



ENGLISH 202.01W SYLLABUS: SPRING 2020
January 13-May 8

INSTRUCTOR INFORMATION

Instructor: Dr. Robin Anne Reid
 Office Location: David Talbot Hall of Languages, 125
 Office Hours: Online: MWF 9:00-11:30 AM; T 2:00-3:00
 Face/Face: Wed: 3:00-5:00 PM & by appointment
 Time Zone: Central United States
 Email: robin.reid@tamuc.edu

Communication Response Time

Online office hours are when I am online to answer questions posted in the online course shell or sent to me by email *before* the office hours. Emails that arrive after will be answered within 24 hours. Weekend emails will be answered within 24-48 hours. No assignments will be accepted by email.

Face/face office hours are when I am in my office on campus available to meet on a drop-in basis. If you are not able to be on campus during those hours, please email me at least 48 hours in advance to set up a meeting. I am almost always available to drive to campus on Friday afternoons, and can do so on some Tuesday or Thursday afternoon meetings, depending on other commitments. My commute is approximately half an hour, and we will need to see if we can find a time we can both meet on campus. My preferred method of communication is email.

COURSE INFORMATION

Required Textbooks (2)

The two required textbooks can be purchased or rented from our campus bookstore which allows students to order online as well as buying books on campus. Other companies, including Amazon, have new and used editions on sale, and rental or e-books may be used. The books are listed in the order we will be reading them.

The City: A Cyberfunk Anthology, Milton Davis, ed. Paperback. MVMedia. 2015, ISBN-10: 0-9960167-4-0; ISBN-13: 978-0-9960167-4-2.

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Love Beyond Body, Space and Time: an Indigenous LGBT Sci-fi Anthology, Hope Nicholson, ed. Paperback, Bedside Press, 2016. ISBN-10: 0993997074; ISBN-13: 978-0993997075.

Course Description

ENG 202 Marginalized Literatures

An introduction to an emergent or historical literature that considers the relationship between important social categories such as class, race, nationality and sexuality in imaginative works of any genre, written by marginalized or oppressed authors, that represent these categories. The course is designed to develop critical thinking habits, and the student may be required to make analyses and value judgments based on critical thought. Prerequisites: ENG 1302.

Student Learning Outcomes

By the end of the class, students should be able to:

1. Engage in informed discussion dialogue about the assigned readings with classmates. Assessed by selected online discussions.
2. Brainstorm, evaluate, and develop ideas for their two short essays. Assessed by the selected journal entries.
3. Use basic literary terminology (characterization, setting, theme) in an explication of selected elements of stories in their short essays. Assessed by journals and final essays.
4. Discuss how cultural constructions of ethnicity, gender, sexuality are constructed in the assigned readings. Assessed by selected posts in online discussions, journals, and final essays.
5. Critique classmates' rough drafts by identifying strengths and weaknesses and offering constructive criticism for revision. Assessed by peer reviews.
6. Engage in a writing process that incorporates effective revision based upon instructor and classmate feedback. Assessed by: selected journal entries and final essays.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be able to:

- Navigate D2L Brightspace to learn due dates and end dates, to download and open assignment handouts, grading rubrics, and drafts with feedback in Word markup, and to track class progress and final grades
- Read prompts, post in class discussions, and reply to classmates on time
- Upload writing assignments to assigned folders on time
- Create documents in Microsoft Word or save their work from other word processing programs in .doc, .docx, or .rtf formats
- Access and read instructor comments in Markup on Word documents
- Change fonts, line spacing, paragraph indents, etc. as needed in drafts
- Upload writing assignments in the assigned format to the correct assignment folders.
- Take and share screenshots to document problems experienced in accessing D2L Brightspace.

Student Responsibilities

Student success in English 202 requires:

- Completing assigned work on time (which includes an automatic extension offered all students)
- Logging into the course two-three times a week to post in class discussions and reply to classmates
- Engaging in a process of active reading and note-taking for all class handouts and assigned reading
- Participating in group workshopping of rough drafts
- Asking questions when further information is needed
- Reading and applying instructor and peer responses to revise the two essays
- Downloading graded work in a timely fashion to use feedback for required revisions or in preparing later assignments

Depending on the assignments due each week, students should plan on spending from four-six hours each week when there are reading and discussion posts due and then seven to nine hours weekly when there are writing assignments due (journals, rough drafts, responding to classmates' rough drafts, and revising their own drafts).

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Scheduling regular sessions to complete assigned work two-three times a week will result in much stronger work than attempting to do all the work in one sitting. Depending on individual circumstances and skills, some students will be able to spend less time or will require more time.

Instructional Methods

This is a fully online course led by the instructor with set due dates for all assignments. Students are expected to log into the course shell at least twice a week to post in the discussions and reply to classmates as well as upload journal and draft assignments in the assigned folders.

The assignment handouts found in the modules contain information on due dates, objectives, resources, required format and content, as well as grading rubrics. Those handouts should be downloaded and read carefully.

The class incorporates a writing process that begins with informal discovery or process writing and moves to two formal essays. Discovery and process writing (online discussions, brainstorming journals, and early drafts) are graded on effort and learning while the final drafts are graded on the quality of work. This method depends on students using instructor and peer feedback for revision throughout the semester.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact me by email immediately. You may also meet with me during my f/f office hours or set up an appointment by email (please give me 48 hours notice).

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

D = 60%-69%

B = 80%-89%

F = 59% or Below

C = 70%-79%

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ASSESSMENTS

At the end of the semester, I will drop the lowest journal grade and the lowest discussion grade.

Journals: 30% Student Learning Outcomes #2, #3, #4 #6

There are ten journal entries assigned, nine focusing on brainstorming about the assigned readings and the tenth being a self-assessment.

Online Discussions: 30% Student Learning Outcomes #1, #4

There are ten discussion assignments which involve posting a response to the instructor's prompt and replying to classmates. Nine of the discussions focus on the assigned readings, and the tenth is an introduction to the class.

Paper #1: 30% Student Learning Outcomes #3, #4, #5, #6

Rough draft: 5%

Peer Response: 5%

Final Draft: 20%

Paper #2: 30%

Rough draft: 5%

Peer Response: 5%

Final Draft: 20%

The two assigned papers are short (750 words, not counting Works Cited) comparison/contrast essays where students choose two essays from each anthology to analyze aspects of class, race, nationality and sexuality. Students will be exploring their ideas about the stories in the discussions and journal and, with instructor feedback, will move from brainstorming to analysis, using appropriate literary terminology (characterization, setting, theme).

4% Extra Credit

Syllabus Quiz (2 points added to class grade)

Error Identification/Questions (2 points added to class grade)

There is an ungraded discussion for posting questions, and a folder for posting reports on errors in handouts or class materials.

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COURSE CALENDAR

English 202.01W Spring 2020

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

Due Dates: Fridays 11:30 PM

End Dates: Sundays, 11:30 PM (an automatic extension)

See the syllabus, page 8, for information on how to request an additional extension beyond the end date.

Jan. 13-17 **Post** Introduction to class
Take Syllabus Quiz

Jan. 20-24 **Read** Davis, "Welcome to the City"; Lateef, "Knowledge";
Laird, "Glitch"; Wright, "Mission"
Post City Discussion 1
Upload Journal 1

Jan. 27-31 **Read**; Leakes, "Free Your Mind"; Gaston, "Man No
Name"; Jeffers, "Street Moon's"; Night, "Welcome to
Liberty"
Post City Discussion 2
Upload Journal 2

Feb. 3-7 **Read** Edwards, "Collard Greens"; Coleman, "Hunter's First
Rule"; Pharaoh, "Edge of Innocence"; Foster, "Runner's
Ball";
Post City Discussion 3
Upload Journal 3

Feb. 10-13 **Read** Harry, "The Score"; Jalil, "Darkest Light"; Moore,
"How High Moon"; Jones, "City Mole,"
Post City Discussion 4
Upload Journal 4

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- Feb. 17-21** **Read** Dean, "Washed, "; Carroll, "Dreamer's Recall"; Ojetadae, "The Verdict"; Claybourne, "Move"
Post City Discussion 5
Upload Journal 5
- Feb. 24-28** **Upload** *The City* Draft 1
- Mar. 2-6** **Upload** Peer Response: *The City* Draft 1
- Mar. 9-13** Spring Break
- Mar. 16-20** **Upload** *The City* Draft 2
- Mar. 23-27** **Read** Nicholson, "Letter," Dillon, "Beyond the Grim Dust," Sinclair, "Returning to Ourselves"
Post *City Love Beyond* Discussion 1
Upload Journal 6
- Mar. 30-Apr. 3** **Read** Van Camp, "Aliens"; Dimaline, "Legends, "; Robertson, "Perfectly You."
Post *City Love Beyond* Discussion 2
Upload Journal 7
- Apr. 6-10** **Read** Justice, "The Boys Hummingbirds," Little Badger, "Né Le!"; Benaway, "Transitions"
Post *City Love Beyond* Discussion 3
Upload Journal 8
- Apr. 13-17** **Read** Kurisato, "Imposter Syndrome"; Adler, "Valediction"; Keahna, "Parallax"
Post *City Love Beyond* Discussion 4
Upload Journal 9
- Apr. 20-24** **Upload** *Love Beyond* Draft 1
- Apr. 27-May 1** **Upload** Peer Response *Love Beyond* Draft 1
- May 4-8** **Upload** *Love Beyond* Draft 2
Upload Journal 10

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COURSE, DEPARTMENT & UNIVERSITY PROCEDURES

Course Procedures

Due Dates/Late Work/Extensions/Grading

Since our class is an online one, and technical problems occur regularly, I have a due date/extension policy that builds in flexibility for all assignments.

All assignments are due by 11:30 PM on Fridays (Central Time). However, if you are unable to turn an assignment in by the due date, you may take advantage of the automatic extension: as long as your assignment is turned in within 48 hours (by Sunday, at 11:30 PM), I consider it on time. This extension does not require instructor approval.

You may request additional short extensions for the discussions and writing assignments if necessary. However, in discussions, that may mean you receive few or no replies from classmates. To request an additional extension, email me by 11:30 PM Sunday night to request an additional 48 hours, to Tuesdays at 11:30 PM. Failure to request an extension means a 10% late penalty will be given. No extensions beyond that additional 48 hours will be given.

I plan to grade all assignments within the following week; assignments that come in after the due date may take longer to grade.

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

If work, family, or personal problems prevent you from submitting work on time or with an additional extension, you need to provide evidence for why you need additional time. Since assignments are due weekly, they can soon pile up if lengthy extensions or multiple extensions are requested. If you find yourself unable to complete the work for three weeks in a row, you should consider dropping the class.

Plagiarism

Plagiarism: The appropriation of another person's **ideas, processes, results, or words** without giving appropriate credit. ([Graduate Student Academic Dishonesty Procedure 13.99.99.R0.10](#)).

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DLL Plagiarism Procedure

Instructors in the Department of Literature and Languages do not tolerate plagiarism. Instructors uphold and support the highest academic standards, and learners are expected to do likewise. Penalties for learners guilty of plagiarism can include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source both in the text of the essay or paper and in a Works Cited page.

English 202.01W Plagiarism Procedure

The focus in this class is reading and analyzing the stories without using any sources outside textbooks. Any use of content from outside sources will be considered plagiarism (if unattributed). If attributed, it will result in a lower grade for failing to follow assignment requirements. Students are expected to follow MLA 8th standards for quoting, summarizing, and paraphrasing in their journals and essay drafts. If inadvertent plagiarism occurs in a journal or early draft, in referencing information from the editorial essays or the biographical notes, there will be a grade penalty given along with information on how to revise for full credit. Plagiarism on a final draft will result in a failing grade that cannot be revised.

Intentional plagiarism will result in a failing grade that cannot be revised on any assignment.

Intentional vs. Inadvertent Plagiarism

There are two basic types of plagiarism: type one is intentional plagiarism. Intentional plagiarism involves the conscious choice to commit an act of academic dishonesty. Examples include: turning in work that was largely done by someone else; buying an assignment; copying a friend's assignment; having someone write the assignment for you; taking and submitting someone else's work; copying the majority of an assignment from unattributed sources; submitting your own work that was done at an earlier time for a class or some other purpose without notifying the instructor and getting permission; and/or some combination of the above.

Type two plagiarism is unintentional, or inadvertent, plagiarism. My experience is that this sort of plagiarism is much more likely to occur than type one and is usually caused by students not being aware of the more

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complex rules governing acknowledgement, attribution, and summarizing in university programs.

Unintentional plagiarism might involve any or all of all of the following problems in an assignment: failing to provide attribution and a citation for sourced information that is not commonly known; failing to set off exact language copied from a source by means of quotation marks or a block quote; failing to provide attribution in the first sentence of a paraphrase or summary; patchwriting, which is defined as copying words and phrases from a source with slight changes and without quotation marks, with or without in-text attribution; and/or some combination of the above.

Students can inadvertently plagiarize because of carelessness in note-taking (not identifying quotations in notes), ignorance of the MLA requirements and methods of in-text attribution, mistakes caused by haste and stress, or a combination of all of the above.

The solution is learning how to actively read and engage with sources to a degree that you can distinguish arguments from evidence and summarize the overall argument or point in your own words rather than relying on the direct quotation or patchwriting. You need to practice attributing at all stages of the writing process, from notes through early drafts rather than wait until the end. Getting feedback and revising in multiple steps, with a final check of how all sources are used, can also be helpful.

Plagiarism Grading Policy

My grading policy is based on my knowledge of the difference between the two types of plagiarism and the class goal of teaching students a stronger skill-set for engaging with what they read. I provide resources about how to avoid or correct inadvertent plagiarism in the course shell in the "Diving Deep and Engaging with Source" (DDES) unit and allow revisions of journals and early drafts, which I consider process drafts, for full credit.

Instances of inadvertent plagiarism on process assignments will result in a grade of grade of 50% but since the assignments can be revised for full credit, the grade is not permanent.

Final Drafts: The final drafts of the two short essays will be penalized if there is plagiarism. The penalty for the first instance of intentional plagiarism on a final draft is an F (50% grade) on the assignment that cannot be made up. The penalty for the second instance of intentional plagiarism on a final draft is a F (0%) that cannot be made up.

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DLL Student Grievance Procedure

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 Assistant Department Head or the Department Head by completing a Student Grievance Form (available in the main office, HL 141).

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

Departmental Chain of Command

Undergraduate ENG, JOUR, RTV and SPC courses:

1. Instructor
2. Dr. Hunter Hayes, Department Head
3. Dr. Karen Roggenkamp, Assistant Department Head

UNIVERSITY PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the

[Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities ADA Statement

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/>

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.

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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](#) document and/or consult your event organizer.

Web url:

<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.

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, I 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." This collection of data is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

See "Department of Institutional Effectiveness:

<http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>