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ENG 200:90E– POPULAR LITERATURE AND CULTURE
COURSE SYLLABUS: SPRING 2022

INSTRUCTOR INFORMATION

Instructor: Carol Dale, M.Ed.
Office Location: Boles High School
Office Hours: Monday-Friday 10:20-11:05am and Monday-Thursday 3:15-3:40pm
Office Phone: 903-883-4464
University Email Address: Carol.Dale@tamuc.edu
Preferred Form of Communication: e-mail
Communication Response Time: 1-2 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

- Foster, Thomas. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading between the Lines*. New York, Quill, 2003. ISBN: 9780062301673.
- Various Films Adaptations: *The Lion King (The Tragedy of Hamlet)*, *Avatar (Dances with Wolves)*; *The Hunger Games (O Pioneers!)*, *Twilight Saga*
- Cather, Willa. *O Pioneers!*. New York, Dover, 1993.
- Excerpts from William Shakespeare's *The Tragedy of Hamlet*
- Various Student Selected Texts

Software Required

- Google Drive and Docs
- Microsoft Office

Optional Texts and/or Materials

- Personal Laptop, iPad, cellular device, USB plug-in drive, etc.

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Course Description

(ENG 200) This course may cover a single popular medium, genre, author, or theme, such as science fiction, fantasy, mystery, romance, western, or horror, among others. This course may include popular literature in translation. The course is designed to develop discriminating reading habits, and the student may be required to make analyses and value judgments based on critical thought. Prerequisites: ENG 1302.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Critical Thinking—Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. Communications—In written, oral and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message.
3. Personal Responsibility—Students will understand and practice academic honesty.
4. Social Responsibility—Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Google Drive and Docs and/or Microsoft Word, using presentation and graphics programs, etc.

Instructional Methods

- Instruction will be an “in-person” method in the classroom.
- If you are unable to attend the “in-person” method, you will be required to participate in an asynchronous classroom via D2L Brightspace Virtual Classroom, check in daily, complete daily formative assessments, and complete all assignments in the same timely manner as the “in-person” students.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, amount of weekly study and participation time expected.

GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

The semester grade will be based on the following assignments and points:

50% for WAs 1-2

20% for Author's Craft Group Presentation

15% for journals, quizzes and online discussions

15% for the final exam

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

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: 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

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use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of 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>

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

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.

University Specific 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>

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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>

<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](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<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

Velma K. Waters Library Rm 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](#)

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<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.

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.

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Theme Focus: Never Stand Next to the Hero and Other Redemptive Observations:

1. **Weekly Presentations:** During each class period, student(s) will give a 5-10 minute presentation that deals in some way with the redemptive features of the week's readings or viewings. The same might focus on the supportive nature of the hero's accomplice or foil. A variety of presentation ideas are allowable: slideshow, video, podcasts, etc. Be prepared to begin a discussion about the presentation including background and source and suggestions for additional study.
2. **Discussion Board:** Post responses, observations, and comments regarding the text/film shown or text read for class as well as any reviews discovered about the videos. Similar to above, students might make comments regarding the hero, the hero's accomplice or foil. Students might also consider geography or social tensions implied therein as well as other ideas from Foster's text.
3. **Journal:** Students will keep a journal of text read or films viewed and document the author's craft on theme, technique, genre, social tensions, etc., and Foster's ideas as discovered therein.
4. **WA#1 and WA#2 - Summative Assessments:** Students will select a movie (not viewed in this course) that portrays a retelling of a classical text or has a redemptive character and write an analysis paper for the midterm. Students will then select another idea, possibly from Foster's text, and write about a different aspect of the same media for WA#2.
5. **Author's Craft Group Presentations:** The Author's Craft Group Presentation can take multiple forms, but your goal is to develop a product that looks back over the semester and makes a claim about what you understand about retellings and allusions in film literacy as well as on theme, technique, genre, social tensions, etc. Some questions you should address in detail include: Has your understanding of film literacy changed throughout the semester? If so, how specifically? If not, how do you understand film literacy now that is similar to when you began? What Foster ideas found in the videos impacted you and why? Were there moments in the class that challenged or interested you or made you think deeply about video/film literacy? What were those moments? Explain them! The best projects will be specific throughout and give examples. Be creative!

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Proposed Schedule for English 200:

Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

Week 1: January 12-14	<ol style="list-style-type: none">1. Introduce Syllabus2. Begin <i>The Lion King</i>3. Journaling4. Weekly Presentations5. Discussion Board
Week 2: January 18-21	<ol style="list-style-type: none">1. <i>The Lion King</i>2. Complete <i>The Lion King</i>; Author's Craft3. Weekly Presentations4. Discussion Board
Week 3: January 25-28	<ol style="list-style-type: none">1. Begin <i>Avatar</i> (retelling of Dances with Wolves)2. Continue <i>Avatar</i>3. Journaling4. Weekly Presentations5. Discussion Board
Week 4: February 1-4	<ol style="list-style-type: none">1. Complete <i>Avatar</i>2. Redemptive qualities and Author's Craft3. Weekly Presentations4. Discussion Board
Week 5: February 8-11	<ol style="list-style-type: none">1. <i>Dances with Wolves</i>2. Continue <i>Dances with Wolves</i>3. Journaling4. Weekly Presentations5. Discussion Board
Week 6: February 15-18	<ol style="list-style-type: none">1. Continue <i>Dances with Wolves</i>; Author's Craft2. Complete <i>Dances with Wolves</i>; Be ready to discuss

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	<ol style="list-style-type: none"> Weekly Presentations Discussion Board
Week 7: February 22-25	<ol style="list-style-type: none"> WA#1 DUE Begin <i>O Pioneers!</i> Part I Part II Weekly Presentations Discussion Board
Week 8: March 1-4	<ol style="list-style-type: none"> <i>O Pioneers!</i> Part III <i>O Pioneers!</i> Part IV Weekly Presentations Discussion Board
Week 9: March 8-11	<ol style="list-style-type: none"> <i>O Pioneers!</i> Part IV <i>O Pioneers!</i> Part V - Chapters 1-3 Weekly Presentations Discussion Board
Week 10: March 22-25	<ol style="list-style-type: none"> Begin <i>The Hunger Games</i> Continue <i>The Hunger Games</i> Journaling Weekly Presentations Discussion Board
Week 11: March 29-April 1	<ol style="list-style-type: none"> Continue <i>The Hunger Games</i> Complete <i>The Hunger Games</i>; Author's Craft Weekly Presentations Discussion Board
Week 12: April 5-8	<ol style="list-style-type: none"> Begin <i>Twilight Saga</i> Continue <i>Twilight Saga</i> Journaling Continue <i>Twilight Saga</i> Continue <i>Twilight Saga</i>
Week 13: April 12-15	<ol style="list-style-type: none"> WA#2 DUE; Continue <i>Twilight Saga</i> Continue <i>Twilight Saga</i>; Author's Craft

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	<ol style="list-style-type: none"> 3. Continue <i>Twilight Saga</i> 4. Continue <i>Twilight Saga</i>
Week 14: April 19-22	<ol style="list-style-type: none"> 1. Continue <i>Twilight Saga</i> 2. Continue <i>Twilight Saga</i> 3. Journaling 4. Continue <i>Twilight Saga</i> 5. Complete <i>Twilight Saga</i>
Week 15: April 26-29	<ol style="list-style-type: none"> 1. Author's Craft Group Presentations 2. Author's Craft Group Presentations 3. Author's Craft Group Presentations 4. Author's Craft Group Presentations
Week 15: May 3-6	<ol style="list-style-type: none"> 1. Finals Review 2. Finals Prep
Finals Week: May 10-13	1. Final Exams

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