

AMERICAN LITERATURE II – THE 19TH CENTURY
(LITERATURA AMERICANA II / LEG 345)
PROFESSOR VERA LIMA CECCON
SYLLABUS FOR 2010 – II

CLASS DATES		SUBJECT MATTER	CHAPTERS IN CLASS BOOKLET	DEADLINES	CLASS TYPE			
wk	date				LECTURE	SEMINAR	CLASS HR	GRADE
1	27- Aug	GENERAL INTRODUCTION TO THE COURSE			✓		L ₁	

MODULE I: THE UNITED STATES IN THE 19TH CENTURY

2	03-sept	HISTORICAL CONTEXT AND LITERARY PANORAMA	1 st call for groups	✓		L ₂	
3	10-sept		final call for groups	✓		L ₃	
4	17-sept		mini-seminars by groups/ <u>deadline</u> for BLOG implementation grade		✓	S ₁	S ₁ =1,0

MODULE II: THE FOUR GIANTS OF NEW ENGLAND

5	24-sept	EMERSON		✓		L ₄	
6	1-oct	EMERSON		✓		L ₅	
7	8-oct	THOREAU	announcement of themes for ESSAY 1	✓		L ₆	
8	15-oct	EMILY DICKINSON	raffle for SEMINARS	✓		L ₇	
x	22-oct	PROFESSOR'S POSSIBLE ABSENCE					
9	29-oct	EMILY DICKINSON		✓		L ₈	
10	5-nov	WALT WHITMAN	deadline for ESSAY 1	✓		L ₉	
11	12-nov	WALT WHITMAN		✓		L ₁₀	

MODULE III: OTHER MAJOR VOICES

12	19-nov	THE BOSTON BRAHMINS: LONGFELLOW, HOLMES, LOWELL AND WHITTIER	seminars by 2 groups		✓	S ₂	S ₂₋₄ =2,0
13	26-nov	BLACKS IN AMERICA: JOEL C. HARRIS AND FREDERICK DOUGLASS	seminars by 2 groups/ announc. ESSAY 2		✓	S ₃	
14	03-dec	OFF THE CANON: THE INDIAN HERITAGE + SONGS OF THE FOLK	seminars by 2 groups/ deadline for reports online		✓	S ₄	
15	10-dec	REGIONAL VOICES IN FICTION: MARK TWAIN			✓	S ₅	S ₅ =2,0
16	17-dec	DEADLINE FOR REPORT 3 (BY E-MAIL)					R3=1,0
	30-dec	DEADLINE FOR ESSAY 2 (BY E-EMAIL)			✓		E= 2,0

OFFICIAL BEGINNING OF SEMESTER AT UFRJ: 16th August
OFFICIAL END: 22nd December

AMERICAN LITERATURE II – THE 19TH CENTURY (LITERATURA AMERICANA II / LEG 345)

GUIDELINES FOR 2010-I

I. COURSE PROGRAM

1. TECHNICAL DATA

1.1. IMPORTANT DEFINITIONS (IN PORTUGUESE)

A. DISCIPLINAS E EMENTAS

Disciplinas são componentes do currículo de um programa de educação terciária, tanto de graduação (licenciatura ou bacharelado) quanto de pós-graduação (especialização, mestrado ou doutorado). As disciplinas são categorias “teóricas”, que ditam normas acadêmicas dentro de um currículo específico e datado.

As *ementas* das disciplinas são textos curtos que definem as diretrizes básicas que os Professores devem seguir ao planejarem os *conteúdos programáticos* de seus *cursos dentro das disciplinas*.

B. CURSOS E CONTEÚDOS PROGRAMÁTICOS

Os *cursos* nos quais os alunos se inscrevem no início do semestre são, portanto, “aplicações práticas” das ementas das disciplinas. Sendo assim, a expressão “inscrição na disciplina X” é uma simplificação da expressão “inscrição em cursos oferecidos dentro de disciplina X”.

Vários Professores podem estar encarregados de oferecer cursos dentro de uma mesma disciplina. Cada um tem um estilo próprio de organizar o *conteúdo programático* (=program, in English), a partir da ementa. Ao final do semestre, entretanto, todos eles terão cumprido as diretrizes básicas da disciplina.

1.2. EMENTA OFICIAL (IN PORTUGUESE)

O século XIX na Literatura Americana. Transcendentalismo: facetas do movimento representadas por Emerson e Thoreau. Duas manifestações poéticas: Walt Whitman e Emily Dickinson. Humorismo: Mark Twain. Romance psicológico precursor: Henry James.

1.3. PROGRAM (FOR 15 CLASSES, 1 PER WEEK)

Introduction to American Literature in the 19th century through 3 modules:

- . MODULE I: Historical and Literary contexts.
- . MODULE II: close study of 4 major writers (Emerson, Thoreau, Dickinson and Whitman)
- . MODULE III: other important regional and ethnical voices of the period (as per syllabus)

1.4. BIBLIOGRAPHY (CLASS BOOKLET IN TWO VOLUMES)

CECCON, Vera Lima. *American Literature in the 19th century*. BOOK 1. mimeo, 2010-I

CECCON, Vera Lima. *American Literature in the 19th century*. BOOK 2. mimeo, 2010-II (NOT AVAILABLE YET)

1.5. COMPLEMENTARY MATERIALS: AT THE WEBSITE OF THE PROFESSOR

2. THE COURSE AND ITS AIMS

This course runs in a system of *continuous evaluation* and takes into consideration that the scope of what is considered as *literature* in North American Literary History is wider than its counterpart in other national Literatures, including the English. This means that the production of the period is not only fertile but also varied in styles and voices. To provide a consistent view of this broad Literature within a narrow span of 15 classes involves a close cooperation between students and Professor.

Therefore the **major theoretical aims** of the course include the provision of means to appreciate:

- a. the splits from the traditional English legacy with its extraordinary innovations and achievements plus
- b. the importance of the “land” and the utopian drive that moved the *American dream* in the 19th century, the century of the actual construction of the United States as an autonomous country.

As for the **practical aims**, they include:

- c. the development of the habit of reading literature in a *calm and continuous flow*, as opposed to the habit of reading literature only under the pressure of a coming examination;
- d. the provision of a friendly atmosphere for exchanges and debates among classmates and professor;
- e. the encouragement of the habit of writing class reports weekly, as a means of consolidating mastery in the assigned subjects;
- f. the close observation of the conventions that rule academic texts and differentiate them from purely subjective expression (through *reading* and *writing*) and
- g. to expose students’ production on the Internet.

II. METHODOLOGY

3. TWO TYPES OF CLASSES: LECTURES AND (MINI) SEMINARS

The course is divided into 2 different types of classes both involving the active participation of students and professor.

3.1. LECTURES (TOTAL OF 10 WEEKS)

Lectures are "theoretical" classes from the students' point of view, only in the sense that they expose more the lecturer than the students. However, lectures are only fruitful if they produce debates. Therefore, students are expected to read the assigned texts prior to class. This semester *audio books* will be used during lectures to introduce major works.

3.2. THE SEMINARS (TOTAL OF 5 WEEKS)

Seminar classes are "practical", in the sense that they involve students more actively and are presented by groups.

4. THE CLASS MATERIALS: SYLLABUS, GUIDELINES, BOOKLET, WEBSITE AND BLOGS

4.1. THE SYLLABUS AND THE CURRENT GUIDELINES

Please, always refer to the syllabus and the current guidelines because they should be strictly followed. In case of unforeseen changes, the Professor will announce them in advance or contact students in time.

4.2. THE BOOKLETS

The booklets are essential to the course and contain:

- a. book 1: the sources for all classes up to week 11
- b. book 2: the sources for all classes from week 11 onwards and the sources for the final essay

4.3. THE WEBSITE OF THE PROFESSOR

The website of the professor is an auxiliary resource that might host complementary materials not included on the booklet. The website is part of a bigger project called *Bridges* whose aim is to offer bridges across the gaps between *curricula*. Its url is:

<http://www.lettras.ufrj.br/veralima>

The page for the American Literature II course is under construction and will be reached through the link *literatura americana 2* on the address above or directly via

<http://www.lettras.ufrj.br/veralima/litam2>

4.4. STUDENTS' BLOGS

This semester students will produce class reports and post them in their individual blogs. (see details below)

5. STUDENTS' ACTIVITIES: INDIVIDUAL AND IN GROUP

5.1. INDIVIDUAL ACTIVITIES:

This semester you will produce individual class reports about lectures to be posted on your individual blog.

- A. PERSONAL BLOG (B=1,0)
- B. CLASS REPORTS (R=3,0)

5.2. SIX GROUPS PER CLASS

At the beginning of the semester, students should split themselves into 6 groups, numbered from 1 to 6. Each group should elect a *representative member* who will be the contact bridge between the Professor and the others, in case of last minute notices.

Groups will produce two kinds of activities for their evaluation along the semester:

- A. TWO MINI- SEMINARS (S1= S5=1,0)
- B. ONE FULL SEMINAR (S=2,0)
- C. TWO ESSAYS TO BE COMPOSED BY SPLIT GROUPS (E1=1,0; E=2,0)

The essays are to be composed by *duos* or *trios* of students, that is, by sub-groups of the original groups.

III. THE ACTIVITIES ONE BY ONE

6. THE BLOGS AND ITS NETWORK (B=1,0)

We will create an experimental network of *blogs*. Its purpose is to expose students to each other's production as a means of stimulating their critical and academic writing skills. The network is temporary and should last only during the course: after that, you're free to discontinue your *blog*. Setting up a *blog* is simple and you'll find step by step TUTORIAL IN PORTUGUESE at: <http://www.lettras.ufrj.br/veralima/litam2/blogs.html>
Please notice the following:

6.1. ALL BLOGS IN THE NETWORK WILL BE HOSTED IN WORDPRESS

Initially the network will be open to the general web but in case we wish to change it into a *private network* – that is, only accessible to its members – it's imperative that all members belong to the main host. *Wordpress* was chosen because:

- setting up an account is free and straight forward: just provide a valid e-mail and a username;
- you can create as many blogs as you wish under your username;
- each *blog* has a unique *wordpress name*;
- after the end of the semester, you can discontinue the class *blog* but create others;
- there are many options of design and interfaces

6.2. ALL BLOGS IN THE NETWORK WILL HAVE A COMMON EXPRESSION IN THEIR NAMES: LITAM2

A. PLEASE FOLLOW THE EXAMPLE OF THE REFERENCE BLOG (THE PROFESSOR'S BLOG):

<http://litam2vera.wordpress.com>

B. THE PROFESSOR WILL SET A LINK TO YOUR BLOG ON THE REFERENCE BLOG, AS SOON AS SHE RECEIVES ITS ADDRESS

6.3. GRANTING OF BLOG IMPLEMENTATION GRADE: BY WEEK 4

A. ATTENTION! IF YOU WANT TO HAVE THE *BLOG IMPLEMENTATION GRADE* (MAX=1,0) YOU MUST SET UP YOUR BLOG BY WK 4, ACCORDING TO THE EDITORIAL NORMS BELOW AND TO THE TUTORIAL; DON'T FORGET TO E-MAIL ITS ADDRESS TO THE PROFESSOR !

6.4. BASIC EDITORIAL NORMS TO ALL BLOGS IN THE NETWORK

In order to make it easy for everybody to understand and communicate within the network, please, choose the *theme* (=the layout) of your *blog* according to the follow criteria (the ones of the *default*):

- 2 columns
- fixed width (in 2010 II, variable width will be allowed too)
- custom header
- right sidebar containing the menu (according to tutorial)
- ALL THE FURTHER INSTRUCTIONS ON THE TUTORIAL

6.5. WHAT TO POST ON THE BLOG:

A. COMPULSORY: CLASS REPORTS

B. OPTIONAL: ESSAYS AND SEMINAR SUMMARIES

6.6. BEST BLOG OF THE SEMESTER: GRANTS AN EXTRA POINT (1,0) TO ITS AUTHOR

7. THE CLASS REPORTS (R₁=R₂=1,0)

Because of the amount of lectures (10/15 classes) along this course, a new modality of continuous evaluation had to be envisaged to avoid traditional exams by the end of the semester. *Class reports* provide a great opportunity to train concision, clarity and sense of observation. Students are allowed to share their handwritten class notes or even record the class, but the report itself must be individual.

7.1. HOW THE CLASS REPORTS WORK

Starting on week 5, the professor will raffle a number of students corresponding to 20% of the class – among the present students - to produce a written class report. The raffle will happen at the end of each class for 10 weeks, so that by the end of the semester all students will have produced 2 reports, worth 1,0 each. Reports will have to be handed in the following week of their raffle.

7.2. DELIVER IT PRINTED TO THE PROFESSOR: EDITORIAL NORMS

Hand in your *class report* printed in a A4 sheet, according to the following rules:

A. GENERAL

- use only black ink
- set the margins for: left=top=bottom=3 cm and right=1 cm

B. IDENTIFICATION HEADING

- font: Arial, 10pt, space 1
- identify yourself and the report on the top of the page as in the following example:

DISCIPLINE: AMERICAN LITERATURE II, 2010-I

CLASS: LEI (LEJ)

NAME: Maria José da Silva

CLASS REPORT WEEK 5 (EMERSON) – DATE: 7-May 2010

C. BODY TEXT

- font: Arial, 12pt, space 1,5
- paragraph indentation on the 1st line: 1 cm

D. LENGTH AND LANGUAGE

The report might vary between 400 and 600 words of body text (usually 1 ½ to 2 printed pages). You may write it in English or Portuguese.

E. ATTENTION: ABOUT NO COMPLIANCE WITH THESE EDITORIAL RULES

Papers which fail to comply with any of these rules will have their grades reduced. Students who fail to produce a printed version will not have the grade (electronic versions will not be accepted, except for 13.1.A)

7.3. WHAT TO REPORT

The main purpose of this activity is to train your capacity of observation and concision and to help you transpose it to the written medium in an academic tone. Notice therefore that students who read the texts prior to class will profit more from the experience because their attention to details will be more active!

A. GENERAL CONTENT

You should give a panoramic account of the class but focus in one aspect that caught your attention and explain why it did so.

B. TONE, STYLE AND LEXICAL CHOICE

A *class report* is not a thesis or dissertation but it's not an e-mail to a close friend nor an entry on a personal journal or a shopping list. In other words: watch out for the tone and lexical choices. The tone has to be "standard", that is, educated, not too formal nor too informal. Notice also that, though you may be thrilled by the poems you read and listened to in class, the report itself is not meant to be a poem or a short story. So keep in mind that its language is not poetical or literary but *academic*.

7.4. DEADLINE AND ABSENCES

Please, obey the deadlines! Late reports will not be accepted.

7.5. GRANTING OF GRADES

After class reports are returned to their authors by the Professor, students should implement the suggested corrections immediately, so that by the following week of the Professor's deliverance, you can show her both versions of your paper: the first one with her marks and the final one with the corrections implemented. She will give you then her "ok" and you will be ready to implement your report on your blog.

It's only after the online implementation that the grade will be granted.

7.6. THE 3RD REPORT, ON A CLASSMATE'S BLOG: BY DEC 17TH

The 3rd report is a *report about a classmate's blog*. You should write a comment about it, considering *the academic content of the reports* and also *the whole visual presentation* (colors, photos, images, etc). You should highlight its qualities and eventually offer constructive criticism.

A. REPORTS NOT AVAILABLE ONLINE BY DEC 3RD WON'T HAVE THEIR GRADES GRANTED!**B. VOTE FOR THE BEST BLOG OF THE SEMESTER**

You should attach your vote for the *best blog* to your 3rd report (it doesn't have to be the analyzed one).

8. SEMINARS (S=4,0)

There will be three seminars this semester. Two are *mini-seminars*, in the format of last year's *reading classes*, that is, with all groups sharing one single class and theme, and a *full seminar* in a more traditional format. The general guidelines for both kinds of seminars are:

- they might be presented in English or in Portuguese: the choice is up to each group;
- there should be no discrimination against groups presenting in either one of the languages;
- handout to the class are not compulsory but work as a courtesy and
- the grade of the group will be granted only to the students present during the full class

See now the specific rules.

8.2. THE MINI-SEMINARS(S₁= S₅=1,0): HISTORICAL CONTEXT(S₁) AND MARK TWAIN(S₅)

All groups will have to prepare the same texts in advance (6 short chapters). On the day of the presentation, a raffle at the beginning of the class will split the chapters among the groups. The groups will then have 15 minutes to discuss the selected chapter, prior to the presentation, which should last for 10-15 minutes. The professor will raffle the orator too.

A. NO NEED FOR MEETINGS AFTER CLASS!

There is no need for groups meeting after class: discussions happen during class hours! However, it is advisable that group members share e-mails and phone numbers to exchange ideas and information.

B. ROUTINES FOR MINI-SEMINARS, DURING THE WEEK AND PRIOR TO PRESENTATION

- individual reading of the six chapters at home and summary of main topics ("fichamento")
- COMPILATION OF a VOCABULARY LIST, if necessary

C. ROUTINES FOR THE PRESENTATION DAY: THE GROUP DISCUSSION (15 MINUTES)

This is the moment when the group gathers to discuss their individual summaries ("fichamentos") to merge their ideas/ conclusions and vocab lists. The result of this discussion is to be presented by the GROUP ORATOR. Therefore it's very important that the orator has the support of the whole group. The grade is COLLECTIVE and not the sole responsibility of the orator.

D. THE PRESENTATION: ORATORS IN ACTION (6 X 10-15 MINS=60-90 MINUTES)

Orators will come to the front stage, one at a time, and present their group's collective conclusions. After that, they should allow a 2 minute gap for the Professor to assess their performance and to add comments. (Vocab lists may be written on the board by other members of the group)

8.3. THE FULL SEMINAR (S_{2,4}=2,0): *BOSTON BRAHMINS, BLACKS IN AMERICA AND OFF-THE-CANON*

For the *full seminar*, two groups will share the same class day and general theme. The specific subjects will be selected through a raffle on week 8. Basic directions for these seminars are:

A. THE TWO SELECTED GROUPS WILL HAVE 40-50 MINUTES EACH TO DELIVER THEIR WORK;

B. THE GROUPS WILL HAVE THEIR PRESENTATIONS PREPARED IN ADVANCE

C. ALL GROUP MEMBERS WILL HAVE TO SAY SOMETHING

Orators of previous seminars might be spared of speech, if they wish, but not of attendance.

D. GROUPS ARE RESPONSIBLE FOR BOOKING EXTRA CLASS RESOURCES, IF THEY WISH TO USE PROJECTORS, AUDIO RECORDERS, AND THE LIKE

9. THE ESSAYS (E=3,0)

The purpose of assigning *two* (and not only *one*) essays is to stress the difference between two modalities of written expression: the *literary (fictional or poetical)* and the *academic* one. They are ruled by completely different sets of conventions, which are only fully assimilated through direct contact and continual practice.

9.1. GENERAL GUIDELINES FOR BOTH ESSAYS

These are the guidelines common to both essays:

- essays must contain at least one quotation plus full bibliography; also they must comply with norms and formats available on the website page : <http://www.lettras.ufrj.br/veralima/litam2/essays.html>
- they will be written in *duos* or *trios*;
- attention: **plagiarism will not be tolerated and will imply "fail" in the discipline** ! Plagiarism is a crime! Write your essay with your own words. If you need to quote, do it properly, by following the rules contained on the norms page;
- students must always revise and re-revise an academic paper before handing it in to the professor and
- essays must comply with deadlines or else the grade will not be granted

9.2. THE FIRST ESSAY (E₁=1,0)

The first essay is a "warm up" for the final one. Its specific directions are:

A. THEMES: TO BE ANNOUNCED BY LECTURE 6

This essay will be about topics covered in the classes until the day of themes' announcement. The major sources are to be found in the booklet and on the website. Themes will be announced by L₆ (LECTURE 6) and split through raffle so that each group has a unique theme (to be shared only by its sub-groups).

B. LENGTH AND LANGUAGE: 600-800 WORDS IN PORTUGUESE

The body text of essays-1 must range between 600 and 800 words (a little more than the *class reports*; this does not include the headings of the document). First essays are to be written in **Portuguese**.

C. ESSAYS IN PRINT BY THE DEADLINE : WEEK 10, NOV 5TH – LATE ESSAYS WON'T BE ACCEPTED

Essays must be handed in PRINTED and BY THE DEADLINE: no electronic versions, nor late deliveries!

D. GRANTING OF GRADE

As with the *class reports*, essays will have to be thoroughly revised before their grades are granted. The professor will return them to you as soon as possible with correction marks. To avoid problems, please, notice that:

- students should make the corrections immediately after they receive the essays from the professor;
- they must return both versions (the original and the corrected one) to the professor in print by the following week of the professor's revision;
- it's only then (=after the final correction) that the grade of the poem will be granted, as long as its deliverance complies with the deadline;

E. IMPLEMENTATION ON THE BLOG

Essays might be implemented on authors' blogs, if they wish so, but it's not compulsory. Notice that because of shared authorship, the same essay might appear on two or three different blogs.

9.3. THE SECOND ESSAY (E₂=2,0)

The second essay is the main essay of the semester. The specific directions for the writing are:

A. THEMES: TO BE ANNOUNCED BY WEEK 13

This essay will have its range of themes announced by week 13. It will have as main source a collection of short essays collected in the second booklet ("apostila vol 2, 2010-II), still to be produced by the professor for 2010-II.

B. LENGTH AND LANGUAGE: 700-1000 WORDS, PORTUGUESE OR ENGLISH

Its body text must range between 700 and 1000 words (this does not include the headings of the document). It might be written in Portuguese or English.

C. DEADLINE : DEC 30TH, PRINTED OR ELECTRONIC VERSION

This essay may be handed in after the end of the classes. So, please, notice that:

- you must e-mail YOUR ESSAY BY THE DEADLINE OR ELSE IT WON'T BE ACCEPTED
- it should be e-mailed as *attached document* in *Microsoft Word 2003* format (.doc and not .docx)

D. GRANTING OF GRADES

Since these essays will be checked only after the end of the classes, there will be no time for revisions. Grades will be granted as final. The marked essays will be returned in the following semester only by appointment.

IV. OTHER ACADEMIC ISSUES

10. SUMMARY OF ALL GRADING ACTIVITIES

In this system, it's important that the Professor gives an immediate feedback to her students, so that they can keep improving their performances, along the semester. That's why it is essential that everybody keep up with their deadlines. Grades will be posted on the website and eventually on the notice board of the Department (Dept Anglo-Germânicas, D-204).

The final summary of activities with their grades is:

10.1. BLOG IMPLEMENTATION (B=1,0): BY WEEK 4, SEPT 17TH

10.2. REPORTS (R=3,0)

A. CLASS REPORTS (R₁ = R₂=1,0): DETERMINED THROUGH A RAFFLE; DUE BY THE FOLLOWING WEEK OF REQUEST AND ALSO THE WEEK AFTER CORRECTION; TO BE IMPLEMENTED ON BLOG

B. BLOG REPORT (R₃=1,0): DUE BY DECEMBER 17TH; MUST ALSO CONTAIN VOTE FOR *BEST BLOG*

10.3. SEMINARS (S=4,0)

A. MINI-SEMINARS 1 (S₁=1,0), WEEK 4, SEPT 17TH ;

B. MINI- SEMINARS 5 (S₅= 1,0), WEEK 15, DEC 10TH ;

C. FULL SEMINARS (S₂₋₄=2,0), WEEKS 12, 13, 14, DATES AS ASSIGNED IN SYLLABUS

10.4. ESSAYS (E=3,0)

A. ESSAYS 1 (E₁=1,0) DUE BY WEEK 10, NOV 5TH

B. ESSAYS 2 (E₂=2,0) DUE BY DEC 30TH

11. GRADES

Grades vary from A to E, according to the following scales:

	A EXCELLENT	A-	B+	B GOOD	B-	C+	C OK	C-	D+	D POOR	D-	E+	E FAIL
scale 1	1,0	0,9	0,85	0,75	0,65	0,6	0,5	0,4	0,35	0,25	0,15	0,1	0,0
scale 2	2,0	1,8	1,7	1,5	1,3	1,2	1,0	0,8	0,7	0,5	0,3	0,2	0,0

11.1. SUM OF TOTAL GRADES= 11,0

11.2. ELIMINATION OF LOWEST *ONE-POINT* GRADE

Your lowest one-point-grade (*blog implementation, report or essay 1*) will be eliminated.

11.3. BONUS FOR BEST BLOG (1.0 PLUS)

This is not to set a competition: rather, it's a compensation for the time and dedication in the implementation of a nice academic blog.

12. ATTENDANCE

12.1. ATTENTION: ATTENDANCE IS ELIMINATORY!

A. MINIMUM ATTENDANCE RATE OF 10 CLASSES

Please notice that under this system you MUST have a minimum attendance rate of 66% (**10/15 classes**), which is less than the legal rate at federal universities (75%). There will be no exception to this rule.

B. ROLL CALL AT THE BEGINNING OF CLASSES

The roll call happens ONLY ONCE AND at the very beginning of classes. Grades are only granted to students who answer to the roll call and stay in class until the end.

12.2. PUNCTUALITY AND RESPECT FOR THE WORK FLOW

Please, be punctual to avoid problems and stay until the end of the class. Late arrivals and early leavers ALWAYS disturb the work flow and the concentration of a class! And this is particularly critical in this system.

12.3. STICK TO YOUR CLASS OF ENROLMENT

Although the same Professor lectures in both LEI and LEJ classes, all students must remain in their classes of enrolment in respect to their groups. So, you mustn't swap classes between LEI and LEJ along the semester. If at the beginning of the semester one of the classes turns out much more crowded than the other, the Professor might encourage migration. Only in this case, she might dismiss the administrative procedures.

13. ABSENCES, SPECIAL LEAVES AND EARLY LEAVERS

13.1. ABSENCES DURING GRADING CLASSES

A. ON THE DAY OF HANDING IN A CLASS REPORT

If you miss the day of handing in your class report, please ask a classmate to hand it in to the Professor or e-mail it on the very day! Late class reports will not be accepted, so this is the only case in which e-versions will be accepted!

B. DURING MINI-SEMINARS

If you miss the *mini-seminar*, you miss the *ATTENDANCE* and also the *GRADE*. The same applies if you miss the group discussion or leave the class too early.

C. DURING FULL SEMINAR

If the group confirms your participation during the preparation of the seminar, you will be entitled to half the grade, in case you miss the seminar presentation.

13.2. SPECIAL LEAVES

If you miss a grading class (see above), there are two situations in which you might have the grade granted (but not the attendance!):

A. HEALTH AND WORK REASONS: ONLY ONCE IN THE SEMESTER

- In this case you must present a certified justification: HEALTH/ WORK CERTIFICATE
- Please, print out and fill in the special leave form (*formulário de dispensa*) available on the website. Attach to it a copy of the medical or the work certificate and show the original document to the Professor.
- the above documents should be presented within 2 weeks of the leave
- THIS CAN ONLY BE DONE ONCE IN THE SEMESTER!

B. REGULAR EARLY LEAVERS

If you must leave early regularly, that is, long before the end of the class, you should consider changing classes definitely, at the beginning of the semester, or postponing your enrolment in the course for a later date. Yet, if your absence is not longer than the final 30 minutes of the class (which means you attend it for 75% of its time) then you might apply for a regular early leave. In this case, you must:

- present a certified justification (see item 12.1 above) and
- avoid missing any GRADING class, since you are not entitled to another special leave

13.3. OCCASIONAL EARLY LEAVER

If you have to leave early eventually, you should let the Professor know it at the beginning of the class. Depending on how early you leave, you might receive your reading grade and/or the attendance.

14. FINAL ISSUE: CONDUCT IN CLASS:

Since most of the activities are group-related, it's essential that you feel not only responsible for the performance of your group but also comfortable in it. Therefore, choose your group carefully, among classmates you respect and consider of similar academic level. The more integrated the group, the better the chances of high grades.

It's also essential to keep a friendly and respectful atmosphere among the groups. So, please, be quiet and attentive while you attend the presentation of another group.