) **Take the Orientation Quiz** (via “Unit 1” from your Course Menu) when you are finished perusing the course. You may refer to your syllabus when you take this quiz.

5) Begin reading and taking notes in preparation for Unit 1 assignments. Remember to use the email format listed in your Syllabus should you email me. I do not respond to messages that do not conform to this format (due to spam, viruses, etc.)

6) Read the following documents in the “Course Documents” tab before beginning this course:
   A. “How to Read Literature”
   B. “How to Participate in Discussion Board Forums”
   C. “Discussion Board Protocols”
   D. You can read a quick set of guidelines in the Announcements tab; scroll down to “How to Read and Take Part in a Discussion Board.”
   E. “Safe Space in an On-line Classroom” (Please read before you email me and before you post discussion threads.)
   F. “Plagiarism: A Guide for Students…”
   G. Review the rest of the documents in “Course Documents”

7) Read all the materials in the **Announcements** tab on your main menu.

8) **Note:** the directions for each Discussion Board differ from one another. Read the directions for each one carefully.

### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>1/19</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
</tbody>
</table>
| Tues | 1/20  | **Orientation Quiz in Unit 1**  
   *You must complete this quiz before I will accept other assignments from you.*  
   **Discussion Board:** **Personal Introductions to Class opens**  
   1. YOUR RESPONSE TO THE DB FORUM PROMPT. Once you click on the title to a specific forum, you will see a button labeled “ADD NEW THREAD.” Type your subject in the appropriate window, write your entry in the “Message” window, and remember to SUBMIT/PUBLISH your post. After you submit your entry, it will be available for other students and me to read. This response should be 300 minimum words in length and must be completed by the due date to receive credit. Late posts will not earn any credit.
   2. Unlike all future Discussion Boards, you need not respond to other students’ post in this one unless you wish to.
   3. Always pay attention to editing before you push the submit button.  
   **Quiz 1** Edwards readings and Power Points: Puritan Overview & Jonathan Edwards (closes 1/22) |
| Wed  | 1/21  | Read **Power Point** “Puritanism Overview”  
Read **Power Point** “Jonathan Edwards” |
Read **Power Point “Symbolism”**

<table>
<thead>
<tr>
<th></th>
<th>1 Thurs 1/22</th>
<th>2 Quiz 1 due (closes at 11:59 PM for this quiz and all other quizzes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Orientation Quiz</strong> closes (at 11:59 PM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 Fri 1/23</th>
<th>Read <strong>Power Point</strong>: Nathaniel Hawthorne and Young Goodman Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Board</strong>: Personal Introductions to Class DB closes at 11:59 (for this discussion and all other discussion boards)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Mon 1/26</td>
<td><strong>Quiz 2 due</strong> Hawthorne (closes 11:59 PM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 Tues 1/27</th>
<th><strong>Discussion Board Forum 1</strong>: initial thread Hawthorne (your personal response to the writing prompt) Hawthorne</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Read “How to Read and Take Part in a Discussion Board” carefully in the “Announcements: tab on the main menu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note</strong>: I will not give credit for late initial posts on all discussion boards. I will deduct points for not following all my directions.</td>
</tr>
</tbody>
</table>

1. **YOUR INITIAL RESPONSE TO THE DB FORUM PROMPT**: Once you click on the title to a specific forum, you will see a button labeled “ADD NEW THREAD.” Type your subject in the appropriate window, write your entry in the "Message" window, and remember to SUBMIT/PUBLISH your post. After you submit your entry, it will be available for other students and me to read.

2. You are welcome to begin each initial post with a question of your own about the literature. Then respond to my prompt, which should be 250 (or more) words minimum in length and must be completed by the due date to receive credit. **Late posts will not earn any credit. Begin each initial post with “Dear Classmates.”**

3. Once your peers have posted their responses, you will return to the DB Forum and read all the posts. A convenient way to do this is to use the toolbar provided in the forum that will allow you to open all posts at once. To access this toolbar within the forum, click on the tab at the bottom of the screen labeled SELECT ALL; then click on the tab at the top of the screen labeled COLLECT. Now you can simply scroll through all of the posted responses. You may even sort by author if you'd like. When you read an entry to which you would like to post a reply, click the **REPLY** button. **Begin your response by typing the student’s first name, much as you would a letter (e.g. Dear Keisha).** After you complete your reply, which should be at least 150 words in length, type your first name as you would sign off on a letter. You must reply to at least one student response by the due date to receive credit for the assignment. **Late posts will not earn any credit.**

4. Choose a student whose post you wish either to deepen the insight or disagree with. **Do not reply to a student who already has a response from another classmate.**

5. **Remember to count your words, excluding “I agree with you” kinds of statements (“fluff”), quotations from the literature, or summaries of what someone else has
already stated. Type these counts at the end of your post.
6. You will receive deductions for not following my directions.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed 1/28</td>
<td>Read Power Point: Neo-Classical Overview &amp; Benjamin Franklin</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thurs 1/29</td>
<td>Quiz 3 Neo-Classical Power Points and Franklin (closes)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read all initial posts on DB 1 (Hawthorne)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fri 1/30</td>
<td>Discussion Board Forum 1: peer response (your response to a peer’s initial thread) Hawthorne (note: all discussion boards close at 11:59 PM when peer response is due)</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3**

| 2  | Mon 2/2       | Discussion Board Forum 2: initial thread—Neo-Classical Era and Franklin                      | 30    |
|    |              | Census date                                                                                  |       |
| 2  | Tues 2/3      | Read all initial posts on DB 2 (Franklin)                                                    |       |
| 2  | Wed 2/4       | Discussion Board Forum 2: peer response Neo-Classical Era and Franklin                       | 150 running total |
| 2  | Thurs 2/5     | Read Power Point: Herman Melville, the Dark Romantic                                          |       |
| 2  | Fri 2/6       | Quiz 4 Melville (closes)                                                                      | 20    |

**Week 4**

<p>| 2  | Mon 2/9       | Discussion Board Forum 3: thread –Melville                                                    | 30    |
|    |              | Read Power Points “Civil Disobedience”                                                       |       |
|    |              | Read Power Point “Main Points of Thoreau’s ‘Resistance to Civil Government’”                 |       |
| 2  | Tues 2/10     | Quiz 5 Thoreau [&quot;Resistance to Civil Government] (closes)                                   | 10    |
| 2  | Wed 2/11      | Read Power Point “Frederick Douglass’s Personal Narrative                                    |       |
| 2  | Thurs 2/12    | Discussion Board Forum 4: thread –Thoreau [&quot;Resistance to Civil Government&quot;]                | 30    |
| 3  | Fri 2/13      | Quiz 6 Douglass (closes)                                                                      | 20    |
|    |              | 260 running total                                                                           |       |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mon 2/16</td>
<td>Read <strong>Power Point</strong>: Romanticism in America</td>
<td></td>
</tr>
<tr>
<td>3 Tues 2/17</td>
<td><strong>Discussion Board Forum 5</strong>: thread-- Douglass</td>
<td>30</td>
</tr>
<tr>
<td>3 Wed 2/18</td>
<td>Read <strong>Power Point</strong>: Poe and the Gothic Tradition</td>
<td></td>
</tr>
<tr>
<td>3 Thurs 2/19</td>
<td><strong>Quiz 7</strong> Poe, Gothic Tradition, Romanticism in America <strong>Power Points</strong> (closes)</td>
<td>15</td>
</tr>
<tr>
<td>3 Fri 2/20</td>
<td><strong>Discussion Board Forum 6</strong>: initial thread—Poe/Romantic Age</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mon 2/23</td>
<td>Read all initial posts on <strong>DB 6</strong> (Poe)</td>
<td>335 running total</td>
</tr>
<tr>
<td>3 Tues 2/24</td>
<td><strong>Discussion Board Forum 6</strong>: peer response--Poe</td>
<td></td>
</tr>
<tr>
<td>4 Wed 2/25</td>
<td>Watch the <strong>film</strong> version of “An Occurrence at Owl Creek Bridge”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read <strong>Power Point</strong> “Ambrose Bierce and An Occurrence at Owl Creek Bridge”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read <strong>Power Point</strong> “An Occurrence at Owl Creek Bridge Analysis”</td>
<td></td>
</tr>
<tr>
<td>4 Thurs 2/26</td>
<td><strong>Quiz 8</strong> Bierce &amp; Dickinson (closes)</td>
<td>10</td>
</tr>
<tr>
<td>4 Fri 2/27</td>
<td><strong>Discussion Board Forum 7</strong>: thread—Bierce and Dickinson</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Read <strong>Power Point</strong>: Transcendentalism and Emerson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read <strong>Power Point</strong> “Transcendentalism”</td>
<td></td>
</tr>
<tr>
<td>4 Sat 2/28</td>
<td><strong>Last Day to Drop with a W</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Mon 3/2</td>
<td><strong>Quiz 9</strong> Emerson, Whitman, Transcendental (Emerson) <strong>Power Point</strong> (closes)</td>
<td>15 390 running total</td>
</tr>
<tr>
<td>4 Tue 3/3</td>
<td><strong>Discussion Board Forum 8</strong>: thread—Emerson &amp; Whitman</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Read <strong>Power Point</strong> “Thoreau and Walden”</td>
<td></td>
</tr>
<tr>
<td>4 Wed 3/4</td>
<td><strong>Quiz 10</strong> Thoreau [<em>Walden</em>] (closes)</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Thurs 3/5</td>
<td><strong>Discussion Board Forum 9</strong>: thread—Thoreau [<em>Walden</em>]</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 4 | Fri 3/6 | **Bonus opportunity closes**  
**Begin review for your final exam** | |
|   | **Week 8** |   |   |
|   | Mon 3/16 | **Final Exam Opens** at 12:00 AM midnight | 100 |
|   | Tue 3/17 |   |   |
| 4 | Wed 3/18 |   |   |
|   | Thurs 3/19 | **Final Exam Closes** at 11:59 PM (Note, this exam closes just before midnight) | 560-total pts. |
|   | Fri 3/20 | **Semester Closes** |   |

**Final Exam**  Plan the day you wish to complete your Final Exam so that you can dedicate your time to focus on it.

**Assignments are due by 11:59 P.M. unless otherwise noted.**
“Open Window” Quiz Schedule (closes at 11:59 PM)

The following schedule shows when quizzes close:

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Quiz</td>
<td>1/22</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>1/22</td>
<td>Puritan PP (Power Point)/Edwards</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>1/26</td>
<td>Hawthorne</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>1/29</td>
<td>Neo-Classic PP &amp; Franklin</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>2/06</td>
<td>Melville</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>2/10</td>
<td>Thoreau (“Resistance to Civil Government”)</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>2/13</td>
<td>Douglass</td>
</tr>
<tr>
<td>Quiz 7</td>
<td>2/19</td>
<td>Romantic PP and Poe</td>
</tr>
<tr>
<td>Quiz 8</td>
<td>2/26</td>
<td>Bierce &amp; Dickinson</td>
</tr>
<tr>
<td>Quiz 9</td>
<td>3/02</td>
<td>Transcendentalism/Emerson PP and Emerson &amp; Whitman</td>
</tr>
<tr>
<td>Quiz 10</td>
<td>3/04</td>
<td>Thoreau (Walden)</td>
</tr>
</tbody>
</table>

~Calendar, point spread, assignments, quizzes and exams, and Syllabus may be subject to change; Professor Swedlund reserves the right to make changes that better serve this class and will give advance notice in case that should happen.~

HOW YOUR FINAL GRADE IS CALCULATED

Final grades are calculated by points. Note that the points are approximations. I reserve the right to amend these points as we move through the semester.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>APPROXIMATE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIENTATION/SYLLABUS QUIZ (in Module 1)</td>
<td>20 Points</td>
</tr>
<tr>
<td>INTRODUCTION DISCUSSION BOARD</td>
<td>20 Points</td>
</tr>
<tr>
<td>DISCUSSION BOARDS</td>
<td>270 Points</td>
</tr>
<tr>
<td></td>
<td>(see “How to Participate in Discussion Board Forums” in “Course Documents” in main menu on eCampus)</td>
</tr>
<tr>
<td>READING QUIZZES</td>
<td>150 Points</td>
</tr>
<tr>
<td>FINAL EXAMINATION</td>
<td>100 Points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>560 Points</td>
</tr>
</tbody>
</table>

560 – 504 = A
503 – 448 = B
447 – 392 = C
391 – 336 = D
335 = 0 = F
Communication Protocols

Because email is a vital communication link in this course, please remember to do the following:

A. eCampus is compatible with **Firefox, Google Chrome, and Internet Explorer**. Use one of them as your browser. You can only access this course through eCampus. If you cannot access one of my files, go to another browser.

B. It is best to have access to a desk top computer in order to complete your work for this online course. Lap top computers tend to bump students out of their tests. You must have a reliable internet service. If you do not, consider using one at a DCCD’s college near you, especially for testing where you are timed.

C. It is probably a good idea if you do not have a dial-up connection. If you have a dial-up Internet provider (ISP), you may experience problems when trying to do your on-screen assignments. If these problems persist, you will need to use computers available on campus in the Student Computer Lab. At Richland, the lab is located in Del Rio, room D-229. These computers are free to enrolled students and have excellent high-speed Internet connections. Alternatively, you can free computers at a DCCCD college or local library nearest you.

D. **The phone number for Richland College eCampus technical support for students is (972) 669-6402. Another number you may call for technical assistance is 1-866-774-7169 (a toll free number).** I am not a computer expert, so for technical issues, please call tech support instead of asking me.

E. Sometimes I do not get students’ emails from sites like Gmail, Yahoo, and a few others because of our District’s firewall. **Please use a DCCCD e-mail address to communicate for this class.** You can get your free e-mail account set up on the second floor of Del Rio. Alternatively you may use the e-mail tab on eCampus.

F. **Verify your email address, completely and accurately, under "Personal Information" in STUDENT TOOLS.** If you do not receive my e-mail messages, it is your responsibility to fix the problem. To do so, go to the “Personal Information” tab under “Tools” in the “My DCCCD” menu.

G. Check if your web browser is properly configured to use Blackboard. Go to your “My DCCD” tab and scroll down to “Browser Test” on the left.

H. Make sure your e-mailbox storage is cleaned out regularly, especially important if you have Hotmail or Yahoo accounts. When your mailbox is full, all incoming emails are simply rejected.

I. Check to make sure that your junk mail or bulk mail filters do not delete or reroute emails sent from the user group in eCampus.

J. Make sure your settings for pop-up blockers in Internet Explorer allow for pop-ups from the eCampus website. This is crucial because the course materials often launch in new windows. You should be able to set your pop-up blocker to allow pop-ups from the specific eCampus homepage. Also, you can override your pop-up blocker by depressing the CTRL key before you click on any link. **If your pop-up-blocker is on, you may not see a test.**

K. **Whenever you email me, be sure to include your last name, the course and section number, and a brief indication of the message on the SUBJECT LINE of the e-mail.** For example, if you have a question concerning an assignment, your SUBJECT LINE might read, ”Smith, Engl 2327.83420, QUESTION.” This format is **vital** for both security and efficiency because I work with
many Internet students. I cannot open emails that are not identified in the preceding format because of spam and viruses. I respond to most correctly formatted emails with 24 hours on working days. You may not get a prompt answer on a weekend. I know you value quick responses, and I do my best to accommodate you.

L. Please refer to the specific Unit and the exact assignment label when you e-mail me questions (e.g. DB 2 Franklin). We will both get frustrated if I have to ask you what assignment to which you refer in a reply to your query, which will delay my answering your questions.

M. I do not respond to e-mails from students who use text language or who write in non-Standard American English. Kindly edit your e-mails to me carefully and make sure it is clear and coherent. That saves time and frustration for both of us.

N. An important aspect of the course is online Internet availability. You need to have daily access to the Internet and a back-up for your regular access in case your computer crashes or you have some technical problem. Think about that now so that you are prepared. If you were taking a campus based course, wouldn’t you have to find a way to get to campus if your car broke down or wouldn’t start (you’d use public transportation or call a friend/classmate/relative to take you to the college)?

Even the smallest towns these days have Internet access at local libraries or coffee houses, and most hotels/motels provide it as well, so think about how you will access our course if you have travel plans scheduled. Perhaps you have a neighbor you know who can provide you with an Internet source if yours crashes and you have to submit an assignment. I recommend you get your Plan B into action before you need it.

It bears repeating: I cannot accept late submissions due to Internet crashes or any other catastrophe unless eCampus itself crashes (it’s been known to happen). That is why it is vitally important for you to have a Plan B in such cases. Kindly do not attach your assignments via e-mail to me if they are late. Once a discussion board closes, it stays closed.

O. Always go back to check to make sure your discussion board submissions went through. Sometimes students “save as draft” or forget to push the submit button. Be diligent in making sure posts are uploaded correctly.

P. I do not accept e-mail attachments for discussion boards. The point of these discussions is to communicate with one another, not just me. If you are tempted to send your late entry via email, kindly refrain from doing so.

Q. Please treat each other and the professor with respect. Be aware of the written policies I include in the syllabus. As you would wish to be treated, so treat others. In other words, by following the rules outlined below, you will be more successful and less frustrated with me and fellow students (and better prepared for university and/or business life). Kindly read my document “Safe Space in the On-line Classroom” in “Course Documents” in the main menu on your left.

R. Practice open, respectful, and honest communication. Communicate politely with me, your professor, if you have a problem. Nothing can be solved if you approach me in an offensive manner, demand I solve your problems, or behave out of line. Also, nothing can be accomplished if you don’t talk to me at all! Remember the golden rule above: if you treat me with respect, I will treat you with respect. This works for your fellow students, too!

S. Avoid asking for special treatment without good reason. Requests for special consideration from me (such as a late paper, missed quiz, etc.) are just that, requests. You are asking me for a favor. When I make
a decision, I must be fair to all students and may not grant your request or may grant it only with adequate documentation/evidence. Be aware of this and respect my decision.

T. Blackboard (aka eCampus) is essential in this course. You must be able to access Blackboard the first day of school. It is your responsibility to alert me to problems you have with logging in or with completing assignments. You are also responsible for contacting the Help Desk (972-669-6402) if the problem is beyond my ability to help you. Send me your Ticket Number form the Help Desk immediately after contacting them if your issue is not resolved during your phone call. If you are unable to submit something online due to Blackboard issues, please email it to me with an explanation. Though I would be flattered if you thought I could solve your computer/technical problems, I probably cannot. It might be a good idea to have a friendly computer wonk on speed-dial in case the student help line cannot assist you.

U. If the entire Blackboard/eCampus website is down due to technical errors and/or maintenance, please wait for an email with further instructions from me.

V. Make sure you have “Adobe” installed on your computer so you can access my Power Points. If you still experience trouble accessing them, call the Student Help Desk.

**Evaluation Procedure**

In order to be successful, students must participate in this course and keep up with assignments.

**Grades**

A. I evaluate students according to a point system. Please see assigned points on the Assignment Calendar. I reserve the right to modify the above points or assignments as needed to better serve a particular class.

B. The conversion scale for points is as follows:

   - A = 100 to 90
   - B = 89 to 80
   - C = 79 to 70
   - D = 69 to 60
   - F = 59 and below

C. You have **five days** from the time a quiz, assignment, discussion thread, peer response, or any other graded material that I evaluate to ask me questions or request a reevaluation of the grade. **After five days, the grade is permanent.**

D. Discussion or questions of the final course grade must be completed within **24 hours** after the student’s grade is posted on-line.

E. **I do not round up grades.** For example, a final average between an 89.1 to 89.9 is still a B and not an A. Kindly do not ask me to make an exception, for that would be unfair to other students who may be on the borderline, too.

F. Final grade reports: final Grade Reports are no longer mailed, but convenient access is available on-line at [http://econnect.dcccd.edu](http://econnect.dcccd.edu) or by telephone at 972-613-1818. Use your student identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your **Student Advising Report**, which is available in the Admissions and Student Records Office, T170.

G. I am not allowed to email students their final grades due to FEPA laws; nor can I accept phone
calls asking for a final grade unless you wish me to re-evaluate a grade due to a computing error. Please do not ask me to make an exception. Alternatively, you may keep track of your grades on eCampus. Click “My Grade” on the main menu, which will give you your current points and percentage. I make a supreme effort to get final grades out as quickly as I can because I know how important it is to you.

H. I do not give incompletes.

I. I will try to grade discussion boards within a 4 day window or sooner except in an unforeseen emergency. For reading quizzes you should receive immediate feedback.

J. Students may expect an email after each discussion board closes commenting generally on overall class performance and/or individual comments. I reopen the discussion boards so you may read everyone’s entries and use it as a study aid for the final exam.

**English 2327 Evaluation Protocol**

*The only thing more expensive than education is ignorance.*  
*Benjamin Franklin*

**The point system philosophy**

A. I will grade your work according to a point system philosophy

B. You will accumulate points on quizzes, discussion threads peer responses, essay, etc. throughout the semester.
   1. I do not arbitrarily award you an A, B, C, D, or F for a particular quiz or discussion board.
      I only add points you acquire by your own merit.
   2. Therefore, you earn the grades you receive by the number of points you have totaled during the course of the semester.
   3. Furthermore, I do not curve grades, so a student with the highest number of points cannot ruin your chance for an A.

C. Due dates are the last possible times I accept your final essay. Because these dates are noted on your calendar, I can accept no assignments after that date. If you miss a quiz’s deadline, you will have to receive a zero for it.

D. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **Saturday, February 28.** Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. Richland College thus requires the student to take responsibility to initiate a withdrawal from this or any other course should that unfortunate circumstance occur.

E. Please see the list of Important Dates on the Academic Calendar webpage at http://www.richlandcollege.edu/academiccalendar/

F. **Quizzes and Final Exam**
   1. Please read “How to Take Quizzes and the Final Exam” in the “Announcements” tab on the main menu.
   2. Most reading Quizzes are timed for 10 minutes; the Orientation/Syllabus quiz is timed for 55 minutes. If you have not read the material or only given it a cursory glance, it will probably
not be enough time for you.

3. You may access and take a quiz any time up to the deadline. Once you log into the quiz to take it, you cannot log off and then go back to resume it.

4. The goal of these quizzes is to encourage you to read the literature thoughtfully so you can bring depth and insight to the discussion boards.
   a. The quiz questions cover the literal, factual level, not the interpretative (which may go a number of ways). You will need to use your recall; it helps to read the literature at least two times.
   b. You may not reference your text when you take these quizzes (the Orientation Quiz is an exception). You will be in charge of monitoring your ethics on this point.
   c. I do not intentionally ask “trick” questions. I have tried to my best to construct questions that are straightforward, fair, and comprehensible.

5. If you miss a quiz’s deadline, you will receive a zero for it. Stay on top of timing, Scholars.

6. The Reading Quizzes are a gift to you. They reward you for doing what you signed up for in this course: read great literature, develop a greater appreciation for it, and hone your critical thinking and analytical skills.
   a. If you thoughtfully read the literary works, Power Points, and any other material I asked you, you should do well on them.
   b. I recommend you read the literary works at least twice, highlighting and annotating in the margins before you take the quizzes.

7. Please note the window of opportunity to take your final exam, noted in the course calendar.

G. Discussion Boards:

1. Please read my files “How to Participate in Discussion Board Forums” (in the “Announcements” tab on the main menu) and “Discussion Board Protocols” (file in the “Course Documents” tab on the main menu) before you take part in these forums. See also a brief overview in the Announcements tab on the main menu.

2. Please pay particular attention to the grading criteria and rubrics I use in the “Discussion Board Protocols” file. Once you push the “submit” button, you cannot go back and edit your posts.

3. Be aware of word count minimums. I deduct points if you do not post word count minimums.

4. Be sure to count your words on all DBs excluding “I agree with you” kinds of statements, quotations from the literary piece, and summaries of other students’ initial posts. Post your word count at the end of your posts. If your count varies too much from mine, I will deduct points from your grade.

5. Please put all quotations from the literature in discussion board posts in italics.

6. Initial posts must be completed by the date noted in the course calendar. Though the discussion boards remain open until the peer responses are due, I cannot give credit for late initial posts. I recommend you do not wait until the last minute.

7. I grade your posts on depth of insight, timeliness, length, and following directions. I would like your responses and replies to be thoughtful and engaging. Furthermore they should be posted on time and meet at least minimal length requirements.

   Please read my "Discussion Board Protocols and Grading" file (in the “Course Documents” tab on the main menu) for a more thorough treatment of grading standards. I evaluate discussion board posts on the following: following directions (includes copying and pasting the prompt, accurate word counts, fulfilling minimal word counts), depth of insight into the literary pieces, comprehension of literary piece's subtexts, critical thinking skills, editing (includes use of Standard American English), and college level writing style. Posts that summarize the literary
piece, repeat what another student has already written, do not follow my directions, or evidence only a surface understanding of the literature will not receive high marks.

8. **Read the directions to each discussion board carefully as they differ from one another, sometimes significantly.**

9. Sadly, I have encountered instances of plagiarism on Discussion Boards. If you research and use outside sources, document them carefully. The software that picks up plagiarism is very sophisticated. On the first count of plagiarism, I award a zero for the entire discussion board. On the second offense I will award an F in the course. Read “Plagiarism: A Guide for Students” by William Allan Kritsonis, PhD. Power Point in the “Course Documents” tab on the main menu.

**General Classroom and District Protocols**

The following codes allow our class to run smoothly so all students may receive the maximum benefits of the education they paid for.

**A. Time Management** Schedules detailing reading assignments from your assignments, discussion boards, peer responses, etc. are all provided to facilitate your success in this course. Print out the course syllabus and your reading schedule and condition yourself to check these every day so that you can stay abreast of the course requirements and deadlines. **I recommend that you log important due dates on a printed calendar.** We move through the material at a consistent, rapid pace and you do not want to get behind. Keeping up with the readings and assignments is crucial for your success in this course.

**B.** Since this is an online course covering late 18th century and 19th century American Literature, I have made every effort to make human interaction with your classmates an integral part of this course even though you will not interact with each other face to face. Your honest, thoughtful, and respectful responses to each discussion board question and to each other will provide other class members with an opportunity to learn from your experiences and for you to learn from theirs.

**C.** Students are responsible for conducting themselves in a manner compatible with appropriate academic behavior. The DCCCD and the Richland catalogues list students’ policies, procedures, and regulations in the Student Code of Conduct as well as student rights and responsibilities, which ensure your right to learn. I treat everyone with respect and expect the same in return. Since on-line communication is faceless, words weigh more heavily. Kindly communicate on-line with the same decorum you would face-to-face. Past experience has shown me on-line students are exceptionally civil to one another.

**D.** Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. [https://www1.dcccd.edu/cat0506/ss/code.cfm](https://www1.dcccd.edu/cat0506/ss/code.cfm). Discussion boards that contain plagiarized material will receive an automatic zero. The DCCCD has sophisticated software that will pick up undocumented sources. Nobody thinks less of you if you use outside sources and attribute authorship to them. Kindly review the definition of plagiarism and ways to avoid it that you learned in English 1301 and 1302. [Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work]
and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the **Student Code of Conduct**. You can access this information by going to the web site cited above.

See a more detailed policy toward the end of this syllabus.

E. If you are struggling for whatever reason in this course; I will be glad to help you. Hopefully, you and I can find a solution together so you will successfully complete this class. Richland College offers tutorial assistance, and I can help you access those services. I care about my students’ academic success.

F. **Academic Progress:** Students are encouraged to discuss academic goals and degree completion with their professors. Specific advising is available throughout the semester. Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details. Check [7Steps2Success](http://www.richlandcollege.edu/7Steps2Success) for more details.


H. Call the Student Inclement Weather Hotline at 972-238-6196 to find out about college closings due to hazardous conditions.

**Tips for Student Success in Our Class**

I will do my best to ensure you quality teaching and effective teaching methods because I care about your academic success, but ultimately you assume responsibility for your learning in our class. The following is a list of suggestions one of my classes generated that helped them and will, I hope, assist you to succeed in this class.

- Make sure you have reliable access to the files of the reading materials I provided for you in each Unit. If you wish to use a hard copy, buy or rent an American Literature anthology.
- Read the assigned material carefully, at least twice, and underline or highlight key passages. Do not forget to read the Power Points I provided in each unit.
- Take notes when you read the material; annotate and journal.
- E-mail your classmates or the professor when you are confused or have questions.
- Complete homework assignments, quizzes, discussion boards, etc. faithfully.
- Reflect on assignments, reading material, discussion, etc., drawing parallels to life experiences from the literature. Sometimes I ask you to relate the literature to present times in the discussion boards.
- Support peers and draw others’ ideas out; tutoring classmates secures the material in your own mind and is possibly the best way to learn.
- Take the initiative to form study groups.
- Don’t get behind!

**Finally…**

A. In order to be successful in this course, you must possess sophomore college-level reading and writing skills. If you are in doubt about your skills level, please see me.
B. This syllabus is intended as a guideline for this course. I reserve the right to amend this syllabus as necessary due to a class’s need or unforeseen circumstances, which may include but are not limited to changes in percentages, content, schedules, and requirements. I will notify the class if I have to make changes.

C. Congratulations for having the foresight to sign up for this class. I consider it a privilege and honor you chose me to be your professor. I will do my best to ensure you have a positive experience with learning, laughter, and insights.

D. Where to go if you need additional help with your writing: The Writing Center is located in Medina 216 (Phone: 972-238-6226). There you can receive free tutoring by appointment or on a drop-in basis. You may also go to the English Corner in B228.

E. Help with grammar and mechanics is also available on-line at the following websites:
   http://webster.commnet.edu/grammar/
   http://www.dianahacker.com/writersref/index.html
   http://www.owl.english.purdue.edu
   You may also receive free tutoring at the Learning Center (Medina 216) in their Writing Center (972-238-6226).

---

**Institutional Policies**

**Richland College Quality Enhancement Plan (QEP)**

Richland College’s QEP is called Learning to Learn: Developing Learning Power. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep/](http://www.richlandcollege.edu/qep/)

**Help with Writing:**

- The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. More info online at: [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)
- The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. No appointment is necessary. Ask your instructor about the current the schedule, or see the schedule on the door of B228.
- Additional help is available on-line at: [http://www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

**Academic Progress:**

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.

**Institutional Policies**

Please see the document: [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf)

---

This course syllabus is intended as a set of guidelines for Engl 2327. Both Richland College and your professor reserve the right to make modifications and amendments in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.
Richland College SUPPORT SERVICES:

There are many services Richland offers that are available to Richland students. Here are some of the most important ones.

Check first to see if they are available during the Winter Term.

**Academic Advising T – 180**  
Get help with your degree plan  
972-238-3767

**Business Office T140A**  
972-238-6206

**Career Information/Placement E093**  
Need a job? Check out our free placement service. Free career assessments, resume help, scholarship listings, off-campus job postings  
972-238-6921

**Crisis Counselor E082/E084**  
Stressed out or having a real problem? See a counselor free of charge.  
972-297-9981

**College Police (Also Lost and Found) Pecos Hall**  
972-238-6911

**Computer Lab D229**  
Need to write a paper or print something you wrote at home? You may also use the computers in the computer labs B217/B218, D257, M216 and S261 with your Student ID card.  
972-238-6317

**Disability Services T120**  
Need some special assistance to be successful in school?  
972-238-6180

**Emeritus Program C120**  
Want to know about all the services available to emeritus students?  
972-238-6393

**English Corner B228**  
Free tutoring from our own English professors

**ESOL Lab M227**  
Having problems with English?  
972-238-6901

**Financial Aid T130**  
Worried about money so you can stay in school. Check out financial aid. Much is available that is turned back to the state every year because qualified students don’t apply for it.  
972-238-6188

**Fitness Center G102**  
Work out in a state of the art fitness center for a minimal charge per semester. Great for your mind and emotions as well as your body.  
972-238-3735

**Health Center T110**  
Not feeling well or want to talk to a nurse about a health issue?  
972-238-6135

**Internet Services L102 or B217-218**  
Wondering if we are going to have school because of bad weather?  
972-238-6196

**Inclement Weather Hotline**  
Stressed out and want some quiet time to calm down? Walk our outdoor labyrinth.  
972-238-6226

**Labyrinth (East Side of Campus behind Fannin Hall)**  
Great place to study. If you want to reserve a study room upstairs to work with a collaboration group, just call ahead. Internet Services L102 or B217

**Library (LRC) L102**  
Need to do some research? Books, tapes, magazines.  
972-238-6081

**Meditation Garden (West side of campus behind Horticulture)**  
Go outside and study or just sit in our beautiful Japanese garden outside of Sabine.

**Multicultural Center, T150**  
972-238-6900

**Office of Student Life (OSL) E040**  
Interested in joining a club or starting one?  
972-238-6130

**Richland Chronicle (Student Newspaper) E036**  
Want to hear a speaker but can’t remember the time and place of the event?  
972-238-6079

**Student Records T170**  
Need to get a transcript? Change a mailing address?  
972-238-6100

**Test Center M105**  
Need to take a make-up exam or take an assessment?  
972-238-6160

**Veteran’s Center E085**  
Have you served in the military? Information on benefits, financial aid, transferring is available  
972-238-3777
Are you a single parent or pregnant woman enrolled in a technical/occupation degree or certificate program?
The Richland College Statement on Academic Honesty

This statement clarifies academic honesty for the Richland College teaching-learning community. It identifies appropriate student behavior and describes teachers’ expectations of students.

We--the Richland College faculty, administration, and staff--are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes
1) what we expect from students.
2) the consequences of their failing to meet those expectations.

Note: As we use the terms "honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students.

The Richland College faculty believes only a small minority of students "cheat." However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion.

1. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student or individual during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test.

2. **Plagiarism** is the appropriating, buying, receiving as a gift, obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

3. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. Students who are determined to be involved in such activities shall be punished as prescribed by college and Board policies outlined in the Student Code of Conduct.

**Expectations**

1. **We believe academic honesty is essential, and students should avoid actions that misrepresent academic success.** We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

2. **All forms of cheating on tests are academically dishonest.** Students cheat when they:
   - participate in any activity that falsely represents their ability to answer test questions.
   - copy, with or without permission, from another student's test.
   - use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
   - request answers or assist other students with answers without authorization.
   - obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. **Students' presenting another person's work as their own is unacceptable.** Often, academic work permits and even encourages students to use another person's words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
- Summarize, paraphrase, or quote another person without giving proper credit.
- Submit papers written by someone else.
- Copy verbatim (word for word) from other sources (books, Internet, and other similar materials). When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student's responsibility.**

4. **Unauthorized collaboration on assignments or tests is unacceptable.** Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:
   - Provide other students with answers on homework assignments.
   - Present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student's responsibility.**

**Consequences**

1. **Faculty determines the appropriate consequences for students who fail to be academically honest.** Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

2. **As consequences for academic dishonesty, faculty may:**
   - assign a performance grade of "F" for the course, *(For example, I will assign a zero on a plagiarized Discussion Board)*
   - assign a performance grade of "F" for the assignment or test, *(I will assign an F in the course for a second plagiarism infraction)*
   - lower the student's performance grade for the course,

   - document the incident in the student's Richland College file, *(Documents will be filed in the World Languages, Cultures, and Communications Office)*
   - assign additional work,

   - take other appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the *Richland College Catalog.*