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ENG 509.01W (Literary Genres)

COURSE SYLLABUS: Summer I 2022

INSTRUCTOR INFORMATION

Instructor: M. Hunter Hayes (Associate Professor & Department Head)

Office Location: 140 David Talbot Hall of Languages

Office Hours: Tuesday-Thursday 8:30-9:30 & 11:00-12:00 (and by appointment)

Office Phone: 903.468.8625

Office Fax: 903.886.5980

University Email Address: Hunter.Hayes@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours (weekdays)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

No textbook required: Readings will be provided in the online course shell (D2L)

The syllabus/schedule are subject to change.

Course Description

Catalogue Description:

ENG 509 - Literary Genres

Hours: 3

Literary Genres. Three semester hours. An examination of one or more literary genres. Topics and approaches may vary, but might include a focus on a particular historical period, theme, or critical approach to selected poetry, drama, non-fiction prose, fiction, or film. May be repeated for credit when the emphasis changes.

Course-Specific Description:

This section of ENG 504 (Literary Genres) will concentrate on poetry anthologies as a distinct genre of literature, examining portions of selected anthologies for their significance in literary history. These anthologies focus principally on British and Irish poetry from the 1960s–1980s

Students will participate in frank and engaged discussions; read essays and occasional poems; compose four brief response papers based on the readings for this course; and create a final project such as a presentation on a selected anthology of poetry, a sample introduction to a prospective poetry anthology or a detailed lesson plan that justifies the selection of poems for a possible course.

Student Learning Outcomes

1. Students will demonstrate a broad understanding of some editorial processes and impulses related to selecting texts for poetry anthologies and how some books respond to previous editors' approaches and literary values.
2. Students will demonstrate their ability to synthesize ideas pertaining to the course as measured by a matrix-based assessment of each student's final paper.
3. Students will demonstrate that they are active and engaged members of the course as measured by the quality and quantity of the engagement in regular course discussions.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS & GRADING

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The student's performance in the following areas will determine the student's grade for this course:

- **Response Papers** (*30% of course grade; 10% each*)
- **Final Project** (*50% of course grade*)
- **Class Participation** (*20% of course grade, assigned cumulatively at end of the semester*)

COURSE ASSIGNMENTS

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course the class will read and discuss three novels plus selected short fiction and essays.

- **Weekly Readings, Responses and Discussions:** Over a period of five weeks this class will read and discuss editorial introductory essays to selected poetry anthologies and essays concerning anthologies. Discussions should be about 1,000-1,500 words (about 4-6 double-spaced pp.). Students will write a total of three (3) critical response papers. (*30% of course grade; 10% each*)

Student Learning Outcome #1: *Students will demonstrate a broad understanding of some editorial processes and impulses related to selecting texts for poetry anthologies and how some books respond to previous editors' approaches and literary values.*

Course participation accounts for 20% of the final course grade. To receive full participation credit students must log in consistently throughout the week, participate on topic several times during each week's discussions by providing substantive comments, and stay current with all readings and assignments.

Student Learning Outcome #3: *Students will demonstrate that they are active and engaged members of the course as measured by the quality and quantity of the engagement in regular course discussions.*

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- **Final Project**: Students have three options for the final project:

1) create an online presentation concentrating on an anthology not otherwise discussed in the course; or,

2) develop a sample proposal for a poetry anthology, including a table of contents and an introduction to the proposed anthology; or,

3) produce a detailed lesson plan that explains and justifies the selected poems for a course and includes strategies to help students understand the works.

Further details of both options for the final project will be available in the D2L course module for ENG 509.

(50% of total course grade)

Student Learning Outcome #2: *Students will demonstrate their understanding of ideas pertaining to the course as measured by a review of each student's final project.*

Grading

Assignment and course grades will be determined by the student's performance on the following assignments:

- Presentation: 50% of total course grade
- Critical response papers (3 total): 30% of total course grade (10% each)
- Participation: 20% of total course grade

GRADING

Final grades in this course will adhere to the following scale:

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grades

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Critical Responses	10% each (30% total)
Final Project	50%
Participation	20%

Assessments

See *“Instructional Methods”*

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

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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

I am available to meet with students through in-office meetings and by email. I encourage students to schedule an appointment due to the complexities of my daily schedule. I reply to email within one day, Monday-Friday; I do not reply to email during the evenings, weekends or on holidays.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

A&M-Commerce Supports Students' Mental Health

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

Departmental-Specific Procedures

The syllabus/schedule are subject to change.

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 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 \("Student Appeal of Instructor Evaluation"\)](#).

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 may 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.

COURSE OUTLINE / CALENDAR

Week 1

June 6th–10th

Course introduction and overview

Week 2

June 13th–17th

Case Study #1: Alvarez, *The New Poetry* (Penguin, 1962*)

Week 3

June 20th–24th

Case Study #2: Lucie-Smith, *British Poetry since 1945* (Penguin, 1970)

Week 4

June 27th–July 1st

Case Study #3: Motion and Morrison, *The Penguin Book of Contemporary British Poetry* (Penguin, 1982)

Week 5

July 5th–8th

Course Wrap-Up

**Denotes year of original publication for each title*

Important Dates for Scheduled Assignments	
Thursday, June 16 th	1 st Response Due
Thursday, June 23 rd	2 nd Response Due
Thursday, June 30 th	3 rd response Due
Thursday, July 7 th	Final Project Due

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