EAST TEXAS A&M UNIVERSITY

ENG 399.01E: Literary and Research Methods

(CRN: 80395)
COURSE SYLLABUS: Fall 2025
TR 11:00 AM—12:15 PM
346 McDowell Business Administration

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD
Office Location: 227 David A. Talbot Hall
Office Hours: TR 12:30 PM—1:30 PM or by appointment
University Email Address: deborah.scaggs@etamu.edu
Preferred Form of Communication: email
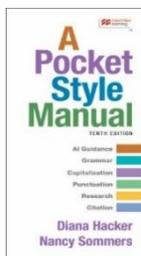**Communication Response Time**: 48-72 hours

COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual.* 10th ed., ebook, Bedford/St. Martin's, 2025. ISBN: 9781319563172

2. Griffin, Gabriele. *Research Methods for English Studies*. 2nd ed. Edinburgh UP, 2013. ISBN 9780748683437

3. Tyson, Lois. *Critical Theory Today*. 4th ed., Routledge, 2023. ISBN: 9780367709426

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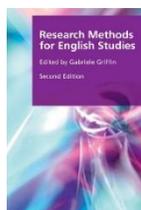
A Word on Editions: Editions matter, particularly when the texts are methods and theory related, so you much have **these** editions above. See [Edinburgh University Press](#) for possible discounted prices. Feel free to buy, rent, borrow, or share hardcopy, digital, or ebook versions. Below are free access literary texts that we will use in class.

Oats, Joyce Carol. "Where Are You Going, Where Have You Been?" *Where Are You Going, Where Have You Been?: Stories of Young America*. Fawcett, 1974, pp. 11-32. *Internet Archive*, https://archive.org/details/whereareyougoing0000joyc/mode/2up. Uploaded by station47.cebu.

Rossetti, Christina. *Goblin Market*. *Goblin Market, The Prince's Progress, and Other Poems*. 1913. Oxford UP, 2007. *Project Gutenberg*, https://www.gutenberg.org/cache/epub/16950/pg16950-images.html

- - -. *Goblin Market*. *Goblin Market, The Prince's Progress, and Other Poems*. Macmillan, 1875, pp. 1-20. *Internet Archive*, https://archive.org/details/goblinmarketpri01rossgoog/page/n16/mode/2up. Uploaded by tpb.

Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. *The Strange Case of Dr. Jekyll and Mr. Hyde, with Other Fables*. 1886. Longman's, 1901, pp. 1-150. *Internet Archive*, https://archive.org/details/strangecaseofdrj00steviala/page/n11/mode/2up. Uploaded by Alyson Wieczorek.

Software Required
1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
   - I do not accept links, so **do NOT use links** for submitting work.
   - Students using [GoogleDocs](#) or [Open Office](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and TurnItIn. (The hyperlinks direct you to instructions for converting to .doc files.)
   - Get [FREE Office 365](#) through East Texas A&M University (ETAMU). Be sure to download the programs and install them.
2. Adobe® Reader for PDF files.
3. Microsoft PowerPoint®. (Available through ETAMU's [FREE Office 365](#)®.)

Other Texts and/or Materials
1. [Adobe® Creative Campus](#), provided by ETAMU. (Includes Adobe® Reader.)
2. 3x5 notecards.
3. Dictionary (hardcopy or mobile app).
4. All students *must* have a working ETAMU e-mail address.
5. Access to a computer and the internet for writing, saving, and submitting assignments electronically and for accessing online resources.

Important Dates:
August 25: First day of classes
September 10: Last day to drop (100% refund)
October 30: Last day to drop (no refund)
November 27-28: Thanksgiving Break
December 5: Last Class Day
Final Exam Date: Tuesday, December 9 from 10:30 AM – 12:30 PM
Final Grades Due: Monday, December 15 by 5:00 PM

COURSE DESCRIPTION

ENG 399 - Research Methods in English Studies (3 SCH)

Required of all English majors. Fulfills Phase 2 of ETAMU's QEP: Foundation for Your Future.
This course is an advanced study of research ethics, approaches, and methods in English Studies. This course emphasizes the development of scholarly terminology, critical methodologies, and research techniques needed to sustain advanced research and writing projects. This course bridges skills gained during the student's major work to future professional opportunities. Required of all English majors. Prerequisites: ENG 1302 and sophomore standing.

NOTE: Because this is a required course in the major and fulfills the Phase 2 requirement of the QEP, some students may have to do a few "extra" tasks in order to be able to complete the assignments in this course. Do you know what VIPRESS means? If not, then you will need to complete some extra activities to be able to do the work started in Phase 1 courses. Ask me about this!

Course Primers

This section will cover how we conceptualize what English majors do. This course has a meta-cognitive approach. That is, we will consider **how** we do **what** we do and **why**. Part of this includes how to "think" like an English major. We will explore the different ways of reading, writing, and researching in the larger field of "English Studies," and how the ways we approach our work depends upon a number of factors. Here are some starting points, which are not exhaustive:

- ❖ *What* do English majors do? *How* do they do that? *Why* do they do that?
- ❖ What does it mean to be an English major (or minor) who studies "x, y, or z" in the larger field of English Studies?
- ❖ What methods (or methodologies) are there? How, when, and why do we use them?
- ❖ What theories are there for reading/interpreting texts? How, when, and why do we use them?
- ❖ What connections are there between reading, writing, and researching in the field, and how do theories and methods influence those connections?
- ❖ What possibilities are there when combining theories/methods?
- ❖ What career options do I have with this training?

The syllabus/schedule are subject to change.

❖ How can I apply what I am learning to my future career?

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. distinguish between and among literary theories and research methods (factual knowledge);
2. analyze texts using different theories (procedural knowledge);
3. conduct research using different methods (procedural knowledge);
4. interpret literary texts, using textual support, secondary sources, and literary and rhetorical terminology accurately (procedural knowledge);
5. develop potential fit to career or possible careers, with an emphasis on course content application (metacognitive knowledge);
6. integrate GenAI into their writing process to improve structure, clarity, and argumentation while preserving their unique academic voice, purpose, style, and content (procedural knowledge); and
7. explain the ethical and responsible uses of GenAI in an academic setting (metacognitive knowledge).

COURSE REQUIREMENTS

Minimum Technical Skills Needed

East Texas A&M University uses D2L Brightspace®(D2L) as its Course Management System (CMS). Students are expected to be able to use a computer (with high-speed internet) for accessing content, completing and submitting assignments, and being able to evaluate and engage with authentic, usable, and reliable online sources through the Waters Library System. Ability to use Microsoft Word® and PowerPoint® (available through your FREE Office 365® provided by ETAMU), Adobe® Reader, a webcam and microphone, and D2L Brightspace®(D2L) are needed. Students are expected to know how to use D2L's Discussion Forums (DFs) for submitting responses to discussion questions. Students should also know how to navigate and use Adobe® Creative Campus content.

If you have issues with your browser, then you should try clearing cache, cookies, and history and try again. If that still does not fix the issue, then you need to call the Center for IT Excellence (CITE) at 903.468.6000 or email them at helpdesk@ETAMU.edu.

Instructional Methods

This course relies on class lecture and discussion, PowerPoints, out-of-class research, and in-depth, close reading of texts. There will also be handouts made available to enhance instruction.

Student Responsibilities and Tips for Success in the Course

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously,

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and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. On occasion, there may be in-class activities or assigned homework meant to help students engage with the learning in the class. Students should expect to spend **about 5-6 hours outside of class per week** for thinking, reading, writing, researching and studying for this course. Some weeks will have more; some weeks will have less. Part of your responsibility is to navigate both your academic life and your personal life and responsibilities and balance them.

GRADING

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

Assignments and Evaluation

The most important consideration for all writing is content (argument, structure, research ethics); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively, and 3) as English majors, your ability to control language is one of strengths you should hone. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

1. 30 % -- Weekly VIPRESS Reflections (12 X 10 possible pts.)
2. 25 % -- On-demand Activities (≈30 X 10 possible pts.)
3. 30 % -- Career Preparedness Portfolio (120 possible pts.)
4. 15 % -- Final Exam (oral presentation of career portfolio) (100 possible pts.)
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   100 % ≈ 640 pts. total possible (weighted by category)

● **Grading Timetable**: The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks*, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.

REQUIRED COURSEWORK

In order to meet the course objectives, students will have the following opportunities:

● **Weekly VIPRESS Reflections (30%)**: This course will examine twelve (12) literary theories /lenses used to interpret literature and eleven (11) methods of doing research. Students will

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reflect each week on how a theory and a method contributes to their understanding of English Studies, their developing VIPRESS, and what practical competencies they are adding to their professional identities. (SLOs addressed: 1, 2, 3, 4, 5)

● **On-Demand Activities (25%)**: This course relies heavily on students' engagement with the theories and methods typical in English Studies and applying them in practical ways. A variety of activities will support learning, including, but not limited to, discussion forums, reading annotations, concept maps, in-class groupwork, GenAI exercises, individual research, and MLA citation exercises. Students are required to attend at least one (1) event provided by the [Office of Student Career Preparedness](), providing evidence of having done so. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 4, 5, 6, 7)

● **Career Preparedness Portfolio (30%)**: Students will develop a career readiness portfolio that connects course content, a student's VIPRESS, and career choice/options, utilizing Navigate 360®. This will include a number of items that can be built on and revised as students move through their degree: Curriculum Vitae or Résumé, Skills Inventory, Career Application Snapshots, Responsible and Ethical Use of GenAI Statement, and VIPRESS-Career Fit Reflection. The end goal is to have a professional collection of evidence for career readiness, highlighting student's individual VIPRESS for future employment, post graduate school, or other career opportunities defined by the student (e.g., internship). Detailed parameters will be provided in class. (SLOs addressed: 4, 5, 6, 7)

> NOTE: The VIPRESS-Career Fit Reflection will be submitted for university assessment of Phase 2 in the *Foundation for Your Future* QEP.

● **Final Exam (15%)**: There will final exam that will allow students to present their career preparedness portfolio to the class. (SLOs addressed: 1, 4, 5, 6, 7)

Note on Written Coursework

The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

● **Breakdown of Writing Assignments**: Since this course emphasizes and encourages the *writing process*, 20% of a writing project's score is derived from preliminary drafts and peer reviewing, and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays. Points are earned based on **completion of minimum requirements**, **on-time submission**, **quality**, and **rubric**. For example, below is the breakdown of an essay that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

10 pts. – **Draft #1*** (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

10 pts. – **Peer Review on Draft #1**** (points earned from percentage of completion, quality, and rubric)

100 pts. – **Final Draft *****(points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

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120 pts. possible per project

*NOTE: All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

**NOTE: Drafts will be peer-reviewed and/or commented on by the instructor. Failure to submit a draft on time will result in a student being unable to participate in peer-review, thus, earning 0 out of a possible 10 possible points, not receiving feedback for improvement, and jeopardizing success in this course.

***NOTE: Final products will be graded solely by the instructor. Feedback on final products should be used to improve writing for subsequent assignments.

● **Grammar/Usage:** Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

● **Format/Mechanics**: All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as a "rich text format" (.rtf) document, Word (.doc or .docx) for Mac file, or as a "portable document format" or PDF (.pdf) file to ensure computer software compatibility. Students will use the most common discipline-specific document design and citation format for English, which is MLA 9th edition. Older editions will not be accepted and points will be deducted for inaccurate MLA citation and mechanics.

Students must ensure that that their essays are fully compatible with the submission dropboxes in D2L (including TurnItIn) and in Discussion Forums (DFs). Students will need to use FREE Office 365® (free with your enrollment at ETAMU!) for its Word program rather than Open Office, and for those who use GoogleDocs. (The hyperlinks direct you to instructions for converting to .doc files.) When students save GoogleDocs or Open Office files as PDF or Word files, the formatting does not transfer to meet MLA document design. Therefore, students are responsible for ensuring that their submissions meet MLA guidelines.

Academic Integrity and Responsibility

● **Writing Ethics:** Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being

able to control information and source material. Writers **must** learn to use source material ethically.

➢ With direct quotes, any missing open or close quotes = Plagiarism.
➢ With paraphrases or summaries, any missing citations = Plagiarism.
➢ Missing in-text citations = Plagiarism.
➢ Using sources, quoting them, but not including them in a bibliography = Plagiarism.
➢ Using GenAI without permission from the instructor = Academic Dishonesty.
➢ Using GenAI without citing it as a source = Plagiarism.
➢ Intentionally misrepresenting a source's ideas by saying it says something it does not say = Academic Dishonesty.
➢ Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you are attempting to obfuscate the fact that you have not used the required sources).

Unintentional plagiarism is still plagiarism.

● **No "recycled" essays**, essays written in other classes, in other sections of this course, or at other institutions or venues are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.

● **All drafts** must be completed in order for students to have a final draft graded.

❖ Students should save all digital receipts generated by D2L to verify that assignments were submitted on time.

● **Drafting**: First drafts, although not polished, should be developed and focused enough so that peer-reviews can be fruitful. Incomplete drafts or drafts that show shoddy or careless writing will not earn points. Peer-reviewers should provide feedback that is substantive, moving beyond simple judgments of "this is good" or "fix spelling." Final drafts must show significant revision.

● **Revising** means that students will not only change the grammatical and usage errors ("editing"), but they will develop their paper by adding more examples, removing poor examples, or unnecessary sentences, or the student might supply a more focused thesis, clearer topic sentences, or better organization throughout the assigned piece of writing.

● **TurnItIn**: This is web-based anti-plagiarism software that is incorporated in the assignment dropboxes in D2L. Students have access to the originality report it generates shortly after submission, and students have up to three (3) times to resubmit any changes needed.

❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.

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❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct dropbox on time. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.

● **Generative Artificial Intelligence (GenAI)**: The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write. As GenAI becomes more powerful and ubiquitous, we all need to learn to use it in ethical and critical ways.

Tools like GenAI are exciting and have great potential, yet they are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

In this course, there will be specific assignments that will require the use of GenAI with citation (i.e., which GenAI tool was used, how it was used, and the date it was used in addition to any prompt citations). **Generally speaking, however, the work students turn in for this course should be composed by the individual student alone unless the instructor gives explicit permission.** If students use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. This includes which GenAI tool was used, what model or version, and when it was used. The audience needs to be able to distinguish between what are writers' original ideas and thinking and what is not, just like any time source material is used. Plus, if students are merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

● **Late Work**: Regardless of the assignment, deadlines are deadlines. Since the writing in this course will be submitted online, there really is no excuse for late or missing work. Late work will lose points. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **at least 48 hours in advance of a deadline**, but the granting of an extension is dependent upon the circumstances and is at the sole discretion of the instructor. **If** a student has an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting deadlines, then they should **communicate with the instructor as soon as possible** so that a solution to the problem can be found.

NOTE: Some assignments—like drafts and peer reviews—are highly dependent upon timely submission in order to receive feedback for revision. Other assignments—like brainstorming or reading activities—are solely for the individual learner to maintain

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progress in learning. If work is turned in late without prior approval, students should expect to lose points, earn a zero (0), or be lowered a letter grade for each day's delay, and a student has up to three (3) days (including weekends) to present the late work, after which no credit is possible.

● **Recommendation**: While it is not required, students are strongly encouraged to use the Writing Center to receive extra attention and help on writing assignments. The Writing Center is a wonderful resource at ETAMU and is located in 103 David A. Talbot Hall. The Writing Center also has virtual writing sessions. For further information, please visit the Writing Center's Website.

TECHNOLOGY REQUIREMENTS

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Visit D2L Brightspace webpages for the LMS requirements and for LMS Browser Support. Users will need to prepare for the use of Zoom by verifying Zoom 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@ETAMU.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, an ETAMU 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. The textbooks, assignment sheets, rubrics, and other assignments within D2L can be addressed by the instructor.

Technical Support

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If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit D2L Brightspace's support page.

Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final versions of submitted work. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors or to receive academic advising.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance and Tardiness

In an online course, missing work or lack of engagement in the course materials constitutes "absence." In face-to-face (F2F) classes, not being physically present constitutes absence. Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student's responsibility to communicate absences with his/her professor.

Tardiness in F2F: If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) "tardies" or leaving early equals one (1) absence.

Absence in F2F: If students have excessive, unexcused absences from class, they will fail this course. "Excessive, unexcused absences" are determined as follows: four (4) or more in a MW or TR course, six (6) or more in a MWF course, and two (2) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant acceptance. Acceptable reasons for an absence, which will not affect a student's grade, include, but are not limited to:
1. Participation in university sponsored activity at the request of university authorities;
2. Death or major illness in a student's immediate family;
3. Routine, short-term support of infant and parent health care matters;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require a student's presence;

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6. Religious holy days;
7. Illness that is too severe or contagious for the student to attend class;
8. Required participation in military duties;
9. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
10. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (e.g., physician's note, military orders, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence.

If an off-campus licensed physician provides evidence of a student's illness, the written excuse, orders or documentation must contain:

--the date and time of the doctor's appointment,
--the prognosis of illness,
--the doctor's opinion and recommendations for the individual student, and
--the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

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. Some key elements that are part of "common decency and acceptable behavior" include:

1. using the "silent" mode on cell phones for the duration of class;
2. removing headphones or earphones for the duration of class;
3. not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking);
4. arriving to class on time;
5. not speaking while others are speaking; and
6. not bringing children to class.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it. Students should also consult the Rules of Netiquette (and the "Golden Rules for Netiquette," a PDF file in D2L) for more information regarding how to interact in an online forum.

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ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

Academic Integrity

Students at East Texas A&M University 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 Policy 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

Graduate Student Academic Dishonesty Policy 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@ETAMU.edu

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University buildings only by persons who have been

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

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty, and staff. Connect with a librarian, explore research and course guides, and attend workshops.
- **Chat with a Librarian!** Get immediate assistance with their chat service on the main Library page: https://www.ETAMU.edu/library/
- **Email** ask@ETAMU.libanswers.com. They will respond to emails within 24 hours, often much sooner.
- **Text** questions to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 to discuss research needs.
- **Meet with Them**! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with a librarian.
- **Visit Them**! They'd love to meet in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4th Floor, Room 406A
  - ETAMU at Mesquite Metroplex Center: Second Floor, Study Room

ETAMU Supports Students' Mental Health

Counseling Center: The Counseling Center at ETAMU, 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. Visit the Counseling Center website for events and confidential services.

The Lion Food Pantry: Now located in Performing Arts Center (PAC) in room 122, the Lion Food Pantry supports students who struggle with food security. Without good food, it is difficulty to sleep or to keep up with your academics or engage in social activities. This service also provides personal care items and other necessities. If you need help, then reach out to them: LionPantry@ETAMU.edu! They are open Wednesdays, 11:00-4:00 PM.

The *syllabus/schedule are subject to change.*

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Land Acknowledgement: East Texas A&M University acknowledges that the land we are meeting on today is within the historic homelands of the Wichita, Caddo, Kiikaapoi, and Tawakoni nations. We acknowledge the painful history of genocide and forced removal from this territory. We honor and respect the many diverse indigenous peoples who are connected to this land on which we gather.

Course Content Disclaimer: Students may find that readings, class discussions, or assignments address issues that are unfamiliar, controversial, or uncomfortable. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. Civil disagreement is fine. Bullying, name-calling, yelling, or other acts of aggression will not be tolerated. The policy of "Student Conduct" applies to the examination of course content as well as to participant interaction in, and out of, the classroom.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at ETAMU but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal threats may be reported to the appropriate authorities.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

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Note: The following is our working schedule of activities and **due dates** for this course. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done* **before** *coming to class.*

T = **T**uesday   **R** = Thu**r**sday   **F** = **F**riday   **Sa** = **Sa**turday

PSM = *Pocket Style Manual*   CTT = *Critical Theory Today*   RMES = *Research Methods for English Studies*

Week 1			
Topic: Introduction; Library Resources; Phase 2 of QEP			
Date	**Day**	**Reading/Viewing Assignments**	**Writing Assignments**
8/26	T	**Access**: START HERE module in D2L	**Watch**: Video on "How to Set Browsers to Open PDFs in Adobe® Reader"
			Set-up: Your browser to open PDFs in Adobe® Reader
		Access: "First Things First!"	**Complete** the tasks
		Read: Syllabus and Schedule	
8/28	R	PSM: Sample MLA paper: p. 184-93; Website and Work from a Website: p. 173-4, entries 33-34	**DF 1.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 1: "Everything You Wanted to Know about Critical Theory but Were Afraid to Ask"	
		RMES: Chapter 1, Gabriele Griffin's "Research Methods for English Studies: An Introduction"	
Take a look at Week 2 and see what's coming-up!			

Week 2			
Topic: The Conscious/Unconscious Mind			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
9/2	T	PSM: Basic format for a book: p. 169, entries 23-24; Selection from an anthology or collection: p. 171, entries 26-29; p. 150-1, entry 15	**DF 2.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 2: Psychoanalytic Criticism	

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9/4	R	PSM: "Academic Intelligence and Artificial Intelligence": p. 3-4; Output from a generative AI tool: p. 153, entry 23 and p. 174-6, entry 37	**DF. 2.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 3, Mary Evans' "Auto/Biography as a Research Method"	
9/5	F		**D2L Assignment**: VIPRESS Reflection 1 (*DUE by 11:59 PM*)
		Take a look at Week 3 and see what's coming-up!	

Week 3			
Topic: Social Power and Class Struggle: Dominant, Residual, Emergent			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
9/9	T	PSM: Basic format for article from a journal: p. 163-4, entries 12-13; Annotated Bib: p. 105-6, entry 27c	**DF 3.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 3: Marxist Criticism	
9/11	R	PSM: Sacred text: p. 173, entry 31; p. 154, entry 25; Letter in a collection: p. 168, entry 22	**DF 3.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 11, Jon Cook's "Creative Writing as a Research Method"	
9/12	F		**D2L Assignment**: VIPRESS Reflection 2 (*DUE by 11:59 PM*)
		Take a look at Week 4 and see what's coming-up!	

Week 4			
Topic: Gender and Power Dynamics			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
9/16	T	PSM: Capitalization: p. 81-3, entries 22a-e	**DF 4.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)

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Date	Day	Reading Assignments	Writing Assignments
9/18	R	CTT: Chapter 4: Feminist Criticism	
		PSM: Biased language: p. 201-1, entry 9d; Find an Appropriate voice: p. 19-20, entries 9a-c	**DF 4.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 4, Penny Summerfield's "Oral History as a Research Method"	
9/19	F		**D2L Assignment**: VIPRESS Reflection 3 (*DUE by 11:59 PM*)
		Take a look at Week 5 and see what's coming-up!	

Week 5
Topic: Formalism: The Text Is All

Date	Day	Reading Assignments	Writing Assignments
9/23	T	PSM: Direct quotes: p. 63, entry 17h; p. 146-7, entries 1-2; p. 124-129, entries 31a-b	**DF 5.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 5: New Criticism	
9/25	R	PSM: Integrating sources: p. 129-34, entry 31c; Quotation marks: p. 73, entry 20b; Italics: p. 86-7, entry 23c	**DF 5.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 9, Catherine Belsey's "Textual Analysis as a Research Method"	
9/26	F		**D2L Assignment**: VIPRESS Reflection 4 (*DUE by 11:59 PM*)
		Take a look at Week 6 and see what's coming-up!	

Week 6
Topic: Reader's Subjective Stance

Date	Day	Reading Assignments	Writing Assignments
9/30	T	PSM: Literary sources: p. 137-40, entries 32a-c	**DF 6.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)

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		CTT: Chapter 6: Reader-Response Criticism	
10/2	R	PSM: Quotation marks: p. 72-5, entries 20a, c-d	**DF 6.2**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		RMES: Chapter 7, Rachel Alsop's "The Uses of Ethnographic Methods in English Studies"	
10/3	F		**D2L Assignment**: VIPRESS Reflection 5 *(DUE by 11:59 PM)*
Take a look at Week 7and see what's coming-up!			

Week 7			
Topic: Universality and Binary Patterns			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
10/7	T	PSM: Variations on number of authors: p. 148-9, entries 6-7 and 9-10	**DF 7.1**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		CTT: Chapter 7: Structuralist Criticism	
10/9	R	PSM: Abbreviations, numbers, and italics: p. 84-8, entries 23a-b	**DF 7.2**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		RMES: Chapter 8, Pat Hudson's "Numbers and Words: Quantitative Methods for Scholars of Texts"	
10/10	F		**D2L Assignment**: VIPRESS Reflection 6 *(DUE by 11:59 PM)*
Take a look at Week 8and see what's coming-up!			

Week 8			
Topic: What Is Real? What Is Truth? Poststructuralism			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
10/14	T	PSM: Fragments: p. 43-5, entries 14a-b	**DF 8.1**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*

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10/16	R	CTT: Chapter 8: Deconstructive Criticism	
		PSM: Comma splices and run-ons: p. 45-8, entries 15a-c	**DF 8.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 12, Marilyn Deegan's "English Research and the Digital Humanities"	
10/17	F		**D2L Assignment**: VIPRESS Reflection 7 (*DUE by 11:59 PM*)
		Take a look at Week 9 and see what's coming-up!	

Week 9
Topic: Cultural Poetics

Date	Day	Reading Assignments	Writing Assignments
10/21	T	PSM: Subject-Verb agreement: p. 23-4, entries 10a-e	**DF 9.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 9: New Historical and Cultural Criticism	
10/23	R	PSM: Subject-Verb agreement: p. 24-27: entries 10f-i	**DF 9.2**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		RMES: Chapter 2, Carolyn Steedman's "Archival Methods"	
10/24	F		**D2L Assignment**: VIPRESS Reflection 8 (*DUE by 11:59 PM*)
		Take a look at Week 10 and see what's coming-up!	

Week 10
Topic: Queering English Studies

Date	Day	Reading Assignments	Writing Assignments
10/28	T	PSM: Pronouns: p. 33-5, entry 12a	**DF 10.1**: On-demand (See D2L for directions) (*DUE by 11:00 AM*)
		CTT: Chapter 10: Lesbian, Gay, and Queer Criticism	

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10/30	R	PSM: Pronoun Reference: p. 35-6, entry 12b; Interviews: p. 168, entry 20 and p. 99, entry 26d on "Interviewing"	**DF 10.2**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		RMES: Chapter 10, Gabriele Griffin's "Interviewing"	
10/31	F		**D2L Assignment**: VIPRESS Reflection 9 *(DUE by 11:59 PM)*
		Take a look at Week 11 and see what's coming-up!	

Week 11			
Topic: Critical Race Theory			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
11/4	T	PSM: Other punctuation: p. 76-7, entries 21a-c	**DF 11.1**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		CTT: Chapter 11: African American Criticism	
11/6	R	PSM:	**DF 11.2**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
		RMES: Chapter 6, Gabriele Griffin's "Discourse Analysis"	
11/7	F		**D2L Assignment**: VIPRESS Reflection 10 *(DUE by 11:59 PM)*
		Take a look at Week 12 and see what's coming-up!	

Week 12			
Topic: Colonizer and Colonized: Whose Story Is It?			
Date	**Day**	**Reading Assignments**	**Writing Assignments**
11/11	T	CTT: Chapter 12: Postcolonial Criticism	**DF 12.1**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*
11/13	R	Assignment Directions for Career Preparedness Portfolio	**DF 12.2**: On-demand (See D2L for directions) *(DUE by 11:00 AM)*

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Date	Day	Reading Assignments	Writing Assignments
		**Week 15	
		Project Drafting, Peer Reviewing, and Final Product**	
12/2	T	Start working on your oral presentation	**Submit**: Portfolio DRAFT
12/4	R	Continue working on your oral presentation	**Submit**: Feedback to Peers *(DUE by 11:59 PM)*
		Peer Portfolios	
12/5	F	Feedback from Peers	Revise Portfolio
			Submit: Final Portfolio *(DUE by 11:59 PM)*

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