

History 597.01W & English 578.01W

What If?: Studying and Writing Alternate History

Spring 2018 (Short term: February 1 – May 11)

Instructors: Dr. Judy Ann Ford & Dr. Robin Anne Reid

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The sections Hist. 597.01W and English 578.01W are cross-listed and team taught this semester. In other words, no matter which side of the course you enrolled in, you are all in the same class. Everyone in both sections has the same assignments, or choice of assignments, and everyone has the same two instructors: Dr. Reid and Dr. Ford.

The Virtual Office in the course shell will be checked daily. Questions posted in the Virtual Office will be answered within 24 hours. Please do not post about grades in the Virtual Office because it is a public space.

Emails will be answered by the next business day. If you would like to meet with one of the instructors face-to-face, both keep regular office hours on campus and both instructors are available to meet by appointment. Monday or Wednesday afternoons are often best.

What If? is a fully online course with specific assignments and due dates: the class is **not** self-paced.

COURSE INFORMATION

I. Materials--Required

A. Books

Philip Tetlock, Richard Ned Lebow, and Noel Geoffrey Parker, eds. *Unmaking the West: What-If? Scenarios That Rewrite World History*. Ann Arbor: U. of Michigan Press, 2006. ISBN: 0472031430

Harry Turtledove, S. M. Stirling, Mary Gentle, and Walter Williams. *Worlds That Weren't*. New York: Penguin Publishing Group, 2003. ISBN: 0451528980. (Any edition will do.)

B. Academic Articles (available full-text electronically through Gee Library):

Talbot, Ann. Chance and Necessity in History: E. H. Carr and Leon Trotsky Compared. *Historical Social Research* 34, issue 2 (2009): 88-96.

Nolan, Daniel. Why Historians (and Everyone Else) Should Care About Counterfactuals. *Philosophical Studies* 163, issue 2 (March 2013): 317-335.

Lebow, Richard Ned. Counterfactuals, History and Fiction. *Historical Social Research* 34, issue 2 (2009): 57-73.

C. Online Articles

Anders, Charlie Jane. "10 Worst Mistakes That Writers of Alternate History Can Make." *io9*. Feb. 14, 2012.

<https://io9.gizmodo.com/5884879/10-worst-mistakes-that-authors-make-in-alternate-history>

Farrier, John. "The 10 Best Alternate Histories." *Neatorama*. Jan. 8, 2014.
<http://www.neatorama.com/2014/01/08/The-10-Best-Alternate-Histories/>

Galley, Ben. "Writing Alternate History." *Ragnarok*. Apr. 7, 2016.

<https://www.ragnarokpub.com/single-post/2016/04/07/Writing-Alternate-History>

Hale, Ginn. "Five Alternate Histories that Embrace Diversity." *Tor.Com*. Oct. 9, 2017. <https://www.tor.com/2017/10/09/five-alternate-histories-that-embrace-diversity/>

Juddery, Mark. "What if? 19 Alternate Histories Imagining a Very Different World." *Mentalfloss*. Jan. 9, 2013. <http://mentalfloss.com/article/54464/what-if-19-alternate-histories-imagining-very-different-world>

Mitrovich, Matt. "The Top 10 Best Alternate History Books (Version 1.0)." *Amazing Stories*. Feb. 23, 2016. <http://amazingstoriesmag.com/2016/02/the-top-10-best-alternate-history-books-version-1/>

II. Materials—Optional

Class Handout: "Online Resources: Creative Writers"

III. Course Description

What If? is both a focused analysis of counterfactual history, also known as virtual or alternate history, and a workshop in writing with substantial writing and peer critiques. Both Hist. 597 and Eng. 579 may be repeated for credit if the emphasis (title) changes.

IV. Student Learning Outcomes

1. Students will demonstrate an understanding of the theory of counterfactual history.

Assessed by selected threaded discussions and the first self-assessment.

2. Students will engage in a writing process that incorporates revision based upon instructor and peer feedback.

Assessed by changes made in selected writing assignments from first to final draft and the second self-assessment.

3. Students will critique their classmates' rough drafts by identifying structural elements, describing the impact of the drafts on themselves as reader, and offering constructive criticism for revision.

Assessed by selected peer reviews.

COURSE REQUIREMENTS

I. Attendance and Participation

To simulate a classroom environment, students are required to participate in asynchronous class discussions. There will be two or three discussion threads in each unit. Units are two weeks long. In most cases, the prompts will be questions or comments about the assigned reading for that unit. In most cases, the prompt will be the instructors' only participation in the thread. In two cases, an additional online discussion will serve as a peer response group, or writers' workshop.

In addition to participation in the discussion threads, students will

- Access and follow all course instructions found in the content area (navigation bar) of the online course platform.
- Read all assigned materials (readings, handouts, and instructor feedback, and rubrics in the gradebook).
- Complete and submit assignments electronically using the online course platform's tools/tabs for the Dropbox and Docshare.
- Access their grades in the Pearson LearningStudio (eCollege) gradebook, including the rubrics in the gradebook and comments on drafts uploaded to the assignment Dropboxes.

II. Late Work

Much of the work in this course relies on the timely completion of assignments by all class members. Discussions require participation; peer review requires the submission of drafts; revision requires the submission of peer reviews. Late drafts and peer reviews may hurt other students, so every effort must be taken to submit these on time.

Submission dates always fall on the Friday at the end of each unit. If circumstances demand the late submission of work, there will be no penalty *as long as the work is submitted over the weekend*. If the work for one unit is submitted before the subsequent unit opens, there is no need to contact an instructor.

If a medical condition, temporary emergency, or some other situation (professional or personal) interferes with your ability to complete the work for one unit before the start of the next unit, please email an instructor as soon as

possible. If the problem will interfere with your ability to turn work in for five or more days, then please submit external documentation. After the next unit begins, work from a previous unit will be accepted only at the discretion of the instructors.

If technical difficulties prevent you from submitting your work in a timely fashion, you must contact Technical Support with the problem. Contact an instructor regarding a technical problem only after you have contacted tech support and have the case number assigned to the problem.

III. Assessment

A. Threaded Discussions

There will be twelve threaded discussions.

For full credit, students must make a substantial post a minimum of three times in each thread. Of the three minimum posts, one must be a response to the prompt and two must be responses to other students' posts.

Discussion threads will open at 9:00 AM on the first day of the unit. Your response to the prompt must be made by midnight on the first Saturday after the thread opens. Your responses to other students' posts can be made at any time prior to the thread's closing. Threads will close at midnight on the final day of the unit.

Students must make substantive remarks in their three required posts. Substantive means that a student's initial answer to the prompt is lengthy enough to answer the question using evidence from the reading assignments and that the student's responses to classmates are thoughtful and engaging—that is, more than a one- or two-sentence response. This assignment is on-going, which means that students should log in daily, or nearly daily, to read their classmates' responses and post replies to those comments, and students should not wait until the final day of the discussion to post their comments. That delay is not conducive to accomplishing the mission of a class discussion.

The following rubrics inform class discussion grades:

A = Contributions are factually accurate, substantive, timely, and devoid of irrelevant personal opinions; student asks questions and answers inquiries.

B = Posts are generally accurate but lack analysis or clarity.

C = Posts reflect a lack of critical analysis, or contain factual inaccuracies, or are short and perfunctory.

D = Posts reflect a lack of critical analysis, or contain factual inaccuracies, or are short and perfunctory; and/or are fewer than three in number

F = No posts.

In addition to the three required posts, students may post as many times as they wish, and may choose to make these extra posts non-substantive (for example: "I agree with Suzie!")

One last note on participation: students sometimes have the idea that the study of history is about finding the correct answers. To be sure, facts are absolute when they consist of something tangible that everyone can verify (dates, names, laws, etc.). The study of history, however, does not begin and end with facts but uses factual events as a framework for analyzing the causes, consequences, proper context, and meaningful analysis of those events. These are the questions that scholars debate, and we expect students to debate them in the class discussions.

The discussion of history as a framework for analysis does not preclude creative forms of interpreting causes, consequences, context, and meaning of historical events. While counterfactual history is a subfield of the academic discipline of history, alternate history is a sub-genre of speculative fiction. Like historical fiction, alternate history requires more than knowledge of facts: it requires knowledge of historiography, of what different interpretations of historical events have been made by historians.

B. Major Project Drafts

The major project of this course will be to will write an alternate history in a format chosen by the student. The goal is to effectively communicate the impact of counterfactual events. Students have the choice of what genre they wish to work with for their alternate history.

For example, those most comfortable with the genre history textbook may choose to write in that format, from the chronological perspective of some point in time after the consequences of counterfactual event. Students writing in the textbook genre may choose to include elements conventional to that genre, such as timelines, primary document excerpts, or short biographical sketches.

Alternately, students comfortable with short stories may choose to write in that format, including dialogue and elements of plot and characterization. Such stories might describe the counterfactual events as they occur, or may be set chronologically later and focus more on consequences.

Students may choose other formats as well, for example, diaries of fictional people who are experiencing counterfactual history; or fictional diaries of actual historical figures in an altered timeline; or counterfactual events and consequences conveyed through letters, newspaper entries, text messages, or some combination of elements. Be as creative, or conventional, as you like.

The final draft of the project should be ten to twelve pages in 12 point font, double-spaced, with one-inch margins. In addition to the ten to twelve pages of text, there should be a cover page with no numeration and a bibliography of works consulted.

Please note that a bibliography lists all works *consulted*, not merely those *cited*. Many projects will probably have no citations. The works consulted might be only those read for this class, but if other works were consulted too, they must be listed in the bibliography. Students may follow either MLA or Turabian format.

All three drafts must be submitted to the dropbox, each in a single file in MS Word (so do not make the cover page, body, and bibliography separate files).

All drafts are due by midnight of the final day of the unit in which they are assigned.

First Draft

First drafts are graded entirely on effort on effort: turn your draft in on time and receive full credit as long as the draft shows some effort has been made to address assignment requirements.

Second Draft

Second drafts are graded partially on effort and on evidence of global revision (meaning that changes on the paragraph level or greater have been made, including cutting, writing new material, moving or restructuring material, rather than surface editing of grammar, mechanics, or style).

Final Draft

Final drafts are graded on the quality of the work produced and the effectiveness of the revision including both global revisions and editing (grammar, style, and mechanics).

C. Peer Review

Each student will be assigned a small number, typically three, of drafts written by classmates to review for both the first and the second drafts. For this reason, every effort must be made to submit first and second drafts on time.

Peer-reviewers will be assigned by the instructors.

Peer-reviewers should not change the text of the drafts they read, but instead use the comment function in WORD and/or write out comments on a separate page at the end.

The purpose of peer review is to provide constructive feedback focused on specific suggestions for improvement. Describe the ways in which you, as a reader, found the draft successful and the ways in which it did not seem to work. Comments should include not only the logical consistency and likelihood of the consequences posited for counterfactual events, but also structural elements of the composition. More specific instructions will be provided in a handout in the course shell.

All peer reviews are due by midnight of the final day of the unit in which they are assigned.

D. Self-Assessment

Twice in the course, at about the half-way point and at the end, students will be asked to conduct a self-assessment. These should be in an essay format, each about 500 to 700 words.

The **first self-assessment** should focus on mastery of the concept of alternate history. How well do you think you understand the counterfactual approach? Which readings and discussions helped you the most, and how?

The **second self-assessment** should focus on the writing process. What aspects of composition caused you the most trouble? How did your writing develop? How useful did you find giving and receiving peer reviews, and in what ways were they useful? What did you learn from the writing assignments in the class?

Both self-assessments are due by midnight of the final day of the unit in which they are assigned.

IV. GRADING

Participation	300
<i>12 threaded discussions @ 25 points each</i>	
Major Project	
Draft One	100
Draft Two	150
Final Draft	250
Peer Review	
<i>2 sets @ 50 points each</i>	
Peer Review	100
Self-Assessments	
<i>2 essays @50 points each</i>	
	<u>100</u>
TOTAL	1000 points

The grading scale used for this course is as follows:

900-1000	=	A
800-899.9	=	B
700-799.9	=	C
600-699.9	=	D
599.9 or less	=	F

COURSE OUTLINE / CALENDAR

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructors to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance. Any changes to the class calendar will be announced on the course website in will be sent out by the class email.

UNIT ONE February 1 – February 16

Readings

Tetlock and Parker, chapter one of *Unmaking the West*:
"Counterfactual Thought Experiments: Why We Can't Live
Without Them & How We Must Learn to Live With Them"

Talbot, Ann. Chance and Necessity in History: E. H. Carr and Leon
Trotsky Compared. *Historical Social Research* 34, issue 2 (2009):
88-96.

Nolan, Daniel. Why Historians (and Everyone Else) Should Care About Counterfactuals, *Philosophical Studies* 163, issue 2 (March 2013): 317-335.

Lebow, Richard Ned. Counterfactuals, History and Fiction, *Historical Social Research* 34, issue 2 (2009): 57-73.

Assignments 1. Three threaded discussions: two on assigned readings, one to brainstorm topics for project.

UNIT TWO February 19th – March 2nd

Readings Tetlock and Parker, *Unmaking the West*, chs. 2 - 7

Assignments 1. Two threaded discussions
2. First draft

UNIT THREE March 5th – March 16th

Because the second week of this unit is spring break, we will allow an extra day's grace to turn work in, until Monday, March 19.

Readings Tetlock and Parker, *Unmaking the West*, chs. 8 - 12

Assignments 1. Two threaded discussions
2. First set of peer reviews
3. First self-assessment

UNIT FOUR March 19th – March 30th

Readings Turtledove, "The Daimon," and Stirling, "Shikari in Galveston" in *Worlds That Weren't*

Anders, Charlie Jane. "10 Worst Mistakes That Writers of Alternate History Can Make." <https://io9.gizmodo.com/5884879/10-worst-mistakes-that-authors-make-in-alternate-history>

Farrier, John. "The 10 Best Alternate Histories." <http://www.neatorama.com/2014/01/08/The-10-Best-Alternate-Histories/>

Mitrovich, Matt. "The Top 10 Best Alternate History Books (Version 1.0)."
<http://amazingstoriesmag.com/2016/02/the-top-10-best-alternate-history-books-version-1/>

- Assignments**
1. Two threaded discussions
 2. Second draft

UNIT FIVE April 2nd – April 13th

Readings Gentle, "The Logistics of Carthage," and Williams, "The Last Ride of German Freddie" in *Worlds That Weren't*

Galley, Ben. "Writing Alternate History."
<https://www.ragnarokpub.com/single-post/2016/04/07/Writing-Alternate-History>

Hale, Ginn. "Five Alternate Histories that Embrace Diversity."
<https://www.tor.com/2017/10/09/five-alternate-histories-that-embrace-diversity/>

Juddery, Mark. "What if? 19 Alternate Histories Imagining a Very Different World." <http://mentalfloss.com/article/54464/what-if-19-alternate-histories-imagining-very-different-world>

- Assignments**
1. Two threaded discussions
 2. Second set of peer reviews

UNIT SIX April 16th – May 4th

- Assignments**
1. One threaded discussion
 2. Final draft

FINAL EXAM WEEK May 7th – May 11th

- Assignments**
1. Second self-assessment

<p style="text-align: center;">Appendix One: TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION</p>
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I. TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.college.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.college.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

II. ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a Browser Test prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.ls.phone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online

- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

Appendix Two: COURSE AND UNIVERSITY PROCEDURES/POLICIES
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I. Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, the Department of Literature and Languages, and your instructors that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated.

Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own.

Cheating is obtaining unauthorized assistance on any assignment.

Collusion is the selling or sharing of academic products with the intention that they be submitted to satisfy an academic requirement.

Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the departmental web pages. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask an instructor.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures concerning Graduate Student academic dishonesty:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Specific Information about Plagiarism in Creative Writing: Writers are influenced by what they have read, and there are accepted (and legal!) types of remixing and parody in literature that are perfectly valid practices, especially if the original work is in the public domain. That is, it's perfectly legal to publish (and earn royalties) from a zombified version of any of Jane Austin's works. Publishing a zombified *Lord of the Rings* is a different issue because it is still under copyright.

The genre of alternate history (whether counterfactual/non-fiction or fictional) requires the use of historical sources, so a bibliography is required. In addition, if you are engaged in a creative process of remixing, parody, or transformative works, put a short disclaimer or author's note at the start to let your peer responders and instructors know what you are doing.

II. Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

III. Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper.

VI. Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

V. ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

VI. Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

VII. Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

<p style="text-align: center;">Appendix Three: <i>Department of Literature and Languages Procedures</i></p>

Student Grievance Procedure: DLL Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution.

Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141).

In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Departmental Chain of Command:

Graduate ENG courses:

1. Professor
2. Director of Graduate Program:
 - a. MA/MS-English: Dr. Hunter Hayes
 - b. MA/MS-Applied Linguistics with TESOL emphasis: Dr. Lucy Pickering
 - c. PhD-English: Dr. Karen Roggenkamp
3. Dr. Hunter Hayes, Department Head

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, Dr. Reid will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.