

## Course Information

---



### Diversity in Amer. Lit (HU,DV)

ENGL 2610 [REDACTED]

Summer 2024

[REDACTED]

[REDACTED]

### Diversity in Amer. Lit (HU,DV)

ENGL2610 [REDACTED]

## Course Description

---

Prereq: ENGL 1010 w/C grade or better. Course interrogates historical, political and cultural ideas suggested and sustained within representative American texts, some classic, others newly emerging. Materials include both traditional and popular readings.

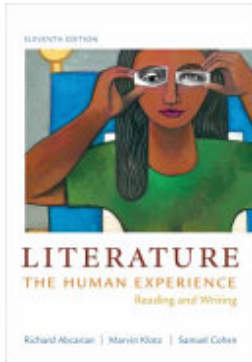
Semester: All

This course interrogates historical, political, and cultural ideas of diversity suggested, explored, made more complex, and sustained within American literary and cultural texts. As a community of learners, we will use our study of literary and cultural texts to explore a major concern of modern American literature: how we understand, accommodate, and celebrate human difference. We will engage with various and sometimes conflicting definitions of nationality, race, class, gender, sexuality, religion, ability, and language. Our goals here are to make difference, diversity, and our individual and collective humanity

visible by studying what remains invisible and to find ways to make the invisible visible well beyond the borders of this class.

## Textbooks, Readings, and Course Materials

---



**Authors:** Richard Abcarian, Marvin Klotz, Samuel Cohen

**Publication Date:** 2012-09-07

**Title:** Literature: The Human Experience

**ISBN:** 9781457604294

**Publisher:** Bedford/St. Martin's

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Prerequisites/Co-requisites

---

None

## Course Student Learning Outcomes

---

- Identify and interpret different literary forms: the short story, poetry, creative nonfiction essays, and mixed forms.
- Apply literary and cultural criticism, and other types of research, to interpret various literary and other cultural texts as methods for identifying different models of American identity embodied in those texts.
- Interrogate your own ideologies relating to identity: nationality, gender, race, class, sexual orientation, religion, ability, age, appearance, cultural background, etc., and reflect upon the ways you participate in, support, or reject dominant systems of oppression in the U.S.
- Explain and explore how particular American literary texts represent models of pluralism, diversity, and the concept of "unerasure."

- Analyze and describe different models of American identity embodied in particular literary texts and other cultural texts.
- Examine and contextualize movements in American literary and cultural history and how historical events affected those movements.

## How to Succeed in the Course

---

- Be prepared to discuss the assigned readings and writing assignments.
- Submit your work on time.
- Read and respond and respond to one another's ideas and writing carefully, with as much thought and input as you would like others to give to your own work.
- Respect one another's opinions by responding to them thoughtfully and intelligently.

## Grading Scale

---

### Final Grade Distribution

A = 94-100%	B- = 80-83%	D+ = 67-69%
A- = 90-93%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84 = 86%		

### Course Grading Policies

**Grading Criteria/Rubrics:** 

**Grading Turnaround Time:** You will receive a grade within 7-10 days after your submission.

**Late Submissions:** As a general rule, late essays are not acceptable; however, in extreme cases, with approval from your me, your essay may be accepted after the due date. If you don't communicate with me prior to the due date, your grade will be reduced by 10% for each day it is late and will NOT be accepted after two days past the deadline.

## Class Schedule

---

Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Week 2 Quiz</a>	Quiz	5
6/13	<a href="#">Week 1 Discussion: Introduce Yourself</a>	Assignment	10
6/14	<a href="#">Week 1 Notebook</a>	Assignment	10
6/14	<a href="#">Week 1 Quiz</a>	Quiz	5
6/20	<a href="#">Week 2 Discussion</a>	Assignment	10
6/21	<a href="#">Week 2 Notebook</a>	Assignment	10
6/27	<a href="#">Week 3 Discussion</a>	Assignment	10
6/28	<a href="#">Week 3 Notebook</a>	Assignment	10
6/29	<a href="#">Writing Project 1: Genre Analysis</a>	Assignment	100
7/5	<a href="#">Week 4 Discussion</a>	Discussion	10
7/5	<a href="#">Week 4 Notebook</a>	Assignment	10
7/11	<a href="#">Week 5 Discussion</a>	Discussion	10
7/12	<a href="#">Week 5 Quiz</a>	Quiz	5
7/12	<a href="#">Week 5 Notebook</a>	Assignment	10
7/13	<a href="#">Revision: Writing Project 1</a>	Assignment	100
7/18	<a href="#">Week 6 Discussion</a>	Discussion	10
7/19	<a href="#">Week 6 Notebook</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
7/20	<a href="#">Writing Project 2: The Critical Essay Draft and Peer Review</a>	Assignment	25
7/31	<a href="#">Eportfolio</a>	Assignment	100

## Coursework & Assignment Descriptions

---

Your grade in English 2610 this semester is based on the following areas:

- Weekly Discussions (30%) -- due each week, unless indicated otherwise on the individual weekly pages in Modules
- Writing Assignments (rough and final drafts) (50% total)
  - Genre Analysis Essay -- due Week 3 - This writing project asks you to apply your knowledge of the coming-of-age genre to one of the stories assigned in Weeks 2-4. After a close reading of the text, you will select which characteristics of the coming-of-age genre are most prominent in the story and provide evidence from the text itself to support your argument. As long as you can provide evidence to support your argument from the text, then you can make your argument.
  - Critical Analysis Essay -- due Week 6 —Choose any work we have covered under the theme of Culture and Identity. Write a critical essay examining any of the major elements of storytelling or poetry (tone, characterization, theme, point of view, etc.). Support your observations with evidence (quotes and paraphrases) from the text.
- Notebooks/Quizzes (10%)
- ePortfolio (10%) -- due on the last day of the course

## General Education Information

---

## **General Education Statement**

This course fulfills the **DV; HU** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## **ePortfolios**

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

### **The Many Uses of ePortfolios**

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

### **Connect Your ePortfolio to MySLCC**

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

### **Need Assistance?**

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to [ePortfolio@slcc.edu](mailto:ePortfolio@slcc.edu)

## **Course Content Warnings/Trigger Warnings**

---

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events ("The Flowers" by Alice Walker; "White Trash Primer" by Lacy M. Johnson)
- Sensitive social and political issues ("Strange Fruit" by Billie Holiday and "The Flowers")
- Discussions of mental health, including depression and anxiety ("White Trash Primer" "The Paper Menagerie" by Ken Liu)
- Graphic or explicit descriptions and imagery ("Being Gay vs Being Southern: A False Choice")

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## How to Navigate to Canvas

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you



have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Online Tutoring

---

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Institutional Policies

---

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Student Academic Calendar

---

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Additional Policies

---

## **Plagiarism**

Students commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the student code of conduct. If you're ever unsure about whether you are or might be plagiarizing, ask me, and I'll help you figure it out.

## **Generative AI**

Generative artificial intelligence (AI) software, such as ChatGPT, is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so.

For assignments, instructors will use the UnicheckLinks to an external site. tool that is integrated into Canvas to generate a report on your assignments. This assists them in spotting plagiarism.

## [Transfer/Certification/Licensure/Employment Information](#)

None