



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<http://www.slu.edu/1818>

ENGL 2850: Nation, Identity and Literature (3 credit hours)

<<High School Name>>

<<High School Course Name and Number>>

Course Syllabus

Semester:

<<TERM and YEAR>>

Instructor:

<<Instructor Name>>

Contact Information:

<<Office Address>>

<<E-mail Address>>

<<Phone>>

<<Availability/Office Hours>>

Textbook(s)/Resources:

<<REQUIRED. Please include all texts students are required to read in the course. If you are not using a textbook or longer works of literature (i.e., novels), then please list a sampling of the articles, short stories, and/or poems students will read in the course.>>

SLU Course Description:

This course introduces literary study within the context and theme of Nation and Identity. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

Additional Description

<<OPTIONAL. Insert HS course description info/additional descriptive info>>

SLU Course Learning Outcomes:

By the end of the course, students will be able to:

- *Generate* engaged and responsive close readings of texts;
- *Describe* and analyze the various ways in which texts reflect and help shape wider cultural conditions; and
- *Construct* clear spoken and written arguments that demonstrate an awareness of purpose and audience.

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:

<<**OPTIONAL:** insert any high school, district, state or instructor developed outcomes here>>

University Core Course

Ways of Thinking: Aesthetics, History, and Culture

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Aesthetics, History, and Culture is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 2: Integrate knowledge from multiple disciplines to address complex questions

SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Demonstrate proficiency in qualitative methods of interpreting cultural products relevant to the period, area or theme of the course
- Analyze primary sources appropriate to the discipline (e.g. literary artifacts, visual art, historical documents, performances, or other cultural products) in order to draw reasoned conclusions
- Develop interpretive claims about how larger social contexts shape cultural products

Identities in Context

Identities in Context is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 5: Analyze how diverse identities influence their lives and the lives of others

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:



- | |
|--|
| <ul style="list-style-type: none">• Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation |
| <ul style="list-style-type: none">• Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power |
| <ul style="list-style-type: none">• Assess how other people's social identities and biases shape and are shaped by their interactions within a social context |
| <ul style="list-style-type: none">• Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape |

Attendance & Late Work Policies:

<<**REQUIRED:** Please list the attendance policy for the class and any negative consequences for lack of attendance (ie. automatic failure, grade reduction, etc) and late work. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:

<< **REQUIRED:** insert here (i.e., Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

Course Grading Scale:

<< **REQUIRED:** insert here>>

SLU Grading Information/Scale:

Unless otherwise presented in this section, Saint Louis University has reviewed and approved the above course grading scale to be used by the instructor for the transcribed Saint Louis University college grade.

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C



C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

SLU English Department's Converted Grading Scale

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 63-69

F 62 or below

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<< REQUIRED: A course calendar or schedule may best be added to the end of the syllabus and can be a unit-by-unit or month-by-month breakdown of the themes, works covered, and the major assignment/assessment for each unit.

If the calendar is at the end of the syllabus, please add a note to refer to the end of the document..>>

<<REQUIRED: Common assignment for all 2000-level literature courses: Literary Analysis Essay. Please make note of this assignment in your calendar or list of significant learning activities so students are aware this is a required part of the SLU course.>>

Academic Integrity Syllabus Statement



Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [Academic Integrity : SLU](#)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

<< REQUIRED: Generative AI Statement >> Please choose from one of the following four statements regarding the allowance or disallowance of the use of generative AI may offer different templates for use in course syllabi. *The italicized and highlighted text within brackets is intended to be a place holder for contextual information specific to a given instructor and/or the course being taught.* The contextual information an instructor adds to the statement is crucial to making the statement specific to a particular course and/or instructor.

Note: If you pick option 2 or 3, a few phrases are **highlighted in red** that either need to be specific examples of your choosing or deleted entirely.

Thank you so much for being patient with me and for AI's ongoing changes and challenges to the classroom.

Option 1: Statement prohibiting the use of generative AI.

Generative AI, including but not limited to *[ChatGPT, Gemini, Microsoft Copilot, Midjourney, DALL-E or Github Copilot]* may not be used for work in this class. The use of such generative AI tools may compromise your learning by undermining your ability to *[ideate, fully understand how to structure an argument or narrative or formulate/create nonderivative creative work.]*

You may not use generative AI to *[brainstorm, compose theses or arguments based on theses provided by generative AI.]* You may not use generative AI to in any way *[augment your original work.]* For example, asking an AI *[to polish a piece of work you have written, debug code you have written or change art you have created]* is not allowed. You may not use generative AI to compose work as a whole or in part for any assignment in this course.

Please review item three in the section labeled Plagiarism in the [Saint Louis University Academic Integrity Policy](#).



Option 2: Statement allowing the limited use of generative AI.

You are allowed to use generative AI in a limited capacity in this course. Tools such as [ChatGPT, Microsoft Copilot, Gemini, Midjourney, DALL-E or GitHub Copilot] can be used for specific assignments as directed in the assignment. I have thoughtfully chosen when to implement the use of generative AI for your assignments. Please note the assignments for which generative AI is allowed come after you have been introduced to foundational skills and concepts [such as...]. Tools that [perform readability analysis, detect tone and provide editing suggestions as well as those that paraphrase, summarize and outline] are allowed for general use on any assignment.

Using a generative AI tool may assist your learning by [simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]. However, becoming dependent on generative AI could undermine your learning by [eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]. The use of generative AI can [strip a writer of her/his voice diminishing a creative work]. Generative AI still produces inaccurate information and hallucinations are still common which if left unchecked can harm your grade on the assignment. Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

If you have a question regarding if you are allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me at your earliest opportunity.

If you choose to use a generative AI tool to assist with an assignment, you need to document its use. The proper citation format can be found here [APA, MLA, etc]. Please append your assignment with how you used generative AI for your work, where in the assignment it is used and provide proper citation in [APA, MLA etc] format. Your original work and your AI assisted work should be clearly evident. In addition, use of generative AI should conform to academic integrity policies for the university and regulations put forward by [the college or school you are in.] Please review item three in the section labeled Plagiarism in the [Saint Louis University Academic Integrity Policy](#).

Option 3: Statement allowing the use of generative AI.

You may use generative AI for any work or assignment and at any stage in this course. The use of generative AI may help your learning by [simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]. But the use of generative AI can also undermine learning by [eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]. This can impact your work in future courses.

When using generative AI, please remember that these tools can still be inaccurate and produce hallucinations. You are responsible for the content of your work. [Please remember to cite all resources including the use of generative AI using the proper citation format. I ask that



you identify your original work in addition to the work aided by generative AI. Please include a brief narrative relating the ways you utilized generative AI in your work].

Proper citation format for generative AI use can be found here [\[APA, MLA, etc\]](#). Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

Option 4: More permissive allowance for generative AI use

You are invited to use generative AI for any work in this course. In that this work is generated based on prompts you provide; you are not required to cite or otherwise identify how or where you used generative AI for an assignment. However, generative AI still produces inaccurate information and can hallucinate. You are responsible for the content of your work.

The use of generative AI tools can have both beneficial and detrimental effects on your learning. Benefits may include *[simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]*. However *[eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]* can be detrimental to your learning.

<<OPTIONAL: High School Academic Integrity Policy>>

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX Statement

1818 students are provided certain protections under SLU Title IX Policies and guidelines. Our policy is available at: [Title IX Sexual Harassment Policy](#)

Saint Louis University 1818 Program Academic Calendar Link

<https://www.slu.edu/registrar/calendars/1818-calendar.php>

Course Calendar (if not included with Significant Learning Activities above)



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<<REQUIRED: A tentative schedule for class plans and topics discussed including due dates for major assignments and projects