



# ENG 570 (01B, 01W, CRW): Cultural Rhetorics COURSE SYLLABUS: Spring 2026

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Kelin Loe, Assistant Professor of English (she/her)  
**Office Location:** 113 Talbot (you can enter through The Writing Center)  
**Office Hours:** TBA  
**Office Phone:** 903-886-5260 (Dept. of Literature & Languages)  
**Office Fax:** 903-886-5980 (Dept. of Literature & Languages)  
**University Email Address:** [kelin.loe@etamu.edu](mailto:kelin.loe@etamu.edu)  
**Communication Response Time:** 1-4 days

## COURSE INFORMATION

### Course Meeting Information

*Students enrolled in different sections must attend in the modality of that section.*

| Modality         | Section    | Course #       | Meeting Time   | Meeting Location |
|------------------|------------|----------------|--|------------------|
| In Person        | 01B        | 23374          | Wednesdays, 5-7:30pm   | Ed South, 122    |
| Hybrid or Asynch | 01W<br>CRW | 23954<br>24080 | Students in these sections can Zoom in on Wednesdays or watch the recording later. |                  |

### Materials

*For a full list of course readings, see Course Schedule.*

#### Required & Optional Texts:

- Delgado, Richard, & Stefancic, Jean. (2023). *Critical race theory: An introduction*. **Fourth Edition**. New York University Press.
- Ahmed, Sara. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- brown, adrienne maree. (2017). *Emergent strategy: Shaping culture, changing worlds*. AK Press. **OPTIONAL (but encouraged)**
- Additional course readings available as open educational resources and through Waters Library

**Required Technology:** Students must have consistent and stable internet access and be able to create

documents and PDFs through Microsoft Word. Students are expected to use and regularly check their student email accounts (xxx@leomail.tamuc.edu).

## COURSE DESCRIPTION

**Catalog Description:** This course will explore connections among rhetoric, literacy, language, and identity, including the rhetorical nature of embodiment and what identities, populations of people, labor, backgrounds, and abilities are in/excluded from such discussions. Course focus may change to emphasize specific identity markers (such as working class, gender, African American, Latinx, dis/ability, sexuality) but will also encourage students to explore the intersections among other identities.

**Spring 2026 Description:** The field of Cultural Rhetorics appreciates that communities (no matter where and when) are rhetorical sites in their own right. Instead of framing rhetorical study through Western notions of rhetoric, cultural rhetoricians investigate rhetoric as it is *already situated* in specific cultural communities. In studying communities, researchers: see culture as relationally constructed through interaction, study the accumulation of relations and iterations of a rhetorical practice, and always assess the power relations that influence meaning-making. This class will trace the development of Cultural Rhetorics, from its origins in comparative rhetoric, rhetorical historiographies, Black Feminist thought, and Critical Race Theory, to its foundations in the 90s and early 00s, then the crystallization of its theories and inquiries in the mid 10s, and finally the articulation of its principles and practices in the 20s. As we think about the practice and study of Cultural Rhetorics, we will examine how structures of power shape the cultures rhetorics can create and the rhetorics created by specific, situated cultures.

### Student Learning Outcomes (SLOs):

Through readings, discussions, and applied writing exercises and projects, students will:

- 1. Gain an understanding of what practices, inquiries, methods, and pedagogies are associated with the subfield of Cultural rhetorics
- 2. Trace the disciplinary development of the subfield of Cultural Rhetorics (in preparation for self-guided exploration of a subfield during Comprehensive Exams or ENG 595/599 bibliographic essays)
- 3. Distinguish between cultural theory, theoretical/methodological frameworks, methods, analytics, and other forms of knowledge making in Cultural Rhetorics
- 4. Assess, compare, and contrast studies in Cultural Rhetorics for those elements (in SLO 3)
- 5. Familiarize themselves with the nature of academic journals and how they sustain and challenge academic conversations
- 6. Practice the textual summary and synthesis necessary to describe the broad strokes and intricacies of an academic conversation (in preparation for Comprehensive Exams or ENG 595/599 bibliographic essays)
- 7. Build an inquisitive, open, and supportive writing and learning community

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students should be able to navigate D2L, Zoom, their Leomail email accounts, use Microsoft Word, and be able to create PDFs. (Using their own word processing software is fine so long as the student can export documents as .docx (Microsoft Word) or as PDFs.)

### Instructional Methods

- seminar (in-course meeting: discussion, small and large group); after-course meeting: discussion boards)
- informal responses as course meeting preparation (D2L assignments and discussions)
- scaffolded writing exercises as skills development and assessment (D2L assignments)
- peer response (in course meeting: one-on-one; after course meeting (correspondence with assigned partner)

# GRADING & ASSESSMENT

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

| Course Project                 | Description<br><i>More detailed assignment sheets will be distributed.</i>  | Due   | Pathway  | Weight | SLO Measurement  |
|--------------------------------|---|---|--|--------|------------------|
| Discussion Prep (Beyond Memos) | Any informal course prep work (like just answering the Question of the Week without doing the full memo).   | Tuesday (11:59pm) before Wednesday class meeting. | Dr. Loe reads these to prepare for class.  | 5%     | 7                |
| Weekly Memos (9 Total)         | Informal. 200-500 words. Memos include: <ul style="list-style-type: none"> <li>Short summaries of (at least) three of the weeks assigned readings</li> <li>Comparing and contrasting those texts</li> <li>Responding to the question of the week</li> <li>Asking a question</li> <li>Responding to a thought or idea of a classmate (or giving someone a shout out)</li> <li>Providing a note or question about the previous week's lecture</li> </ul>  | <i>Grace period until 8am Wednesday morning.</i>  | If weekly feedback is given, it will be during a course meeting, either directly (like answering a question) or collectively (sharing patterns).<br><br>Between Weeks 5 and 7, Dr. Loe will provide specific feedback for each student on the summary and synthesis skills needed for the Journal Analysis and Comparison Essay. | 35%    | 1, 2, 3, 4, 6, 7 |
| Journal Analysis               | Formal. 1500-2500 words. Summarize and synthesize the conversation developed in a Cultural Rhetorics Special Issue (like those in <i>enculturation</i> , <i>CCC</i> , <i>College English</i> , <i>constellations</i> , etc.). While the focus of the project is on one journal, show awareness of how this Special Issue differs from at least one other read in class. Students should address ALL articles in the collection (some may be included in a string citation, while some are given a paragraph or two of focus). | Due 4/29, 11:59pm (last day of class)             | Dr. Loe provides general feedback towards skill building for Comprehensive Exams or ENG 595/599 bibliographic essays.  | 15%    | 1, 5, 6          |

|   |   |  |   |            |                   |
|---|---|--|---|------------|-------------------|
| <b>Comparative Essay</b>                            | Formal. 1500-2500 words. Compare and contrast (and therefore summarize) two-to-five <i>studies</i> in Cultural Rhetorics based on their (dis/mis)use of cultural theory, theoretical/methodological frameworks, methods, analytics, and other forms of knowledge making in Cultural Rhetorics. Ground the essay with at least two references to <i>theoretical</i> or <i>discipline-defining texts</i> .  | Due 4/29, 11:59pm (last day of class)  | Dr. Loe provides general feedback towards skill building for Comprehensive Exams or ENG 595/599 bibliographic essays.               | <b>20%</b> | <b>1, 3, 4, 6</b> |
| <b>FINAL: Cultural Rhetorics Futures Reflection</b> | Formal. 1000-1500 words. Articulate questions, concerns, limitations, excitements, joys, curiosities not articulated in the Journal Analysis or the Comparative Essay. Connect the discussion to (at least) two texts from the CR Futures reading list (listed for the last day of class).  | Final Due 5/6, 11:59pm.<br><br><i>I'm very open to extension requests for Friday, 5/8.</i> | Dr. Loe provides light feedback. Happy to provide in-depth feedback next semester to those who plan to take their projects further. | <b>15%</b> | <b>2, 6</b>       |
| <b>Fortitude: Collaboration</b>                     | Collaboration is your investment in your colleagues. You listen, respond, debate, and contribute your fair share. The goal of collaboration is to grow alongside your colleagues by making space for them. Contributing means sharing your thoughts and actions—and also remembering, responding to, and inviting the thoughts and actions of your colleagues.  |  |   | <b>5%</b>  | <b>7</b>          |
| <b>Fortitude: Communication &amp; Perseverance</b>  | Communication & Perseverance are combined because I will not know about your perseverance if you do not communicate with me. To me, perseverance means that you reach out when either the content or the pacing of the course gets difficult, and when you fall out of pace, you catch back up again. Higher marks here will come with <b>TIMELY</b> communication—you ask for help or clarification as soon as you realize you need it, and you communicate about extensions 24 hours or more before the deadline. |  |   | <b>5%</b>  | <b>7</b>          |

## POLICIES

### Scoring

All assignments are worth 1 point. If there are multiple assignments per a category above, those assignments in totality receive the stated weight. If there is only one assignment in the category, it receives the full weight (meaning, in final grade calculations, it is equal to its weight). All coursework will be scored as follows:

|                |   |
|----------------|---|
| <b>1.0-.90</b> | <b>Full Credit:</b> meet all or nearly all grading requirements.  |
| <b>.85-.70</b> | <b>Accept with Revisions:</b> has taken on the spirit of the assignment but may be missing elements. If the student revises as specified by Dr. Loe within a week, they will receive full credit. |
| <b>.65-.5</b>  | <b>Revise &amp; Resubmit:</b> substantial parts of the assignment are missing, or the spirit of the assignment has been missed.   |
| <b>0</b>       | <b>Missing:</b> most of the assignment is incomplete, or the assignment was not turned in.  |

### Revisions

All work that is turned in on time (or by extension date) is eligible for revision. Revisions suggested by Dr. Loe should be made by the week following the delivery of feedback. Extension requests are welcome for Revisions. If the revision is somehow worse than the original, the original score will be preserved (this has never happened—but I include the statement to protect good-faith accidents in revision!).

## Due Dates

Unless otherwise specified, all assignments are **due the night before the class meeting by 11:59pm**. There is a grace period before 8am the day of the course meeting.

## Late Work

No late work (without prior requested extension) will be accepted.

## Extensions

Anyone can request an extension for any reason. Extensions should be requested 24 hours before the deadline via email. You don't need to share a reason, just ask. If I don't respond right away, know that you have an extension beyond the deadline, and when I respond, I'll share the extended deadline.

## Attendance

If a student is not present during the class meeting, the student is responsible for watching the recorded lecture in its entirety. For asynchronous students (or students who miss the synchronous meeting), attendance will be counted by reference to the lecture in the following week's memo.

# COURSE OUTLINE/CALENDAR

## Course Work & Meeting Schedule

|   | Meeting Date          | Due Date | Discussion Prep    | Writing Projects | Question of the Week (QotW)   |
|---|-----------------------|----------|--------------------|------------------|---|
| 1 | 2/4<br>Yes, work due! | 2/4      | Answer to the QotW | Introduction     | What is something you learned from this set of readings?  |
| 2 | 2/11                  | 2/10     | Memo W2            | -                | How do we define rhetoric?  |
| 3 | 2/18                  | 2/17     | Memo W3            | -                | How do we define Critical Race Theory?  |
| 4 | 2/25                  | 2/23     | Memo W4            | -                | Where do three studies converge? Where do three studies diverge?                                  |
| 5 | 3/4<br>Asynch         | 3/3      | Memo W5            | -                | How do we define Cultural Rhetorics?  |
| 6 | ---                   | ---      | Spring Break       |                  |   |
| 7 | 3/18<br>Asynch        | 3/13     | Memo W7            | -                | How does Critical Race Theory inform Cultural Rhetorics and Counterstory methodologies?           |
| 8 | 3/25                  | 3/22     | Memo W8            | -                | How do we define Cultural Rhetorics? How does this compare to the definitions we wrote in Week 5? |

|    |      |      |                    |  |   |
|----|------|------|--------------------|--|---|
| 9  | 4/1  | 3/29 | Memo W9            | -  | How does a 2016-2019 study compare to one published in the 00s?   |
| 10 | 4/8  | 4/5  | Memo W10           | -  | What do the enculturation Special Issue articles have in common? What is a divergence?                                |
| 11 | 4/15 | 4/14 | Memo W11           | -  | How do we define Cultural Rhetorics NOW? How does that compare to the definitional work we did in Weeks 5 & 8?        |
| 12 | 4/22 | 4/19 | Answer to the QotW | Informal Peer Response                             | How are your essays coming?   |
| 13 | 4/29 | 4/28 | Answer to the QotW | <b>Journal Analysis &amp; Comparative Essay</b>    | How is one of the readings listed for Week 13 affecting how you are thinking about the futures of Cultural Rhetorics? |
| 14 | 5/6  | 5/4  | -                  | <b>FINAL: Cultural Rhetoric Futures Reflection</b> |   |

## Reading Schedule

| <b>2/4   Week 1</b><br><b>Yes, reading due!</b>         |   | <b>Introductions: Black Feminist Thinking (And Supporting Thinking)</b>   |             |
|---|---|---|-------------|
| <b>Author</b>   | <b>Title</b>  | <b>Journal / Book</b>   | <b>Year</b> |
| Ahmed, Sara   | Introduction. On Arrival  | <i>On Being Included: Racism and Diversity in Institutional Life</i>  | 2012        |
| Combahee River Collective                               | The Combahee River Collective Statement                             | <i>How We Get There: Black Feminism and the Combahee River Collective</i> by Keeanga-Yamahtta Taylor  | 1977        |
| Lorde, Audre  | The Master's Tools Will Never Dismantle The Master's House          | <i>This Bridge Called My Back: Writings by Radical Women of Color, 4th Edition (2012)</i>   | 1979        |
| Royster, Jacqueline Jones                               | When the First Voice You Hear Is Not Your Own                       | <i>College Composition and Communication</i>  | 1996        |
| Delgado, Richard and Jean Stefancic                     | Glossary of Terms   | <i>Critical Race Theory: An Introduction, 4th Edition</i>   | 2023        |
| Adichie, Chimamanda Ngozi                               | The Danger of a Single Story  | TED Talk  | 2009        |
| McIntosh, Peggy   | How to Recognize White Privilege—And Use It to Fight Inequality     | TED Talk  | 2012        |
| <b>2/11   Week 2</b>                                    |   | <b>Introductions: Rhetorical Theory/Analysis + Early Cultural Rhetorical Theory</b>   |             |
| Powell, Malea, Stacey Pigg, Kendall Leon, & Angela Haas | Rhetoric  | <i>Encyclopedia of Library and Information Sciences, Third Edition</i>  | 2010        |
| Mao, LuMing   | Thinking beyond Aristotle: The turn to how in comparative rhetoric. | <i>PMLA : Publications of the Modern Language Association of America</i>  | 2014        |
| Selections from   | Octalog III   | <i>Rhetoric Review</i>  | 2011        |
| Selections from   | Octalog IV  | <i>Rhetoric Review</i>  | 2021        |
| Villanueva, Victor                                      | Rhetoric and Composition  | <i>English Studies Reimagined: A New Context for Linguistics, Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education</i> | 2022        |

| <b>2/18   Week 3</b>  |   | <b>Introductions: Critical Race Theory</b>  |      |
|---|---|---|------|
| Delgado, Richard and Jean Stefancic   | Chapter 1. Introduction   | <i>Critical Race Theory: An Introduction, 4th Edition</i>   | 2023 |
| Delgado, Richard and Jean Stefancic   | Chapter 2. Hallmark Critical Race Theory Themes   | <i>Critical Race Theory: An Introduction, 4th Edition</i>   | 2023 |
| Delgado, Richard and Jean Stefancic   | Chapter 4. Looking Inward   | <i>Critical Race Theory: An Introduction, 4th Edition</i>   | 2023 |
| Martinez, Aja (& Host Shane Wood)   | Episode 82: Aja Y. Martinez   | <i>Pedagogue Podcast</i>  | 2021 |
| Baker-Bell, April, Bonnie J. Williams-Farrier, Davena Jackson, Lamar Johnson, Carmen Kynard, & Teaira McMurtry    | "This Ain't Another Statement! This Is a DEMAND for Black Linguistic Justice!"  | <i>Conference on College Composition and Communication</i>  | 2020 |
| Hubrig, Ada, Jo Hsu, Christina Cedillo, and Jennifer Wingard  | Saying the Quiet Part Out Loud: Using CRT to Name the Intersections of Texas's Legislative Harm                         | <i>College English</i>  | 2024 |
| <b>2/25   Week 4</b>  |   | <b>Studies in the 00s</b>   |      |
| Johnson, Wendy Dasler   | Cultural rhetorics of women's corsets   | <i>Rhetoric Review</i>  | 2001 |
| Moss, Beverly   | Creating a Community: Literacy Events in African-American Churches  | <i>A Community Text Arises: A Literate Text and a Literacy Tradition in African-American Churches</i> | 2002 |
| Powell, Malea   | Rhetorics of Survivance: How American Indians Use Writing"  | <i>College Composition and Communication</i>  | 2002 |
| Lindquist, Julie  | A Place in the Middle: Behind the Bar at the Smoke House  | <i>A Place to Stand: Politics and Persuasion in a Working Class Bar</i>                               | 2004 |
| Haas, Angela  | Wampum as hypertext: An American Indian intellectual tradition of multimedia theory and practice                        | <i>Studies in American Indian Literatures</i>   | 2007 |
| Brock, André  | Who do you think you are?": Race, Representation, and Cultural Rhetorics in Online Spaces                               | <i>POROI</i>  | 2009 |
| <b>3/4   Week 5</b>   |   | <b>Crystalizing: CR in 2014-2016</b>  |      |
| Powell, Malea, Daisy Levy, Andrea Riley-Mukavetz, Marilee Brooks-Gilles, Maria Novotny, & Jennifer Fisch-Ferguson | Our Story Begins Here: Constellating Cultural Rhetorics   | <i>enculturation</i>  | 2014 |
| Riley Mukavetz, Andrea  | with multi-generational women from the Little Traverse Bay Band   | <i>Rhetoric, Professional Communication and Globalization</i>   | 2014 |
| Kynard, Carmen  | Teaching While Black: Witnessing and Countering Disciplinary Whiteness, Racial Violence, and University Race-Management | <i>Literacy in Composition Studies</i>  | 2015 |
| Bratta, Phil and Malea Powell   | Introduction to the Special Issue: Entering the Cultural Rhetorics Conversation   | <i>enculturation</i>  | 2016 |
| <b>3/18   Week 7</b>  |   | <b>Specifying: Narrative &amp; Counterstory</b>   |      |
| Delgado, Richard and Jean Stefancic   | Chapter 3. Legal Storytelling & Narrative Analysis  | <i>Critical Race Theory: An Introduction, 4th Edition</i>   | 2023 |
| Martinez, Aja   | Chapter 1: A Case for Counterstory  | <i>Counterstory: The rhetoric and writing of critical race theory</i>                                 | 2020 |
| King, Lisa, Rose Gubele, & Joyce Rain Anderson.   | Introduction—Careful with the Stories We Tell: Naming Survivance, Sovereignty, and Story                                | <i>Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics</i>                         | 2015 |
| Baker-Bell, April   | For Loretta: A Black Woman Literacy   | <i>Journal of Literacy Research</i>   | 2017 |

|   |  |  |      |
|---|--|--|------|
|   | Scholar's Journey to Prioritizing Self-Preservation and Black Feminist-Womanist Storytelling                               |  |      |
| Delgado, Richard  | Rodrigo's Travel Plans: Is a Right-Wing Coup Possible in the United States?  | <i>College English</i>   | 2024 |
| Byrd, Antonio   | Turning Theory into Faithful Community Engagement: A Retrospective on Teaching Counterstory for a White Reconciling Church | <i>College English</i>   | 2024 |
| <b>3/25   Week 8</b>  |  |  |      |
| <b>Developing: CR in 2018 + Institutions</b>  |  |  |      |
| Cedillo, Christina , Victor Del Hierro, Candace Epps-Robertson, Lisa King, Jessie Male, Staci Perryman-Clark, Staci, Andrea Riley Mukavetz, Amy Vidali. | Listening to Stories: Practicing Cultural Rhetorics Pedagogy   | <i>constellations: a cultural rhetorics publishing space</i>         | 2018 |
| Cobos, Casie, Gabriela Raquel Ríos, Donnie Johnson Sackey, Jennifer Sano-Franchini & Angela M. Haas   | Interfacing Cultural Rhetorics: A History and a Call   | <i>Rhetoric Reivew</i>   | 2018 |
| Ahmed, Sara   | Chapter 1. Institutional Life  | <i>On Being Included: Racism and Diversity in Institutional Life</i> | 2012 |
| Ahmed, Sara   | Chapter 2. The Language of Diversity   | <i>On Being Included: Racism and Diversity in Institutional Life</i> | 2012 |
| Ahmed, Sara   | Chapter 3. Equality and Performance Culture  | <i>On Being Included: Racism and Diversity in Institutional Life</i> | 2012 |
| <b>4/1   Week 9</b>   |  |  |      |
| <b>Studies 2016-2019</b>  |  |  |      |
| Dougherty, Timothy  | Knowing (Y)Our Story: Practicing Decolonial Rhetorical History   | <i>enculturation</i>   | 2016 |
| Kannan, Vani  | The Mahamantra, Kirtan Performance, & Embodied Circulation of Cultural Rhetoric  | <i>enculturation</i>   | 2016 |
| Morris, Amanda  | Weaving Intersectional Rhetoric: The Digital Counternarratives of Indigenous Feminist Bloggers                             | <i>Enthymena</i>   | 2017 |
| Banks, Adam & Keith Gilyard   | Rhetoric and Black Twitter   | <i>On African American Rhetoric</i>                                  | 2018 |
| Davis, Seth   | Shade: Literacy Narratives at Black Gay Pride  | <i>Literacy in Composition Studies</i>                               | 2019 |
| <b>4/8   Week 10</b>  |  |  |      |
| <b>Tangling &amp; Establishing: CR after 2020</b>   |  |  |      |
| Cushman, Ellen, Damián Baca, and Romeo García   | Delinking: Toward Pluriversal Rhetorics  | <i>College English</i>   | 2021 |
| Hidalgo, Alexandra  | A Response to Cushman, Baca, and García's College English Introduction   | <i>constellations: a cultural rhetorics publishing space</i>         | 2021 |
| Hidalgo, Alexandra, Catheryn Jennings, and Ana Milena Ribero  | Constellating Stories and Counterstories: Cultural Rhetorics Scholarship Principles  | <i>constellations: a cultural rhetorics publishing space</i>         | 2021 |
| Wieser-Werjackwe, Kimberly G., Christina Cedillo, and Rachel Jackson. (2023).   | Cultural Rhetorics Stories and Counterstories: Constellating in Difficult Times  | <i>College Composition and Communication</i>                         | 2023 |
| Gomez, Isabella 'Amne, & Amy Lueck  | To Embrace Tension or Recoil Away from It: Navigating Complex Collaborations in Cultural Rhetorics Work                    | <i>College Composition and Communication</i>                         | 2023 |

| <b>4/15   Week 11</b>                                    |   | <b>Studies in the 20s</b>   |      |
|--|---|---|------|
| Allen, Laura   | Handling Family Business: Technical Communication Literacies in Black Family Reunions   | <i>Technical Communication Quarterly</i>                                      | 2022 |
| Thielen, Brita   | Ethos, Hospitality, and the Pursuit of Rhetorical Healing: How Three Decolonial Cookbooks Reconstitute Cultural Identity through Ancestral Foodways | <i>Rhetoric Review</i>  | 2022 |
| Hsu, Jo V., & Jennifer Nish                              | Crip Letters: Storying Slowness and Re/Writing Academic   | <i>College Composition and Communication</i>                                  | 2023 |
| Mannon, Bethany & Georgia Privott                        | Evangelical Rhetoric in College Students' Writing Practice  | <i>College Composition and Communication</i>                                  | 2023 |
| West-Puckett, Stephanie, Nicole Caswell, & William Banks | Engaging Assessment Counterstories through a Cultural Rhetorics Framework   | <i>College Composition and Communication</i>                                  | 2023 |
| Byrd, Antonio  | Turning Theory into Faithful Community Engagement: A Retrospective on Teaching Counterstory for a White Reconciling Church                          | <i>College English</i>  | 2024 |
| Delgado, Richard   | Rodrigo's Travel Plans: Is a Right-Wing Coup Possible in the United States?   | <i>College English</i>  | 2024 |
| LaFrance, Michelle                                       | Contradictions of an American <i>Gàidhealteachd</i> : The Curious Love Stories of Scottish Gaelic Learners in the U.S.                              | <i>Reflections</i>  | 2025 |
| <b>4/29   Week 13</b>                                    |   | <b>Futures: Reading Week</b> (only one text is required by 4/29 for the QofW) |      |
| Delgado, Richard and Jean Stefancic                      | Chapter 6. Critiques and Responses to Criticism   | <i>Critical Race Theory: An Introduction, 4th Edition</i>                     | 2023 |
| Delgado, Richard and Jean Stefancic                      | Chapter 7. Critical Race Theory Today   | <i>Critical Race Theory: An Introduction, 4th Edition</i>                     | 2023 |
| Delgado, Richard and Jean Stefancic                      | Chapter 8. Conclusion   | <i>Critical Race Theory: An Introduction, 4th Edition</i>                     | 2023 |
| brown, adrienne maree                                    | Introduction  | <i>Emergent Strategy</i>  | 2017 |
| brown, adrienne maree                                    | principles of emergent strategy   | <i>Emergent Strategy</i>  | 2017 |
| brown, adrienne maree                                    | elements of emergent strategy   | <i>Emergent Strategy</i>  | 2017 |
| Ahmed, Sara  | Chapter 4. Commitment as Non-Performative   | <i>On Being Included: Racism and Diversity in Institutional Life</i>          | 2012 |
| Ahmed, Sara  | Chapter 5. Speaking about Racism  | <i>On Being Included: Racism and Diversity in Institutional Life</i>          | 2012 |
| Ahmed, Sara  | Conclusion. A Phenomenological Practice   | <i>On Being Included: Racism and Diversity in Institutional Life</i>          | 2012 |
| Rosenberg, Lauren  | Shape-Changing Legislative Narratives: Challenging Texas SB17 and the Florida Stop WOKE Act through CRT Counterstory                                | <i>College English</i>  | 2024 |
| Miller, Ryan, Crystal Garcia, and Antonio Duran          | "Copy and Paste" Practices: A Multi-Site Critical Discourse Analysis of Arguments About Anti-DEI Legislation  | <i>The Journal of Higher Education</i>  | 2025 |
| Fernandes, Maggie and Megan McIntyre                     | Linguistic Justice and Storying Resistance to Generative AI   | <i>Peitho</i>   | 2025 |
| Bernard-Donals, Michael                                  | How Free is Academic Freedom? On Divisiveness, Publics, and Rhetorical Violence   | <i>Rhetoric Society Quarterly</i>   | 2025 |

# TECHNOLOGY NOTES

## LMS

All course sections offered by East Texas A&M University 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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, a TAMUC campus open computer lab, etc.

## Communication With Your Instructor

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

## 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>

# STUDENT RESPONSIBILITIES FOR COURSE

## CWID and Password

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](mailto:helpdesk@etamu.edu).

## Technology-Related Issues

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 ETAMU campus open computer lab, etc.

# COURSE AND UNIVERSITY 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.

## 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 online in the [Student Guidebook](#).

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

## ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

## Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

## Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an

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instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

## 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](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Services](#)

## 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 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 ETAMU 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.

## East Texas A&M Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, 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](http://www.tamuc.edu/counsel)

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources

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available to you for guidance and support whenever you need it.

