WOMEN WRITERS
Semester Focus: Women and Science Fiction
Online
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Hall of Languages 125
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Catalog Description

A study of literature by written by women. This course may cover specific historical periods (e.g., U.S. or Latin America texts after 1950), cultural groups (e.g., Black, Chicana, Asian-American, Native American), or specific genre or genres (e.g., science fiction, poetry).

Prerequisite: Eng 1302. Note: The course may be repeated once when the course emphasis changes.

Semester Focus: Course Description

This course will be taking a cultural historical approach to the topic of women and science fiction in English-speaking fandoms. The foundation for the class will be Helen Merrick's cultural history of science fiction (sf) feminisms (while not all women in sf were or are feminists, the presence of women in what is culturally perceived to be a dominant male space raises feminist questions). We will be reading four novels discussed by Merrick in her monograph, and the class will focus on developing and researching the claims made by Merrick. This work will involve reading and writing about the novels and exploring and writing about women in online science fiction fandom(s). Class assignments include a Reading Journal, Class Discussions, and Individual Projects. For their individual projects, students choose between writing a research paper or writing entries for the class wiki. Word count in both projects will be equal. Projects will focus on a specific aspect of science fiction feminisms proposed by students and approved by the instructor.

Spring 2013 Schedule

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<td>Advanced Creative Writing: Poetry</td>
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OFFICE HOURS:  
Face/face in HL 125:  
Wednesday: 4:00-7:00  
Thursday: 2:00-4:00  
Online (Email, eCollege, Etc.):  
Monday: 11:00-2:00  
Tuesday: 9:00-11:00  
Friday: 3:00-4:30
Required Texts


**NOTE: E-book versions (when there are hard copies available):** I have no objection to students buying electronic versions for the class, but keep in mind that MLA does not have a method to cite quotes from e-books (yet). You will have to cite by chapter, and if you want to develop the paper further for publication, you will have to find a hard copy to get quotes from.

Student Learning Outcomes

1. Learners will demonstrate that they are active and engaged members of our learning community. This outcome will be assessed by evaluation of selected posts in the discussion forums.
2. Learners will demonstrate that they have learned about the histories of feminist movement in the science fiction community. This outcome will be assessed by evaluation of selected posts in the discussion forums and selected entries in the Reading Journal.
3. Learners will demonstrate that they have learned to understand and analyze types of feminist activities within online science fiction fandom. This outcome will be assessed by evaluation of selected entries in the Reading Journal and the final draft of the individual project.
4. Learners will demonstrate that they have learned to understand and identity conventions of non-fiction genres such as: cultural history, popular reviews, specialized encyclopedia entries, academic scholarship, and fan writing both in print and online. This outcome will be assessed by evaluation of selected posts in the discussion forums and the final draft of the individual project.
5. Learners will demonstrate that they have learned to understand and identify conventions of feminist science fictions. This outcome will be assessed by evaluation of selected posts in the discussion forums and selected entries in the Reading Journal.

6. Learners will demonstrate that they have they have engaged in a writing process over the course of the semester. This outcome will be assessed by evaluation of the rough draft, revision, and final drafts of the individual project.

7. Learners will demonstrate that they have learned the conventions of writing for one of two possible audiences, assessed by evaluation of the final draft of their individual project:
   a. Those learners who choose the research project will demonstrate that they have learned the conventions of how to write for an academic audience on a specialized topic.
   b. Those learners who choose the wiki entries will demonstrate that they have learned the conventions of how to write for a general audience on an academic topic.

The outcomes listed below are the selected learning outcomes that I will be assessing for the Department of Literature and Languages' program review; assessing learning outcomes is not the same thing as grading your work.

**Student Learning Outcome #1**
Learners will demonstrate that they have learned to understand and identity conventions of non-fiction genres such as: cultural history, popular reviews, specialized encyclopedia entries, academic scholarship, and fan writing both in print and online. This outcome will be assessed by evaluation of selected posts in the discussion forums and the final draft of the individual project.

**Student Learning Outcome #2:**
Learners will demonstrate that they have learned to understand and identify conventions of feminist science fictions. This outcome will be assessed by evaluation of selected posts in the discussion forums and selected entries in the Reading Journal.

**Student Learning Outcome #3**
Learners will demonstrate that they have learned the conventions of writing for one of two possible audiences, assessed by evaluation of the final draft of their individual project:
   Those learners who choose the research project will demonstrate that they have learned the conventions of how to write for an academic audience on a specialized topic.
   Those learners who choose the wiki entries will demonstrate that they have learned the conventions of how to write for a general audience on an academic topic.
COURSE REQUIREMENTS

✓ Students will access and follow all course instructions found in the content area (navigation bar) of the online course platform.
✓ Students will listen/read all online lectures.
✓ Students will use the online class platform's discussion tool to post to classmates in assigned discussions.
✓ Students will complete and submit assignments electronically using the online course platform's dropbox tool/tab or assigned discussions.
✓ Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

Course Assignment Assessment

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

Assignment handouts I have prepared contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

The assignment handouts are posted in the appropriate Unit (at the Unit Home Page, on the Dropbox or Discussion associated with the assignment. Please ask any questions you have about the assignment handouts in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work. I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent).
Specific assignments (identified by rough drafts, revised drafts, etc.) may be revised for full credit, and revision is expected.

GRADED ASSIGNMENTS

Reading Journal: 30%

Using the journal function in eCollege which only the student and the instructor can read, students will post 1 page reading journals for all reading assignments (the class textbooks, and some online reading assignments). The purpose of the journal is to give a personal (reader) response to the readings and ask questions. These will be graded as informal essays: criteria based primarily on timeliness, effort, and engagement.
Online Discussions: 40%

Online discussions are a vital part of the class community: students will post in response to prompts by the instructor concerning the readings, but will also post about new information, ideas, and materials that they have researched relating to the class topics. Responses to classmates will also be assigned some weeks. Discussion posts exist between the informal reading journal and the formal projects: the purpose is to share information and explore ideas from the readings and, over the course of the first half of the term, identify a focus for the individual project.

Individual Project: 30%

There will be a process of drafting and revision for the final project (whether students choose the research project or the wiki entries). Students will identify a specific topic relating to science fiction feminisms to research. They have the choice of producing a formal research paper, or ten wiki entries. Criteria for both projects will include: timeliness, revision (responding to instructor feedback over multiple drafts), content and structure, research and attribution.

Extra Credit: 2%

There are two chances to earn extra credit points during the course: self-assessment surveys which students take. Each is worth 1 point (added to your final grade) if completed during the assigned week.

1. Pre-Term Survey (Week 1)
2. Post-Term Survey (Finals Week)

Course Grading

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned." You will able to access your grade--and the feedback on the work you've turned in--as soon as I grade it.

Grading of assignments involve specific rubrics which give a grade weight to the criteria for each assignment (and, in the case of individual project assignments, to revision. It will take between five and seven days for me to review assignments, complete the rubrics, and return them.

NOTE: Click on the blue hyperlink (grade) to access the Dropbox where I've uploaded drafts with comments. If all you look at for this course is the grade, you will not be able to use the comments in revision. If you cannot see the comments in Markup, and do not know how to access them, you may need to get help.
If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59-lower = F

**Student Contact**

I have regular office hours for face/face meetings and phone calls.

If you are not free at these times, please call or email me to set up an appointment. Email is preferable: we'll both have a record.

I have face/face and online office hours:

**Face/Face In Office:** I am physically present in HL 125 to meet (or talk by telephone) during these hours; if a meeting that I must attend is called, I will notify the class by email and by a note on my door. No appointment is necessary during my scheduled office hours. If the door is open, come on in! If the door is shut, but the light is on, knock!

**On Line:** During my virtual office hours, I may be in HL 125 or I may be at an off-campus location, but wherever I am, I will be logged onto my computer and regularly checking my university email and eCollege Virtual Office.

Please: if you think that you are slipping behind for any reason, come talk to me (or call me!).

Keep in mind that the official medium of communication for the university is email which is handled through our eCollege platform.

All email correspondence for this course will be sent to student myLeo email accounts.

An Adobe Presenter/Breeze presentation is available to demonstrate how to access your Leo email: [http://breeze.tamu-commerce.edu/myleomail/](http://breeze.tamu-commerce.edu/myleomail/). Please make it a habit to check email often and log in to the course daily to stay connected with the class.

Warning: Because this course is offered entirely online, the only way to verify that people emailing me are the students registered in the class is via their email accounts. Please use your official university email if you must email me, especially if you have questions about a grade.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure students get the information in a timely manner.
Online Class Program Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Since this course will be offered partially online, special requirements must be considered. First, and perhaps most important, is that the student enrolled in this course must have access to a computer with the necessary software and services. The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

Secondly, it is also vital that the student have a working knowledge of the hardware and software they will be using. The Distance Education Department maintains a FAQ page for students taking online and web-enhanced courses. The web address for this information can be found at http://www.tamu-commerce.edu/itde/FAQs.asp.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: http://online.tamuc.org

Class Policies

Take some time to read: university faculty have a good deal of latitude in some of their policy areas.

The first set of policy statements are mine.

The second set of policy statements are mandated by the University and Department of Literature and Languages.

By staying in the class after reading this syllabus, you are contractually obligated to meet class requirements and follow *all* class policies.

Instructor Policies

**Late Work:** Late work is penalized (from 10-30%) per assignment, as indicated on the rubric. In this class, "late" means any time after the No Penalty Zone (NPZ). Since revision is built into the class, your best choice is to turn whatever you have in even if it is not perfect, and to earn what credit you can, and revise.

The weekly due dates are always Monday, at midnight; the No Penalty Zone is Wednesday, at midnight.

**WARNING ABOUT NPZ:** always aim to complete your work the midnight deadline; then, if life intervenes, you have a safety net. If you aim to complete your work by the NPZ and life intervenes, which it will, there will be no safety net.
If you have a medical condition or emergency which affects your ability to do the work for this class, please email me as soon as possible, and I will discuss extensions for you. No documentation is needed.

**University & Department Policies**

**Academic Dishonesty/Plagiarism:** Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

**Literature and Languages Policy on Plagiarism:** Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. You must acknowledge and document all sources (quoted and paraphrased) in all the assignments for the class: this acknowledgement must be in textual attribution (discussions and journal); both types of projects must include textual attribution and Works Cited pages. Textual documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" I consider intentional plagiarism to be copying/cutting/pasting the text from a source (print or web). Unintentional plagiarism is summarizing/paraphrasing information from the source but failing to incorporate textual attribution. Using quoted material without parenthetical attribution and Works Cited entries verges on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class, and a report to the department head.
A report of the incident will also be filed with the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

There will be at least one dedicated assignment on how to understand the scope of plagiarism during the early part of the term.

Online resources on plagiarism:

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**Courtesy:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. Since almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.

**Drop Policy:** The university drop procedure has changed as of Summer 2012.

**Students who are eligible may now drop their classes with a “Q” drop grade without Instructor approval through their MyLeo.**

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar’s Office for processing.

The Drop/Add form is located online at: [http://web.tamu-commerce.edu/admissions/registrar/documents/2012AddDropForm.pdf](http://web.tamu-commerce.edu/admissions/registrar/documents/2012AddDropForm.pdf).

The **deadline to drop with a “Q” drop grade can be found on the Academic Calendar at:** [http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.aspx](http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.aspx)

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes
- Select a Term
- Under “Action”, click on Course Drop
- Click on “Submit Changes” at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:

http://web.tamu-commerce.edu/admissions/registrar/documents/WithdrawalForm.pdf

These forms must be turned in to the Registrars’ Office for processing.

**Incomplete Grades:** The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignment(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Spring 2013 Course Calendar

Due date for Every Week: Monday, midnight
No Penalty Zone: Wednesday, midnight

January 14-18
Week One: Graduation Application Opens for Spring
January 18: Last Day to Add in MyLeo without approval

Please note: I am trying the experiment of staggering my due dates this term (i.e. each of my three classes has a different due date) in order to keep up with grading.

Your Due Date is Monday, midnight (every week).

Your No Penalty Zone (the open to everybody, no questions asked, no documentation needed automatic extension) is Wednesday at midnight, every week.

I consider that you are working each week toward the Monday deadline in the following week: so, in Week One, you need to be aware that you will be making four posts in two discussion threads and uploading your first Reading Journal early in Week Two. I have listed the assignments in that week because that's the location for grading.

There will be discussion posts and a reading journal due every week: these are all preparation, in various ways, for your project (first draft due on the Monday of Week 14).

I will send out reminders until we all get into the habit of this schedule. I also encourage you to make a "master schedule" for yourself—paper or electronic—to keep in mind that something is due every Monday!

I strongly encourage you to avoid trying to schedule "all the work" for this class on one day: if we were meeting face to face (in a two or three day schedule), you would have to prepare for class several times a week. The work load is not less because this course is online—in fact, having to read and respond to comments as well as reading a chapter every week, and four novels (two weeks dedicated to each novel) will take a good deal of time.
January 21-15  Due by Monday of this week: 4 posts; 1 Journal

Week Two
January 21:  MLK Holiday
Last day to withdraw from 100% for spring

Post:  Introduction to Class (1)
       Merrick Introduction (3)
Upload:  Reading Journal

January 28-February 1  Due by Monday of this Week: 3 posts; Journal

Week Three
January 30:  Last day to drop course with 100% refund/no grade
February 1:  Graduation Application Deadline for Spring

Post:  Merrick, Chapter One (3)
Upload:  Reading Journal

February 4-8   Due by Monday of this week: 6 posts; 1 Journal

Week Four

Post:  Merrick, Chapter Two (3)
Post:  Russ Research (3)
Upload:  Reading Journal

February 11-15  Due by Monday of this week: 6 posts; 3 responses; 1 Journal

Week Five
2-12:  Summer Financial Aid Deadline; 2-25:  Fall scholarship deadline

Post:  Merrick, Chapter Three (3)
Post:  Responses to three classmates in the Merrick Chapter 2 discussion (3)
Post: Russ The Two of Them Discussion (3)
Upload: Reading Journal

February 15-22   Due by Monday of this week: 3 posts; 1 Journal

Week Six
Post: Merrick, Chapter Four (3)
Upload: Reading Journal

February 24-March 1   Due by Monday of this week: 3 posts; 3 responses; 1 Journal

Week Seven
3-1 Fall Undergraduate Admission Priority Deadline
Midterm Grading
Post: Merrick Chapter Five (3)
Post: Responses to three classmates in the Russ Two of Them discussion (3)
Upload: Reading Journal

March 4-8   Due by Monday of this week: 6 posts; 1 Journal

Week Eight
March 8 Residence Halls Close
Post: Merrick, Chapter Six (3)
Post: Scott Research (3)
Upload: Reading Journal

March 11-15   Due by Monday of this week: 3 posts; 1 Journal

Week Nine: SPRING BREAK
Post: Scott The Jazz Discussion (3)
Upload: Reading Journal
March 18-22   Due by Monday of this week: 6 posts; 1 Journal

Week Ten

Post:        Merrick, Chapter Seven (3)
Post:        Butler Research (3)
Upload:      Reading Journal

March 25-39  Due by Monday of this week: 6 posts; 1 Journal

Week Eleven

3-29  Last Day to Drop 16 Week course (no refund, grade of Q)

Post:        Merrick, Chapter Eight (3)
Post:        Butler Parable of the Talents (3)
Upload:      Reading Journal

April 1-5    Due by Monday of this week: 3 posts; 3 responses; 1 Journal

Week Twelve

Post:        Hopkinson Research (3)
Post:        Three responses to classmates in the Scott Jazz Discussion (3)
Upload:      Reading Journal

April 8-12

Week Thirteen  Due by Monday of this week: 3 posts; 3 responses; 1 Journal

Post:        Hopkinson New Moon's Arms Discussion (3)
Post:        Three responses to classmates in Butler Parable Discussion (3)
Upload:      Reading Journal
April 15-19 Due by Monday of this week: Project Drafts

Week Fourteen
Upload: Project Drafts

April 22-26 Due by Monday of this week: 3 responses

Week Fifteen
4-26: Last day to withdraw
Post: Three Responses to classmates in the Hopkinson Moon's Discussion (3)

April 29-May 3 Due by Monday of this week: Final Project Drafts

Week Sixteen Last week of classes
Upload: Final draft project

FINALS WEEK: May 4-10
COMMENCEMENT: May 11