ENGLISH 509.01W THE LORD OF THE RINGS AS EVENT FILM
COURSE SYLLABUS: FALL 2015

Instructor: Dr. Robin Anne Reid
Office: Hall of Languages 125
Office Hours: Online: 10:00 a.m.-11:30 a.m.
Face to Face: Wednesdays 2:00 p.m.-3:30 p.m.
Thursdays 3:00 p.m.-4:30 p.m.

Time Zone: Central United States

Office Phone: 903-886-5268
Office Fax: 903-886-5980
Email: Robin.Reid@tamuc.edu (Preferred form of communication)

I check my email several times a day during the week and at least once a day on weekends.

I have online office hours for checking the Virtual Office in my classes and/or communicating with learners via email. Questions posted in the Virtual Office will be answered within 24 hours during the week.

I have face/face office hours two days a week for students who wish to meet with me.

If students are not free during that time, they may email to make an appointment for another time when we are both free.

COURSE INFORMATION

Required Textbooks


Note: I have ordered the paperback version of all the required reading; you can order online from our campus bookstore. Other companies, including amazon.com, have new and used versions on sale as well. Electronic copies are fine (although unless they have the hard copy page numbers, you will have to paraphrase rather than quote in your writing).

**Course Description**

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

**Fall 2015 Topic:** The focus this fall will be on a cultural studies approach to the genre of "event film," focusing on Peter Jackson's *The Lord of the Rings*. Students do not need to be familiar with either Tolkien's book or Jackson's film, and we will not be reading or viewing them for class. This class will not only be the first time this topic is taught at A&M-Commerce, it may be the first time this approach is taken in a graduate course.

We will be reading scholarship on the production and reception of the film, as well as making use of the data collected for the "Lord of the Rings International Audience Research project: World Questionnaire Dataset, 2003-2004" (reported in Barker and Mathijs, also archived at http://discover.ukdataservice.ac.uk/catalogue?sn=5179). We will be creating our own curated collection of secondary and primary sources online.

You do not need to access the raw data at the UK Data Service in order to do well in class: we'll be working with the data in the collection.
Learning Outcomes

Learners will demonstrate that they can:

1. Engage in scholarly discussion with peers and articulate:
   a. The dialogic nature of academic rhetoric;
   b. The types of arguments made in scholarship on reception theory and audience interaction with the films, specifically scholars' rhetorical strategies, authorial voices, and cultural context;
   c. The different assumptions and approaches in arguments and counterarguments in the scholarship and in online interpretive communities;
   d. The differences in methodologies used in scholarship (qualitative and quantitative).
   Assessed by selected reading discussion posts and responses.

2. Collect and summarize recent (within the last ten years) online primary sources written by viewers of Peter Jackson's *The Lord of the Rings Film* reflecting different receptions of the film by three interpretative communities.
   Assessed by selected primary source discussion posts and responses.

3. Apply principles from the assigned scholarship to analyze the primary sources collected within the context of the "event film" and connections between production, text, and reception in global and/or economic terms.
   Assessed by selected primary source posts and final drafts of the two short papers.

4. Communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively in written work through summaries and paraphrases as well as direct quotes.
   Assessed by the final drafts of the short papers.

5. Analyze the knowledge and needs of different audiences (online and print, academic and non-academic) in order to write effectively for each audience.
   Assessed by the wiki posts and the curated collection final drafts.

6. Develop an original research question considering the reception trajectory that extends to the present, drawing on quantitative and qualitative evidence (from the "Lord of the Rings International Research Project" and the class collection of primary sources) and
address that question in presentation-length papers which include an original argument, a review of relevant scholarship, and an explanation of how evidence supports the argument. Assessed by the final drafts of the two short papers.

7. Collaborate with the class and instructor to create a collection of information about primary and secondary sources that will allow other scholars to explore the extent to which The Lord of the Rings' function and political implications are connected to aesthetic elements. Assessed by the primary source discussion posts and the curated collection final drafts.

Course Requirements

Learners will:

✓ Access and follow all course instructions found in the content area (navigation bar) of the online course platform.

✓ Read all online materials (assignments, handouts, and instructor feedback and rubrics in the gradebook).

✓ Complete and submit assignments electronically using the online course platform's tools/tabs for the Dropbox.

✓ Use the Writing Workshops in the external program, Dropbox.com, to give feedback to classmates on assigned materials.

✓ Access their grades in the Pearson Learning Studio (eCollege) gradebook, including the rubrics in the gradebook as well as comments on drafts uploaded to the assignment Dropboxes.

✓ Use the Virtual Office to post questions about class assignments.

COURSE STRUCTURE

This is a fully online course led by the instructor. The class schedule in this syllabus identifies due dates for assignments.

The course is composed of weekly units grouped in large themed units which contain an organized series of assignments and assessments to assist
learners in achieving the course learning objectives. These assignments include discussions, writing assignments, and peer response assignments.

The five themed units are: Introductions, Production, Marketing, and Reception, and Final Drafts.

The Introductions and Final Draft units which frame the course are process oriented.

The three body units (Production, Marketing, and Reception) are content oriented. They include discussions where learners will practice various dialogic and academic rhetorical moves (active reading exercises, summarizing, analyzing, comparing and contrasting) while discussing selected readings from the textbooks; discussions where learners will report on online primary sources from an interpretive community they have researched; writing assignments that writing for an academic audience (presentation-length essays) and a general audience (wiki entries). There will also be workshop assignments (responding to classmate's drafts in dedicated folders in an external program, Dropbox.com.

The final drafts process involves selecting specific posts and drafts from earlier work to revise and submit for final drafts for Wiki Entries (2), the Curated Collection (2), and presentation-length papers (2).

The assignment handouts found in the course shell in the Home Page and Weekly Units 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.

Any questions about the assignments should be posted in the Virtual Office.

**COURSE ASSESSMENT**

Each assignment will be assessed according to the criteria on the assignment handouts. I will complete the rubrics and enter the grades, and include feedback on drafts on how to revise.

Any questions about grades should be sent to me at my university email.

Discussion postings and the first drafts of writing assignments will be assessed half on effort and half on critical thinking. Effort is defined as turning work in on time (by the No Penalty Zone—explained below—or later,
with a documented excuse), on topic, and meeting the assigned word count. "Critical thinking" is defined based on the criteria relating to the rhetorical dialogic moves of academic scholarship (explained in Graff and Birkenstein, shown in the assigned readings, and identified in assignment prompts).

Final drafts will be assessed based on a rubric that instructor and learners finalize in a collaborative process, drawing on the standard criteria for academic writing for experts (for the papers and the curated collection) and academic writing for a general audience (for the wiki entries). Learners should prioritize work based on the amount of points each assignment is worth and the number of criteria used in evaluation. The higher the percentage and greater the number of criteria, the more time needs to be spent on the assignment. Remember time for revision is built into the course.

There are late penalties if work is turned in past the No Penalty Zone (NPZ) without a documented excuse. See the course policies section for more information about the NPZ.

**COURSE GRADING**

This course embeds a process of revision and development through strong connections made between the discussion posts for the reading and primary source collection assignments and the writing assignments. The discussion assignments are written to allow learners to generate early versions of work that can be revised and developed for the writing assignments (wiki entries, curated collection entries, and short papers).

This process allows for ongoing feedback from instructor and classmates in the discussions and then with more in-depth feedback from the instructor and graded peer responses from classmates on the paper, wiki, and curated collection drafts.

The curated collection is a collaborative effort to create an online collection of materials relating the primary and secondary sources read and researched for this class. The collection entries will be revised from discussion posts.

This collaborative effort differs from traditional group work in that learners do their own work, share it with the class in discussions, evaluate each other's work, engage in revision, and prepare materials based on that process. This process will take place online (in our course shell and in a cloud program, Dropbox.com, which allows for easy response and communication). Although there are no group assignments, no group grading, and no requirements to meet others offline, the final product will be
posted as a class product, with learners given credit for their contributions and individually graded.

Learners will able to access their grades, see the points earned, and read feedback on the assignments as soon as the instructor grades the work and enter the points. An email and a class announcement will be sent out with a group of assignments has been graded.

The final class grade is based on the number of points earned. The gradebook function in the course shell will show the percentage of total points earned throughout the term. The points will be translated to a final letter grade using the following equivalencies:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

**NOTE:** To access the rubric and feedback, click on the blue hyperlink grade to access the Dropbox where drafts with comments are uploaded. These comments give you suggestions for revision and editing the drafts. Be sure to review them before turning in a revision.

If at any time you have a question about the comments or concern about your grade (which only you and I can access), please contact me (by email) or come to visit me during my office hours. If we are unable to resolve your concern, you may then wish to meet with your program director (see the [Department Grievance Procedure](#) on page 21).

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

**Methods of Evaluation**

This overview posted below gives basic information and point values for all of the assignments in 509.

The assignment handouts are posted in PDF form associated with a Dropbox in the course shell in the appropriate weekly unit or as information posted in the threaded discussions.

Word versions of the major assignment handouts are uploaded in Document Sharing and may be downloaded from there.
## ASSIGNMENT AND POINT OVERVIEW

<table>
<thead>
<tr>
<th>INTRODUCTION AND SYLLABUS DISCUSSIONS</th>
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<tbody>
<tr>
<td>Personal intro and narrative</td>
<td><strong>100 points</strong></td>
</tr>
<tr>
<td></td>
<td>50 Post</td>
</tr>
<tr>
<td></td>
<td>50 3 Responses</td>
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<tr>
<td>Syllabus Discussion</td>
<td><strong>100 points</strong></td>
</tr>
<tr>
<td></td>
<td>50 Post</td>
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<tr>
<td></td>
<td>50 3 Responses</td>
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<table>
<thead>
<tr>
<th>PRODUCTION, MARKETING, &amp; READING DISCUSSIONS</th>
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<tbody>
<tr>
<td>2000 points</td>
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</tr>
<tr>
<td>Reading Discussions</td>
<td></td>
</tr>
<tr>
<td><strong>20 @ 100 points</strong></td>
<td>Five Posts in Response to my Prompt</td>
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<tr>
<td></td>
<td>1. They Say, I Say</td>
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<td></td>
<td>2. SEF, FF, WLoTR, FHH Intros</td>
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<tr>
<td></td>
<td>3. Production Essays</td>
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<td></td>
<td>4. Marketing Essays</td>
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<td></td>
<td>5. Reception Essays</td>
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<tr>
<td></td>
<td>Responses to 3 classmates in each reading discussion (15)</td>
</tr>
<tr>
<td>Primary Sources Discussions</td>
<td><strong>2400 points</strong></td>
</tr>
<tr>
<td><strong>12 @ 200 points</strong></td>
<td>Primary Source Discussion Posts (3)</td>
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<tr>
<td></td>
<td>Responses to 3 classmates in each Source Discussion (9)</td>
</tr>
<tr>
<td>Evaluation Posts</td>
<td><strong>1200 points</strong></td>
</tr>
<tr>
<td><strong>8 @ 150 points</strong></td>
<td>Evaluations of Reading and Primary Source posts that show promise for development for later assignments.</td>
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<tr>
<th>WRITING ASSIGNMENTS</th>
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<tr>
<td>ROUGH DRAFTS</td>
<td><strong>1200 points</strong></td>
</tr>
<tr>
<td>Wiki 1</td>
<td>200</td>
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<tr>
<td>Paper 1</td>
<td>200</td>
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<tr>
<td>Wiki 2</td>
<td>200</td>
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<tr>
<td>Paper 2</td>
<td>200</td>
</tr>
<tr>
<td>Wiki 3</td>
<td>200</td>
</tr>
<tr>
<td>Paper 3</td>
<td>200</td>
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<tr>
<td>PEER RESPONSES (6 @ 100 points)</td>
<td>600 points</td>
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<td>----------------------------------</td>
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<tr>
<td>FINAL DRAFTS</td>
<td>3000 points</td>
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<tr>
<td>Wiki 1</td>
<td>500</td>
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<tr>
<td>Paper 1</td>
<td>1000</td>
</tr>
<tr>
<td>Wiki 2</td>
<td>500</td>
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<tr>
<td>Paper 2</td>
<td>1000</td>
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<tr>
<td>EXTRA CREDIT</td>
<td>300 points</td>
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<tr>
<td>Identify an error (grammatical or mechanical or stylistic) in a class handout, or a dead link on a handout, for 50 points. Copy and paste the text including the error and explain it briefly in a word document you upload to the Extra Credit Folder.</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Drafts Rubric Discussion</td>
<td>100</td>
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</tbody>
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**TOTAL POINTS: 11,700**

**TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.


Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft
Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio
  https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo. http://www.tamuc.edu/myleo.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@tamuc.edu.

It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

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 a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat or by phone.

Note: Personal computer 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, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure MUST be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students MUST file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser BEFORE the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. ONLY Pearson LearningStudio based problems are legitimate.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu
**Learner Support**
Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location. [http://www.tamuc.edu/admissions/onestopshop/](http://www.tamuc.edu/admissions/onestopshop/)

Go to the following link **Academic Success Center**- focused on providing academic resources to help you achieve academic success. [http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)

**FREE MOBILE APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

<table>
<thead>
<tr>
<th>App Title:</th>
<th>iPhone – Pearson LearningStudio Courses for iPhone</th>
<th>Android – LearningStudio Courses - Phone</th>
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</thead>
<tbody>
<tr>
<td>Operating System:</td>
<td>iPhone - OS 6 and above</td>
<td>Android – Jelly Bean, Kitkat, and Lollipop OS</td>
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</table>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
LEARNINGSTUDIO NOTIFICATIONS

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student’s university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COURSE, DEPARTMENT & UNIVERSITY POLICIES

NOTE: Unless marked as [Department of Literature and Languages] or [Course], the policies below are Texas A&M University-Commerce Policies.

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

Please note that the Department of Literature and Languages and Texas A&M-University-Commerce have implemented new procedures relating to student grievances and academic dishonesty.

The full text of the relevant materials has been uploaded to Document Sharing (in the Policies and Procedures Folder) for students to review. The brief summaries provide in this syllabus are provided for basic information and do not replace the full university documents.
Academic Dishonesty

The text below is copied from the university procedure: 13.99.99.R0.10

Graduate Academic Dishonesty Definitions

Academic dishonesty includes the commission of any of the following acts.

This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty.

Clarification is provided for each definition by listing some prohibited behaviors

ABUSE AND MISUSE OF ACCESS AND UNAUTHORIZED ACCESS: Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise.

CHEATING: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance, and has not been specifically approved in advance by the instructor.

COMPLICITY: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

FABRICATION: Making up data or results, and recording or reporting them; submitting fabricated documents.

FALSIFICATION: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

FORGERY: Making a fictitious document, or altering an existing document, with the intent to deceive or gain advantage.

MULTIPLE SUBMISSIONS: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

PLAGIARISM: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. [See the Department of Literature and Languages Plagiarism Statement for further details and
information on the requirements for MLA attribution which apply in this course and the Course Policy on Plagiarism.]

SPECIAL NOTE REGARDING GROUP PROJECTS: If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to document clearly who contributes what parts to the joint project, to know what group members are doing, and how they are acquiring the material they provide.

UNIVERSITY RULES ON RESEARCH: Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in 15.99.03.R1 Ethics in Research and Scholarship.

**Academic Dishonesty Reporting Procedure**

Procedure 13.99.99.R0.10

The faculty member will submit a copy of the Graduate Student Academic Dishonesty Form to the Office of Graduate Studies with copies sent to the student, student’s major Department Head/Director, the Academic Dean/Director of School, and the Provost's office as soon as is practicable, preferably within ten (10) university business days of discovery of the alleged incident.

If the Office of Graduate Studies determines this alleged incident is a first offense, the faculty member will be notified. If student accepts responsibility for charge, and accepts/agrees with penalty (as determined by faculty member which may be a grade reduction for course, a zero for the assignment, requirement for extra requirements or training, or a combination of the above), then that concludes the disciplinary action.

The faculty member must send the records of the penalty by submitting the Faculty/Staff Adjudication of First Offense of Graduate Student Academic Dishonesty Form to the Provost Office, Academic Dean/Director of School, and Department Head/Director as soon as practicable, preferably within five (5) days of the agreement.

A student may appeal the charge or the penalty by writing to the Department Head/Director, and then to the Academic Dean/Director of School. The decision of the Academic Dean/Director of School regarding the student’s appeal of a first offense is final. The Academic Dean/Director of School must include the decision on the Student’s Appeal of First Offense of Graduate Academic Dishonesty Form, submit the form and a copy of the
records of the appeal for the first offense to the Provost Office as soon as practicable, preferably within five (5) university business days of the appeal decision.

If the Office of Graduate Studies determines that the student has a previous finding of academic dishonesty on file, the disciplinary process will immediately be transferred to the jurisdiction of the Academic Dean/Director of School. (See section 2.8). A second offense may result in separation (suspension or expulsion) from the University. The Academic Dean/Director of School adjudicates all such cases via the hearing process in section 3 and may impose less severe sanctions if the circumstances warrant.

**Drop Policy:** The university drop procedure allows for an online process.

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

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

**NOTE:** The process of dropping is manually done at the Registrar's office and is not automatically posted when you submit the form through myLeo.

The Drop/Add form is located online at: TAMUC Drop Form

https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf

**The deadline to drop with a “Q” drop grade can be found on the Academic Calendar at:** TAMUC Academic Calendar

http://www.tamuc.edu/admissions/registrar/academicCalendar.aspx

The drop process steps are:

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


These forms must be turned in to the Registrar’s 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 two weeks of the semester (following the final course drop deadline) make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must request the incomplete grade and 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 following year, the grade automatically goes to an F in accordance with university policy. There is no appeal for that grade change.

As 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 Pearson Learning Studio (eCollege) platform. The class platform is available for student access for only two weeks after the close of each semester.

**Late Work:** Late work is penalized 25% of the total points the assignment is worth.

In this class, "late" means any time after the No Penalty Zone (NPZ) without a documented medical or technological excuse.

Since all the writing assignments are weighted toward rewarding effort and allow revision, your best strategy for success in the class is to turn all your work in on time, understanding that rough drafts are graded on effort not quality.
No Penalty Zone (NPZ): The No Penalty Zone is a concept I created for my online courses. The NPZ is an automatic extension of the writing assignment and presentation deadlines.

The deadline for turning work in is 11:30 p.m. U. S. Central Time on the assignment date. The NPZ is an automatic extension (you do not need to ask) of 24 hours for an "on time due date" of 11:30 p.m. the next day.

As long as the work is turned in within that 24 hours period, it is "on time" in terms of grade criteria (and qualifying for a peer response).

However, if problems keep you from completing work by the NPZ, email me with the explanation by the NPZ and tell me when (within three days) the assignment will be submitted.

Late work may not be graded as quickly because I prioritize work that has come in on time over late work, but there will not be a late penalty as long as you have communicated with me.

The only way to fail in this class is to fail to turn in work or to fail to do any revision.

NOTE: If you have a medical condition, emergency or some other situation (professional or personal) which affects your ability to do the work for this class, please email me as soon as possible, and I will allow further short extensions.

If this situation is short-term (3-4 days), no external documentation is needed. If it will affect your work for seven days or more, then please submit documentation.

WARNING: Always aim to complete your work by the official deadline. Then, if life intervenes, you have a safety net.

Plagiarism

Department of Literature and Languages Policy: Instructors in the Department of Literature and Languages do not tolerate plagiarism. Instructors uphold and support the highest academic standards, and learners are expected to do likewise. Penalties for learners guilty of plagiarism can 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 both in the text of the essay or paper and in a Works Cited page.

Course Policy: Students must acknowledge and document all sources (summarized, paraphrased, or quoted) using the MLA Handbook (7th edition) rules. Students do not have to buy the *MLA Handbook*: there are copies in the library and in the Hall of Languages Writing Center as well as multiple online sites that give information on MLA guidelines.

Purdue OWL MLA resource: [Purdue OWL](https://owl.english.purdue.edu/owl/resource/747/01/)

This acknowledgement must be in textual attribution, that is, in the text of the sentences and not just in parentheses at the end of paragraphs and in Works Cited pages. Textual documentation requires clear identification of the source (including author’s name and title) within your text, as part of the sentences that begin summaries and paraphrases, and often as the introductory part of a sentence with a direct quotation. In addition, page or paragraph numbers (for online sources) must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism. If you are summarizing/paraphrasing information from the source and fail to incorporate textual attribution, it still can be a case of plagiarism.

Using quoted material without parenthetical attribution and correct Works Cited entries is academic dishonesty verging on plagiarism.

This policy applies to the discussion, wiki, and paper assignments.

The first instance of plagiarism on an assignment will result in a 0 for that assignment. However, the student may turn in a of the assignment as long as they complete the Plagiarism Prevention Exercise supplied by the faculty member along with the revision.

The second instance of intentional or unintentional plagiarism will result in the faculty member filing the form required by the *Academic Dishonesty Reporting Procedure* which is described above.

Online resources on plagiarism:
Plagiarism: What it is and How to Recognize and Avoid it
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

Student Grievances [Department of Literature and Languages]

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution.

Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141).

In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Departmental Chain of Command:
Graduate ENG courses:
1. Professor
2. Director of Graduate Program:
   a. MA/MS-English: Dr. Susan Stewart
   b. MA/MS-Applied Linguistics with TESOL emphasis: Dr. Lucy Pickering
   c. PhD-English: Dr. Donna Dunbar-Odom
3. Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head
ADA Statement

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
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CLASS CALENDAR

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.

Any changes to the class calendar will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.
Fall 2015 University Holidays

Labor Day  1  Sept. 7, 2015
Thanksgiving 2  Nov. 26-27, 2015

NOTE: The discussions are set so that you will not be able to see what others have posted until you post your assigned post(s).

There are two deadlines after Week One (and the NPZ applies to both of them, with regard to all assignments): Monday and Thursday.

The Monday deadline is for responding to classmates' posts made during the previous week; you may begin responding as soon as you have posted (as long as there are a sufficient number of posts to which you can respond!). The "responding to previous week's posts" is why this deadline does not apply the first week!

The Thursday deadline is for posting in the current week's discussion. You may begin posting as soon as you see the discussion is open which will usually be the week before.

The course is organized into themed units: Introductions, Production, Marketing, Reception, and Final Drafts. The first and last units are oriented on process work: introductions to the class and the readings, and working on final drafts.

The three units in between are the content units: each unit involves reading from multiple textbooks, writing posts about selected readings from the group assigned (you will be able to choose which ones), collecting and writing about online primary sources from an interpretive community, evaluating the most promising work for further development, writing drafts for a short paper and a wiki entry as well as responding to classmates in discussions and in Dropbox.com on drafts.

Later in the term, you will review all the work done and select the most promising work that you want to develop for final drafts of: Wiki Entries (2), the Curated Collection entries (2), and presentation-length papers (2).

Textbook Abbreviations:
  SEF: Studying the Event Film (Margolis, Cubitt, King, Jutel)
  FF: The Frodo Franchise (Thompson)
  WLoTR: Watching The Lord of the Rings (Barker and Mathijs)
  FHH: From Hobbits to Hollywood (Mathijs and Pomerance)
WEEKS 1-2-3 INTRODUCTION(S)

WEEK ONE AUG. 31-SEPT. 4

Thurs 11:30 p.m.  Introduction Disc.  One post
Thurs 11:30 p.m.  Syllabus Disc.  One post

WEEK TWO SEPT. 7-11

Sept. 7 Labor Day Holiday

Mon 11:30 p.m.  Introduction Disc.  Respond to three classmates
Syllabus Disc.  Respond to three classmates
One evaluation post

Thurs 11:30 p.m.  They Say, I Say Disc.  One post

WEEK THREE SEPT. 14-18

Mon 11:30 p.m.  They Say, I Say Disc.  Respond to three classmates
One evaluation post

Thurs 11:30 p.m.  SEF Introduction 1-23  Read all four Introductions
FF Introduction 1-13  One post
WLoTR Introduction 1-20
FHH Introduction 1-16

NOTE: Please review the "Reading Choices Information" in the Course Home to see further information on how to select your essays. I provide a list of recommended essays from each of the anthologies: you should pick *one* reading from each anthology. When only one reading is listed for an anthology, read that one.

WEEKS 4-5-6 PRODUCTION

WEEK FOUR SEPT. 21-25

Mon 11:30 p.m.  SEF Introduction  Respond to three classmates
FF Introduction  One evaluation post
WLoTR Introduction
FHH Introduction
**Thurs 11:30 p.m.**  
Production Essays  
Read one essay from each  
SEF Chs, 8, 11, 13, 16  
FF Chs 1, 3  
WTLotR 14  
FHH Thompson, Mosher, Gunning

**WEEK FIVE SEPT. 28-OCT. 2**

**Mon 11:30 p.m.**  
Production Essays  
Respond to three classmates  
One evaluation post

**Thurs 11:30 p.m.**  
Primary Sources  
One post

**WEEK SIX OCT. 5-9**

**Mon 11:30 p.m.**  
Primary Sources  
Respond to three classmates  
One evaluation post

**Thurs 11:30 p.m.**  
Paper Draft  
Wiki Draft  
Post in course Dropbox and Dropbox.com for Response

**WEEKS 7-8-9 MARKETING**

**WEEK SEVEN OCT. 12-16**

**Mon 11:30 p.m.**  
Peer Response  
Dropbox.com 1 paper, 1 wiki

**Thurs 11:30 p.m.**  
Marketing Essays  
One Post  
SEF Chs 4, 9  
FF Chs 2, 4, 5  
WLoTR 1, 2,  
FHH Conrich
WEEK EIGHT OCT. 19-23

Mon 11:30 p.m.  Marketing Essays  Respond to three classmates
One evaluation post

Thurs 11:30 p.m.  Primary Sources  One post

WEEK NINE OCT. 26-30

Mon 11:30 p.m.  Primary Sources  Respond to three classmates
One evaluation post

Thurs 11:30 p.m.  Paper Draft
Wiki Draft  Post in course Dropbox and
Dropbox.com for Response

WEEKS 10-11-12 RECEPTION

WEEK TEN NOV. 2-6

Mon 11:30 p.m.  Peer Response  Dropbox.com 1 paper, 1 wiki

Thurs 11:30 p.m.  Reception Essays  Read one essay from each
SEF 5, 6, 22  anthology
FF 6, 8
WLoTR 1, 2, 4, 9
FHH Barker, Mathijs

WEEK ELEVEN NOV. 9-13

Mon 11:30 p.m.  Reception Essays  Respond to three classmates
One evaluation post

Thurs 11:30 p.m.  Primary Sources  One post


**WEEK TWELVE NOV. 16-20**

Mon 11:30 p.m.  Primary Sources  Respond to three classmates  One evaluation post

Thurs 11:30 p.m.  Paper Draft  Wiki Draft  Post in course Dropbox and Dropbox.com for Response

**WEEK THIRTEEN NOV. 23-27**

Nov. 26-27 Thanksgiving Holiday  No work due.

**FINAL DRAFTS**

**WEEK FOURTEEN NOV. 30-DEC. 4**

Mon 11:30 p.m.  Peer Response  Dropbox.com 1 paper, 1 wiki

**WEEK FIFTEEN DEC. 7-11**

Thurs 11:30 p.m.  Wiki Final Drafts (Two)  Final Draft Paper #1

**WEEK SIXTEEN DEC. 14-18**

Mon 11:30 p.m.  Curated Collection Final Drafts (Two posts with primary and selected secondary)

Thursday 11:30 p.m.  Final Draft Paper #2