



The Foundation for Lifelong Learning

State University of New York at Fredonia

College of Liberal Arts and Sciences

Fredonia Foundations

Category: U.S. History and Civic Engagement

Theme: Critical Thinking and Reasoning

Competency: Information Literacy

ENGL 124.01: American Fictions

Fall 2024

TTh 2-3:20, Thompson E120

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About the Course Web Pages

This syllabus is designed to help you get as much out of this course as possible. You can use it to find out what assignments are due and when and how your work will be assessed, among other things. Please get in the habit of checking back here to keep track of any changes to the tentative schedule of assignments (which will also be announced on our FREDLearn site and in class) and links to assignment sheets (as they get added). And please contact me any time (see above for my coordinates) if you have ideas about how to improve any aspect of the course or have questions about or suggestions for this syllabus. Given that it's a living document, I suggest you avoid printing it off unless absolutely necessary, and waiting until at least the second week of classes to do so even in that rare case.

I. Course Description

Students will explore, through literature, primary historical texts, and/or other genres and media, central U.S. myths and cultural narratives. By focusing on American origins and mission, American slavery and freedom, American migration and mobility, and American utopianism and apocalypticism in this section, we will:

- track competing notions of, and narratives around, these central U.S. myths and cultural narratives;
- engage debates over their development, significance, stakes, and contemporary relevance;
- consider how they manifest in various media, shed light on U.S. society and history (including the diversity of individuals and communities that make up the nation), and influence individual participation in U.S. communities and government, as well as what we might do to or with them.

II. Rationale

In ENGL 124, as in most courses offered by the English Department, the goals of the professional programs are integrated with specific course and Fredonia Foundations goals. Achieving these goals (described in Section IV below) will require us to foster academic skills and intellectual habits of reading closely and carefully, thinking critically and creatively, listening actively and attentively, speaking thoughtfully and purposefully, and writing clearly and engagingly—skills and habits useful to everyone, but of particular importance to future teachers.

III. Textbooks

The textbooks adopted for this course are:

- Octavia Butler, *Parable of the Sower*
- Ralph Ellison, *Invisible Man*
- Percival Everett, *James*
- Nathaniel Hawthorne, *The Scarlet Letter*
- Allegra Hyde, *Eleutheria*
- Bharati Mukherjee, *The Holder of the World*
- Mark Twain, *Adventures of Huckleberry Finn*
- Karen Tei Yamashita, *Tropic of Orange*
- Additional readings available on our course's FREDLearn site

IV. Course Objectives and Outcomes

American Fictions provides engaged learning opportunities for students to meet the specific learning outcomes for the Fredonia Foundations (FF) U.S. History and Civic Engagement (USHCE) category/Critical Thinking and Reasoning (CTR) theme/Information Literacy (IL) competency through the key skills and learning outcomes developed by English Department faculty, as detailed below.

ENGL Key Skills

ENGL 124 provides practice for students to:

1. Develop and practice close reading of primary texts.
2. Contextualize primary sources.
3. Locate, evaluate, and use peer-reviewed academic sources.
4. Analyze and interpret texts based on quality of argument.
5. Engage in collaborative work (that synthesizes information, arrives at reasoned conclusions, and aims to solve open-ended problems) in or beyond classroom forums.

FF USHCE Learning Outcomes

1. Demonstrate understanding of United States society and/or history, including the diversity of individuals and communities that make up the nation.
2. Understand the role of individual participation in U.S. communities and government.
3. Apply historical and contemporary evidence to draw, support, or verify conclusions.

FF CTR Learning Outcomes

1. Clearly articulate an issue or problem.
2. Identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work.
3. Acknowledge limitations such as perspective and bias.
4. Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

FF IL Learning Outcomes

1. Locate information effectively using tools appropriate to their need and discipline.
2. Evaluate information with an awareness of authority, validity, and bias.
3. Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

English Department Learning Outcomes

1. Write coherently and effectively in various genres for multiple audiences and purposes, according to standard practices in the discipline.

2. Read and analyze a wide variety of texts, including traditional literary, linguistic, popular, and multimedia pieces, in depth and in context.
3. Engage with critical lenses and apply multiple research methods and theoretical concepts to their work in the program.

To practice these skills and strive toward these outcomes, students will be assessed on the following assignments:

- Engagement/Preparation/Participation (5%): KS #1, 4; CTR LOs #1-3; IL LO #2; ED LOs #1, 2.
- Discussion Leading (15%): KS #1-5; USHCE LO #1; CTR LOs #1-3; IL LOs #1-3; ED LOs #1-3.
- Reflection Essays (20%): KS #1, 2, 4; USHCE LO #1; CTR LOs #1-4; ED LOs #1-3.
- Individual Research Project (25%): KS #1-4; USHCE LOs #1, 3; CTR LOs #1-4; IL LOs #1-3; ED LOs #1-3.
- Team Research Project (25%) and Individual Learning Analysis (5%): KS #1-5; USHCE LOs #2-3; CTR LOs #1-4; IL LOs #1-3; ED LOs #1-3.
- Exam-Week Mandatory Activity (5%): KS #4; CTR LOs #1-4; IL LO #3; ED LOs #1, 3.

V. Instructional Methods and Activities

The methods used in the classroom will include lecture, in-class writing, guided discovery, open discussion, cooperative group work, student-led discussions, and other learning-centered, engagement-fostering, and critical thinking-oriented activities. See the Schedule of Assignments (VIII A, below) and FREDLearn for specifics.

VI. Evaluation and Grade Assignment

A. Methods

Engagement/Preparation/Participation (5%)

Critical engagement, consistent preparation, and thoughtful participation (including active listening!) are crucial to your enjoyment of and success in this course. If there is absolutely no way for you to avoid missing a class, you must contact me in advance of or as soon as is feasible after your absence, preferably by email. Even more important than showing up on time, of course, is coming to class prepared and focused. I expect you to read what has been assigned for a given date *at least once* by the time we begin to discuss it in class. This is a discussion rather than a lecture course, after all; although early in the semester and in each unit I will provide some context and background for the course, our assignments, and our readings, an increasing amount of class time over the course of the semester will be spent in small- or large-group discussions and activities, particularly student-led discussions (described below).

Your grade for this segment of the course will be based on the quality of your engagement, preparation, and participation in class discussions, assignments, and projects and what they suggest to me about your effort and growth over the course of the semester. As there is no final exam in this course, think of this component of your final grade, along with the learning analysis (described below), as a different but equally important method of assessing your overall performance this semester. Due to the importance of consistently engaging your peers in this course, *more than one unexcused absence will hurt your preparation/participation grade* and

each non-emergency absence after the second will lower your final course grade by one full grade (e.g., with three such absences a B+ will become a C+; with four, it will become a D+; and so on). Please see Section VIII B, below, for definitions of excused and emergency absences.

There are multiple ways to demonstrate your engagement, preparation, and participation this semester:

- **Office Hours:** These “student consultation times” are set aside for you, to talk with me about course readings, assignments, units, and so much more. We can always make an appointment outside regular office hours, as well. I’m here to help you succeed in this course. Let’s work together!
- **Class Activities:** Everybody learns in different ways. Some people are more outgoing or more confident public speakers than others. There are many ways to demonstrate your engagement and preparation through various forms of participation in class: writing thoughtfully in response to in-class writing prompts, taking notes, active listening, participating in small-group activities, and participating in large-class discussions are just a few.
- **Online Participation:** The FREDLearn discussion forum gives students the chance to enhance their writing and critical thinking skills, demonstrate their engagement with the course material, and informally interact with their classmates by doing any combination of the following over the course of the semester:
 - posting a specific question about one of the readings;
 - commenting on an interesting commonality or contrast in a group of readings;
 - picking up and developing a topic of conversation from our in-class discussions;
 - sharing an insight from a small-group discussion or activity that those outside your group didn’t have the chance to hear or respond to;
 - introducing a new topic of conversation that you feel is relevant to the course;
 - connecting materials you find in print, on air, online, or on social media to texts and issues in the course;
 - responding to someone else’s previously-posted question, idea, topic, connection, or reaction.

The FREDLearn discussion forum is your space to interact with your classmates outside of class; community norms will emerge over time. Here’s a start:

- please use common sense and common courtesy; be respectful toward and civil with each other;
- feel free to question, disagree, consider alternative perspectives, and do everything else that enhances student learning—yours and others’ (starting with your own willingness to listen to others and really think about what they’re saying!);
- use the forum to practice intellectual exchange and exercise academic freedom and responsibility;
- extend grace to yourself and others and be charitable toward the inevitable occasional human errors—think of them as opportunities for us all to learn and grow;
- if you have any questions about whether an external source is appropriate for or relevant to the course, I’m available to help you think them through.

Discussion Leading (15%)

Students will team up (no more than four students per team) and help their classmates examine and contextualize primary text reading(s) they select for a particular class session by leading a discussion for at least 15 minutes per team member of questions they have developed, which draw on materials they have researched and prepared, connect their chosen text(s) to the unit's theme and course's focus, and develop their understanding of United States society and/or history, including the diversity of individuals and communities that make up the nation. Afterwards, each team member will complete a short report and reflection.

Reflection Essays (20%)

Your task in the reflection essay(s) is to connect specific aspects of the assigned texts for the unit to the unit's theme and use those connections to identify and explore how your thinking about that theme has developed over the course of the unit, with a particular focus on its implications for your understanding of United States society and/or history, including the diversity of individuals and communities that make up the nation.

You will have four opportunities to turn in reflection essays, after the end of each unit in the course (Friday, September 27; Friday, October 25; Friday, November 22; and Friday, December 13). At each due date, you will have the opportunity to turn in any reflection essay(s) for any unit that has been completed by then.

- If you choose to do all four reflection essays, each must be a minimum of two pages and your grade will be the weighted average of the best three essays (the best essay is worth 10% of your final grade, the next best 7%, and the next best 3%), with the fourth essay augmenting your Engagement/Preparation/Participation grade.
- If you choose to do three, each must be a minimum of three pages and your grade will be the weighted average of the essays (the best essay is worth 9% of your final grade, the next best 6%, and the next best 5%).
- If you choose to do two, each must be a minimum of four pages and each is worth 10% of your final grade.
- If you choose to do one, it must be a minimum of eight pages and it is worth 20% of your final grade.

Individual Research Project (25%)

In the individual research project, you will propose, research, and produce a critical essay, creative work, pedagogical essay, or digital work connecting an assigned reading from the course (or, with my approval, any cultural trend, historical or current event, literary text, media spectacle, moral panic, political struggle, or social movement) to a central U.S. myth or cultural narrative in a way that you find to be particularly relevant this semester for developing your understanding of United States society and/or history, including the diversity of individuals and communities that make up the nation.

Team Research Project (25%)

In the team research project, you and one to three partners from the class will collaborate to propose, research, and produce a multi-media project (e.g., lit bomb, blog, exhibit, newspaper article, podcast, poster, powerpoint, prezi, social media campaign, video) on a central U.S. myth or cultural narrative that your team finds to be particularly relevant this semester for developing your classmates' and others' understanding of the role of individual participation in U.S. communities and government.

Learning Analysis (5%)

The individual learning analysis gives you the opportunity to report on what you contributed to your Team Research Project and reflect on what you learned by completing the project in collaboration with your teammate(s).

Exam-Week Activity (5%)

We will meet during our scheduled exam time to present on and evaluate the Team Research Projects and reflect on American fictions regarding American origins and mission, American slavery and freedom, American migration and mobility, and American utopianism and apocalypticism at the end of 2024.

B. Grading

All work during the semester will be graded on a letter basis (A=outstanding, B=good, C=average, D=bad, F=unacceptable) and converted into a number for purposes of calculating final grades. I use the following conversion system (the number in parentheses is the “typical” or “normal” conversion, but any number in the range may be assigned to a given letter grade):

A+=97-100 (98); A=93-96.99 (95); A-=90-92.99 (91); B+=87-89.99 (88); B=83-86.99 (85); B-=80-82.99 (81); C+=77-79.99 (78); C=73-76.99 (75); C-=70-72.99 (71); D+=67-69.99 (68); D=63-66.99 (65); D-=60-62.99 (61); F=0-59.99 (55)

Your final grade is determined by converting the weighted numerical average of the above assignments into a letter grade, according to the above scale.

C. Portfolio

English and English Adolescence Education majors should be aware of the English department’s guidelines for ongoing e-Portfolio submissions.

VII. Bibliography

A. Contemporary References

- Michael Adas, *Dominance by Design* (Harvard UP, 2006)
- Ned Blackhawk, *The Rediscovery of America* (Yale UP, 2023)
- Kevin Bruyneel, *Settler Memory: The Disavowal of Indigeneity and the Politics of Race in the United States* (U of North Carolina P, 2021)
- Bruce Burgett and Glenn Hendler, eds., *Keywords for American Cultural Studies*, 3rd ed. (NYU P, 2020)
- Angela Davis, *Abolition Democracy* (Seven Stories, 2005)
- —, *The Meaning of Freedom* (Open Media/City Lights, 2012)
- James Der Derian, *Virtuous War: Mapping the Military-Industrial-Entertainment Network*, 2nd ed. (Routledge, 2009)
- John Duvall and Robert Marzec, eds., *Narrating 9/11: Fantasies of State, Security, and Terrorism* (Johns Hopkins UP, 2015)
- Jason Edwards and David Weiss, eds., *The Rhetoric of American Exceptionalism: Critical Essays* (McFarland, 2011)
- Eric Foner, *Give Me Liberty!*, 5th ed. (Norton, 2017)
- —, *Voices of Freedom*, 5th ed. (Norton, 2016)
- Kim Fresonke, *West of Emerson* (U California P, 2003)
- Greg Grandin, *The End of the Myth: From the Frontier to the Border Wall in the Mind of America* (Metropolitan Books, 2019)
- Nicholas Guyatt, *Providence and the Invention of the United States, 1607-1876* (Cambridge UP, 2007)
- Robert Kagan, *Dangerous Nation* (Vintage, 2006)

- Robin D.G. Kelley, *Freedom Dreams: The Black Radical Imagination* (Penguin Random House, 2003)
- Richard Kluger, *Seizing Destiny: How America Grew from Sea to Shining Sea* (Knopf, 2007)
- Kevin Kruse and Julian Zelizer, eds., *Myth America: Historians Take on the Biggest Legends and Lies about Our Past* (Basic Books, 2023)
- John Kukla, *A Wilderness So Immense: The Louisiana Purchase and the Destiny of America* (Anchor, 2004)
- Jill Lepore, *The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History* (Princeton UP, 2010)
- Gretchen Murphy, *Hemispheric Imaginings* (Duke UP, 2005)
- David Noble, *Death of a Nation: American Culture and the End of Exceptionalism* (U of Minnesota P, 2002)
- Heike Paul, *The Myths that Made America: An Introduction to American Studies* (transcript, 2014)
- Donald Pease, *The New American Exceptionalism* (U of Minnesota P, 2009)
- Eric Rauchway, *Blessed among Nations: How the World Made America* (Hill & Wang, 2006)
- Natsu Taylor Saito, *Meeting the Enemy: American Exceptionalism and International Law* (NYU P, 2010)
- Andrew Seidel, *The Founding Myth: Why Christian Nationalism Is Un-American* (Union Square, 2019)
- Sylvia Söderlind and James Carson, eds., *American Exceptionalisms: From Winthrop to Winfrey* (State U of New York P, 2011)
- William Spanos, *American Exceptionalism in the Age of Globalization* (State U of New York P, 2008)
- David Wrobel, *Global West, American Frontier: Travel, Empire, and Exceptionalism from Manifest Destiny to the Great Depression* (U of New Mexico P, 2013)

B. Classic References

- Sacvan Bercovitch, *The American Jeremiad* (U of Wisconsin P, 1978)
- —, *The Puritan Origins of the American Self* (Yale UP, 1975)
- Dale Carter, ed., *Marks of Distinction: American Exceptionalism Revisited* (Aarhus Universitetsforlag, 2001)
- Conrad Cherry, *God's New Israel: Religious Interpretations of American Destiny*, rev. and exp. ed. (U of North Carolina P, 1998)
- Richard Drinnon, *Facing West: The Metaphysics of Indian-Hating and Empire-Building* (U of Oklahoma P, 1980)
- Eric Foner, *The Story of American Freedom* (Norton, 1999)
- Eddie Glaude, *Exodus!* (U of Chicago P, 2000)
- Nathan Hatch, *The Sacred Cause of Liberty: Republican Thought and the Millennium in Revolutionary New England* (Yale UP, 1977)
- Sam Haynes and Robert May, eds., *Manifest Destiny and Empire* (Texas A&M UP, 1997)
- Thomas Hietala, *Manifest Design* (Cornell UP, 1985)
- Reginald Horsman, *Race and Manifest Destiny* (Harvard UP, 1986)
- Walter LaFeber, *The New Empire* (Cornell UP, 1963)
- R.W.B. Lewis, *The American Adam* (U of Chicago P, 1955)
- Deborah Madsen, *American Exceptionalism* (UP of Mississippi, 1998)
- Leo Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America*, spec. ann. ed. (Oxford UP, 2000)
- Frederick Merk, *Manifest Destiny and Mission in America* (Harvard UP, 1963)
- Perry Miller, *Errand into the Wilderness* (Harvard UP, 1956)
- Edmund Morgan, *American Slavery/American Freedom* (Norton, 1975)
- Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* (Harvard UP, 1992)
- David Palumbo-Liu, *Asian/American: Historical Crossings of a Racial Frontier* (Stanford UP, 1999)
- Orlando Patterson, *Slavery and Social Death* (Harvard UP, 1982)
- Larry Reynolds and Gordon Hutner, eds., *National Imaginaries, American Identities: The Cultural Work of American Iconography* (Princeton UP, 2000)
- Clinton Rossiter, *Seedtime of the Republic* (Harcourt, Brace, and World, 1953)
- Richard Slotkin, *Regeneration through Violence: The Mythology of the American Frontier, 1600-1860* (U of Oklahoma P, 2000)
- Werner Sollors, *Beyond Ethnicity: Consent and Descent in American Culture* (Oxford UP, 1986)
- William Spanos, *America's Shadow: An Anatomy of Empire* (U of Minnesota P, 2000)
- Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right* (Macmillan, 1996)
- Ernest Lee Tuveson, *Redeemer Nation: The Idea of America's Millennial Role* (U of Chicago P, 1968)
- Albert Weinberg, *Manifest Destiny* (Johns Hopkins UP, 1958)
- William Appleman Williams, *Empire as a Way of Life* (Oxford UP, 1980)

C. Key Journals

- *African American Review*
- *Amerasia*
- *American Indian Quarterly*
- *American Literary History*
- *American Literature*
- *American Quarterly*
- *Arizona Quarterly*
- *Boundary 2*
- *Callaloo*
- *Journal of Asian American Studies*
- *Journal of Transnational American Studies*
- *MELUS*
- *Prospects*
- *Social Text*

VIII. Course Schedule and Policies

A. Tentative Course Schedule

The following course schedule is subject to revision. Please return here regularly for updates and refer to FredLearn for announcements.

Class Types/Units/Key

Scene-Setting/Housekeeping/Stock-Taking
No Class
Student Development Day
Spotlights and Shadows: American Origins and Mission
The Long Emancipation: American Slavery and Freedom
On the Road: American Migration and Mobility
The End(s) of America: American Utopianism and Apocalypticism
Assignment Due Date

Readings and Assignments

KEY: (#-#)=page range; Ack.=Acknowledgments; *AHF*=*Adventures of Huckleberry Finn*; C="Criticism" [*AHF*]; Ch.=Chapter; CH="The Custom-House" [*SL*]; Conc.=Conclusion; DL=Discussion Leading; *E*=*Eleutheria*; Epg.=Epigraph; Epl.=Epilogue; FM=Front Matter; *HW*=*The Holder of the World*; *IM*=*Invisible Man*; Intr.=Introduction; *J*=*James*; MBV="The Minister's Black Veil" [*SL*]; PBS="Puritan Background and Sources" [*SL*]; Pref.=Preface; *PS*=*Parable of the Sower*; Pt.=Part; *SL*=*The Scarlet Letter*; *TO*=*Tropic of Orange*; TOC=Table of Contents; TRP=Team Research Project; YGB="Young Goodman Brown."

Tuesday	Thursday
<u>8/27</u> Welcome/Introductions	<u>8/29</u> Hawthorne, <i>SL</i> Pref.-Ch. II (1-42)
<u>9/3</u> <i>SL</i> Ch. III-XI (42-91); YGB (169-178)	<u>9/5</u> <i>SL</i> Ch. XII-XIX (91-128); MBV (178-188)
<u>9/10</u> PBS (<i>SL</i> 279-369); CH (<i>SL</i> 371-406)	<u>9/12</u> Mukherjee, <i>HW</i> Pt. One (3-92)

<u>9/17</u> HW Pt. Two (93-208)	<u>9/19</u> Library Day I
<u>9/24</u> HW Pt. Three-Four (209-286)	<u>9/26</u> Mark Twain, <i>AHF</i> FM-Ch. XVI (1-116)
<u>10/1</u> <i>AHF</i> Ch. XVII-XXXI (117-227)	<u>10/3</u> <i>AHF</i> Ch. XXXII-Ch. The Last (228-296)
<u>10/8</u> Everett, <i>J</i> Pt. One (1-186)	<u>10/10</u> No Class: Fall Break
<u>10/15</u> <i>J</i> Pt. Two (187-248)	<u>10/17</u> <i>J</i> Pt. Three (249-303); C (<i>AHF</i> 327-392)
<u>10/22</u> Ellison, <i>IM</i> Epg.-Ch. 6 (1-150)	<u>10/24</u> Library Day II
<u>10/29</u> <i>IM</i> Ch. 7-13 (151-295)	<u>10/31</u> <i>IM</i> Ch. 14-20 (296-444)
<u>11/5</u> <i>IM</i> Ch. 21-Epl. (445-581) and Intr. (vii-xxiii)	<u>11/7</u> Yamashita, <i>TO</i> FM-Tuesday, Ch. 1-14 (viii-xvi, 1-94)
<u>11/12</u> <i>TO</i> Wednesday-Thursday, Ch. 15-28 (95-172)	<u>11/14</u> <i>TO</i> Friday-Sunday Ch. 29-49 (173-268)
<u>11/19</u> Butler, <i>PS</i> 2024–2026 [FM-Ch. 13] (1-134)	<u>11/21</u> <i>PS</i> 2027 [Ch. 14-25] (135-295)
<u>11/26</u> : No Class: Nov. Break	<u>11/28</u> : No Class: Nov. Break
<u>12/3</u> Hyde, <i>E</i> FM-Ch. 3 (xi-xii, 1-94)	<u>12/5</u> <i>E</i> Ch. 4-5 (95-166)
<u>12/10</u> <i>E</i> Ch. 6-8 (166-258)	<u>12/12</u> <i>E</i> Ch. 9-10 (259-322); course evaluations; wrap-up
<u>12/17-12/19</u> TRP Meetings	<u>12/20</u> 1:30-3:30 pm: TRP Presentations
Tuesday	Thursday

Notes/Events/Opportunities for Further Engagement/Preparation/Participation

<u>W 8/28</u>	Create a Google folder entitled “[YOUR NAME] ENGL 124 Fall 2024” and share it with me, giving me editing rights
on <u>T 9/3</u>	<u>DISCUSSION LEADING</u> may begin
<u>W 9/4</u>	Optional, Extra-Credit Opportunity: Attend <u>Activities Night</u> and/or <u>Network on the Go</u> and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
by <u>F 9/13</u>	Please make sure to have made an appointment with me by close of business today for a 5-minute-plus meeting to discuss life, the universe, and everything (Fredonia English/ENGL 124-related at times)
<u>W 9/18</u>	Optional, Extra-Credit Opportunity: Attend <u>Constitution Day Speaker</u> (Robert McCarthy, Williams Center S204, 11 am) and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
<u>Th 9/19</u>	Library Day I: Meet at entrance to Reed Library for session on <u>INDIVIDUAL RESEARCH PROJECT</u> with Digital Services Librarian Katelynn Telford (and Professor Michael Sheehan)
<u>F 9/20</u>	Optional, Extra-Credit Opportunity: Attend <u>VANM student showcase</u> (Thompson W101, 7 pm) and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
<u>F 9/27</u>	<u>REFLECTION ESSAY I</u> due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>M 9/30</u>	Optional, Extra-Credit Opportunities: Attend <u>panel on NY Equal Rights Amendment</u> (Williams

	Center S204, 11 am) and/or “Every Child Matters: Remembrance and Healing Walk” (Sally Huff Heritage Center, 12857 Rt. 438, Irving, NY, 5-7 pm) and post reflection on one or both (connecting it/them to course) on our FREDLearn Discussion Forum
<u>Th 10/17</u>	Optional, Extra-Credit Opportunity: Attend <u>Collingwood Distinguished Lecture for Diversity</u> by <u>Peppermint</u> (Rosch Recital Hall, 5-6:30 pm) and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
<u>W 10/23</u>	Optional, Extra-Credit Opportunity: Attend <u>panel on the spread of mis-/disinformation and the 2024 election</u> featuring Christina Hilburger, Mike Igoe, and Elmer Ploetz (Williams Center S204AB, 3-3:50 pm) and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
<u>Th 10/24</u>	Library Day II: Meet at entrance to Reed Library for session on <u>INDIVIDUAL RESEARCH PROJECT</u> with Digital Services Librarian Katelynn Telford (and Professor Ann Siegle Drege)
<u>F 10/25</u>	<u>REFLECTION ESSAY II</u> due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>by F 11/1</u>	<u>INDIVIDUAL RESEARCH PROJECT</u> and <u>TEAM RESEARCH PROJECT</u> proposals due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>Th 11/7</u>	Optional, Extra-Credit Opportunity: Attend craft talk (4 pm, Fenton 105) and/or reading (7 pm, Marion Art Gallery) by <u>Mary Louise White Visiting Writer Anthony D’Aries</u> and post reflection on it (connecting it to course) on our FREDLearn Discussion Forum
<u>F 11/22</u>	<u>REFLECTION ESSAY III</u> due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>by M 12/9</u>	<u>INDIVIDUAL RESEARCH PROJECT</u> first draft due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>by T 12/10</u>	DISCUSSION LEADING must have been completed
<u>F 12/13</u>	<u>TEAM RESEARCH PROJECT</u> and <u>LEARNING ANALYSIS</u> first drafts and <u>REFLECTION ESSAY IV</u> due by 11:30 pm in your ENGL 124 Fall 2024 Google folder
<u>M 12/16-Th 12/19</u>	Teams, please make sure to have made an appointment with me in this span for a 15-to-30 minute meeting to discuss ways of improving the Team Research Project
<u>F 12/20</u>	1:30-3:30 pm: Team Research Project Presentations and Evaluations in our regular classroom
<u>by F 12/20</u>	Final versions of <u>REFLECTION ESSAY(S)</u> , <u>INDIVIDUAL RESEARCH PROJECT</u> , <u>TEAM RESEARCH PROJECT</u> , and <u>LEARNING ANALYSIS</u> due by 11:30 pm in your ENGL 124 Fall 2024 Google folder

B. Class Policies

1. Health and Safety

As members of the Fredonia community, we are responsible for taking care of ourselves and others during these challenging times. In particular, we are counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

The campus is following SUNY’s most recent guidance that reflects current conditions and is grounded in science to maximize the well-being of the community. All students are expected to adhere to Fredonia’s COVID-19 guidelines. Violation of campus rules and regulations will be

handled through the Campus Code of Conduct process. Thank you for helping to maintain a safe campus environment. Please see the latest from the Student Health Center for specifics.

2. Masks

Since March 2022, the wearing of masks at SUNY Fredonia has been *optional for fully vaccinated and boosted individuals*. Campus will continue to monitor local conditions and determine if mask mandates are required. If testing positive for COVID-19, follow New York State Department of Health's guidelines.

Fredonia's masking policy was developed in consultation with the Chautauqua County Health Department and is in alignment with current CDC guidelines. We will continue to monitor campus, local, and state conditions and make adjustments as needed in consultation with the Chautauqua County Health Department. Please see the latest from the Student Health Center for specifics.

3. Isolation and Quarantine

When a student is required to quarantine or isolate, documentation will be provided from the Student Health Center to Student Affairs regarding the medical reasons for the student to be out of in-person instruction for a designated period of time. Faculty will provide assignments for the student to ensure no disruption in the student's progress to course completion. Please see the latest from the Student Health Center for specifics.

4. Basic Needs

Your well-being is crucial to your academic success at Fredonia. Any students facing difficulties in securing safe and stable housing, enough food to eat, or other basic needs are urged to contact Fredonia's Care Coordinator at care@fredonia.edu and review the many resources available to support you listed on the Basic Needs Resource Inventory. We are here to help.

5. Mental Health and Wellness

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Fredonia provides mental health counseling to support the academic success of students. The Counseling Center provides cost-free services to help you manage personal challenges that threaten your well-being. Visit <https://www.fredonia.edu/student-life/counseling> for more information. Other supportive resources include the following:

- Suicide Prevention Lifeline (988 or 1-800-273-8255 or see <https://suicidepreventionlifeline.org/> for a chat option).
- Text HOME to 741741 for free 24/7 crisis support in the US <https://www.crisistextline.org/>
- Domestic Violence & Sexual Assault (1-800-252-8748)
- Non-Crisis Peer Support daily 5-11 pm; Warm Line Call: 1-877-426-4373; Text: 716-392-0252

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., Counseling Center, Health Center, etc.) that might

be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available.

Getting help is a smart and courageous thing to do—for yourself and for your loved ones.

6. Diversity, Equity, and Inclusion

Please familiarize yourself with the mission, resources, and policies of Fredonia's Office of Diversity, Equity, and Inclusion, note that faculty are mandatory Title IX reporters, and let me know if you have any questions or wish to discuss any matter.

7. Students with Disabilities

Reasonable accommodations are available to students with documented disabilities at Fredonia. Students who may require instructional and/or examination accommodations should contact the Office of Disability Support Services in the Learning Center on the 4th Floor of Reed Library. The DSS Coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter which verifies that you have registered with the DSS office and which describes any accommodations approved for you. After you have met with the DSS Coordinator, please contact me so that we can discuss any needed accommodations. For more, please familiarize yourself with the relevant policies and procedures in the *University Catalog 2024-2025*.

8. Attendance

Absences due to emergencies are the only absences that will not be counted toward your total for the semester. Emergencies include but are not limited to natural disasters or weather events causing Thruway closures or official states of emergency; the passing of a loved one or close friend; your own, a loved one's, or a close friend's hospitalization or serious illness; and mandatory COVID isolation. Scheduled and unavoidable school-sponsored events (games, meets, performances, etc.) are also counted as emergencies for the purpose of this attendance policy. Besides emergencies, the only other kind of absences that won't affect your engagement/participation/preparation grade are excused absences. Please notify me over email, in advance if possible and, if not, as soon after the absence as you can, if you wish for it to be considered as an emergency or excused absence; the decision will be made at my discretion. Please make every effort to attend every class, as *more than one unexcused absence will hurt your engagement/preparation/participation grade and each non-emergency absence after the second will lower your final course grade by one full grade* (e.g., with three such absences an A- will become a B-; with four, it will become a C-; and so on).

9. Online Participation

Please familiarize yourself with Fredonia's Acceptable Use—Information Technology Policy in the *University Catalog 2024-2025* and check with your instructor first before posting something to FREDLearn that is not directly or clearly related to the course.

10. Late Assignments

In general, it's better to do the best you can in the time allotted than to miss a deadline in this course; there will be plenty of time for revision (including beyond the end of the semester if a temporary final grade of incomplete is warranted). Only students who ask for an extension at least two days before the due date of any class project will be granted an extension; if you turn in a first draft late, we must meet to discuss it. If an emergency crops up in December that severely

affects your ability to complete revisions for your final portfolio, be sure to reach out to me to talk options!

11. Plagiarism and Academic Integrity

To plagiarize is “to steal and pass off as one’s own the ideas or words of another” (*Webster’s Seventh New Collegiate Dictionary*). Fredonia strongly condemns plagiarism and takes severe action against those who plagiarize. Disciplinary action may extend to suspension from privileges or expulsion from university. Please familiarize yourself with Fredonia’s [Academic Integrity Policy](#) in the *University Catalog 2024-2025* and check with me if you have any questions about it.

12. Reading, Research, Writing, and the Use of “Artificial Intelligence” in the Course

Please do not use large-language models, such as ChatGPT, which are commonly referred to as “artificial intelligence” (AI), for any purpose in this course without first reflecting on how your intended use may align with FF IL SLOs and meeting with me to discuss your ideas.

13. Portable Electronic Devices in the Classroom

I will generally approve requests to use laptops, tablets, or phones for academic purposes in class, so long as they do not become a distraction from our core focus on listening to and talking with each other.

ENGL 124: American Fictions, Fall 2024

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Webmaster: Bruce Simon, Associate Professor of [English, State University of New York at Fredonia](#)

Feel free to explore the [Fall 2018](#) version of this course.