



ENGLISH 780.01W

SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Robin Anne Reid
Office Location: David Talbot Hall of Languages, 125
Office Hours: Online: MWF 9:00-11:30 AM; T 2:00-3:00
Face/Face: Fridays 2:00-3:00 PM &
By appointment
Time Zone: Central United States

Communication Response Time

University Email: robin.reid@tamuc.edu

Online office hours mean that I am online to answer email questions sent before or during the scheduled time quickly. Emails that arrive later will be answered within 24 hours. Weekend emails will be answered within 24-48 hours.

No assignments will be accepted by email.

Face/face office hours are when I am in my office on campus available to meet on a drop-in basis. If you are not able to be on campus during those hours, please email me 48 hours in advance to set up a meeting. I am available to come to campus on Monday or Thursday afternoons although I may have other meetings or commitments some weeks.

I will be out of town attending academic conferences during:

Week 14, Apr. 15-19

Week 18, May 6-10 Finals Week

I will be able to answer questions by email during those weeks although not as quickly, but I will not be able to meet on campus.

COURSE INFORMATION

Textbooks

I have ordered paperback versions (when available) of the required books. These can be purchased from our campus bookstore which allows students to order online as well as buying books on campus. Other companies, including Amazon, have new and used editions on sale, and rental or e-books may be used. If you use e-books, keep in mind not all e-books have pagination which is required for direct quotes in the MLA attribution style.

Required

The list is in order of assigned reading, but be aware that the campus bookstore begins sending unpurchased books back to publishers early in the term.

Caine, Rachel. *Ink and Bone*. 2016. Penguin. ISBN-10:0-451-47313-2; ISBN-13: 978-0-451-47313-4.

Adler, Melissa. *Cruising the Library: Perversities in the Organization of Knowledge*. 2017. Fordham University Press. ISBN-10: 0-8232-7636-8; ISBN-13: 978-0-8232-7636-3.

Sedgwick, Eve Kosofsky. *Epistemology of the Close*. 2008. University of California Press. ISBN-10: 0-520-25406-6; ISBN-13: 978-0-520-25406-0.

Ferguson, Roderick A. *Aberrations in Black: Toward a Queer of Color Critique*. 2003. University of Minnesota Press. ISBN-10: 0-8166-4129-3; ISBN-13: 978-0-8166-4129-1.

Recommended

MLA Handbook, 8th ed. Modern Language Association. ISBN 10: 1-60329-262-4; ISBN-13: 978-1-60329-262-7.

Course Description

Graduate Catalog: English 780. Three semester hours. A critical examination of how gender differences influence reading and writing strategies of fiction, non-fiction, poetry, and film, including issues of gender

and style, gender and usage, and gender stereotyping. This course is recommended for doctoral students planning to teach and/or produce scholarship on the college level. The focus this spring is on an intersectional and interdisciplinary approach to gender theory and on how to apply gender theory to a literary text to generate a perverse reading.

Student Learning Outcomes

By the end of the class, students should be able to:

1. Participate in an academic dialogue of summarizing and engaging with arguments on the class readings and discussion posts as part of a discovery process. Assessed by selected Topic 1 and 2 discussions.
2. Identify the intersections of identities (gender, sexuality, race, ethnicity, class, and nationality) and analyze the ways in which they interact with privilege and power dynamics. Assessed by selected Topic 1 and 2 discussions and final paper draft.
3. Write multiple drafts marked by increasing clarity and understanding showing they can use writing as a tool of discovery, creativity, and analytical thinking. Assessed by the journal, proposal, rough and final paper drafts.
4. Communicate complex ideas from primary and secondary sources clearly and effectively through summaries and paraphrases without relying solely on direct quotes. Assessed by the final paper draft.
5. Attribute and cite information from primary and secondary sources following the academic requirements described in the Diving Deep and Engaging with Sources (DDES) materials and the Modern Language Association's (MLA) guidelines (Handbook, 8th edition). Assessed by the DDES pre-tests and final paper.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be able to:

- Save documents in .doc, .docx, or .rtf formats if using other word processing programs than Microsoft Word.
- Edit word processing program settings to change fonts, line spacing, paragraph indentation, and other formatting elements in documents.

- Access and download class handouts from D2L Brightspace course shell.
- Navigate D2L Brightspace to learn due dates and end dates, to download and open assignment handouts, grading rubrics, and drafts with feedback in Word markup, and to track class progress and grades.
- Post topic threads and reply to classmates in discussion forums.
- Upload writing assignments in the assigned format to the correct assignment folders.
- Take and share screenshots to document problems experienced in accessing D2L Brightspace.

Instructional Methods

This is a fully online course led by the instructor with set due dates for all assignments. The assignment handouts found in the modules contain information on due dates, objectives, resources, required format and content, as well as grading rubrics. Those handouts should be downloaded and read carefully.

The class incorporates a writing process that schedules time for revision after instructor feedback. Assignments are assessed according to criteria on the rubrics. Rough drafts are graded primarily on effort. "Effort" is defined as following all the assignment instructions. Rough drafts receive feedback from the instructor in Markup. Completed final draft rubrics, which indicate the amount of revision necessary, are provided along with the early draft rubrics.

Final drafts are graded solely on quality. "Quality" is defined as the extent to which the draft meets or exceeds assignment criteria. Final draft rubrics will be completed and returned with minimal commentary.

Tips for Success in the Course

Student success in English 780 requires:

- Completing assigned reading on time.
- Engaging in a process of active reading, note-taking, and re-reading.
- Engaging in a process of revision, both global (deleting text, creating new text, restructuring drafts) and surface (editing and proofreading) informed by instructor feedback and self-assessment.
- Logging into the course at least twice a week to check announcements, post in discussion forums, and reply to classmates' posts on a regular basis.

- Asking questions when further information is needed.
- Downloading graded work in a timely fashion to use feedback for required revisions or in preparing later assignments.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

Exploring D2L Brightspace	Discussion and Assignment (10%)
Diving Deep & Engaging with Sources (DDES)	Pre-Test (5%)
Online Discussions (40%)	Four forums, one for each book, @10% Two topics in each forum Post two threads in each topic & reply to posts made by classmates
Writing Journal (15%)	Five writing process entries
Academic Essay (30%)	A Perverse Analysis of <i>Ink and Bone</i> Proposal (5%): 1 page Rough Draft (5%): 10-15 pps, DS Final Draft (20%): 15 pages, DS

COURSE CALENDAR
Jan. 14-May 10,2019

Syllabus Change Policy

The schedule is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the schedule or other parts of the syllabus during the semester. Any changes made will be announced in advance.

Due Dates and End Dates

Due dates for all assignments are Fridays at 11:30 PM (Central Time)

End dates (an automatic 48 hour extension) are the following Sundays at 11:30 PM. As long as work is turned in by the **end date** for the assignment, I consider it to be on time.

Discussion forums are unlocked through the end date for the assigned replies which is the week after the end date for posting assigned threads. Late posts will be accepted without late penalty only if students request short extensions (to be completed before the end date for replies) by email no later than Mondays at 11:30 PM.

You will not be able to see your classmates' work until after you post your threads. Replies to all classmates are due the second week the book is assigned, but you may start replying as soon as you have posted. Late replies will not be accepted.

Writing assignment folders close after the end date. If students miss the end date for a writing assignment, they must email me by 11:30 PM Monday to explain the cause of the missed deadline and give me the date they will be able to submit the assignment for approval. Assignments with approved extensions must be uploaded to the Extension Assignment folder in D2L Brightspace.

No assignments will be accepted by email.

Week 1: Jan. 14-18

Exploring D2L Brightspace: Discussion Forum 1 and 1 assignment (10%)
DDES Pre-Test (5%)

Week 2: Jan. 21-25

Discussion Forum 2 *Ink and Bone*: Topics 1 & 2 (10%)
Reply to classmates in Exploring D2L Brightspace
DDES Pre-Test will be graded.

Week 3: Jan. 28-Feb. 1

Reply to classmates in *Ink and Bone* Topics 1 & 2
Journal 1: *Ink and Bone* (5%)
Exploring D2L Brightspace discussion will be graded

Week 4: Feb. 4-8

Discussion Forum 3 *Cruising the Library* Topics 1 & 2 (10%)
Ink and Bone discussion and Journal 1 will be graded

Week 5: Feb. 11-15

Reply to classmates *Cruising the Library* Topics 1 & 2
Journal 2: *Cruising the Library* (5%)

Week 6: Feb. 18-22

Nothing due: work on proposal
Cruising the Library discussion and Journal 2 will be graded

Week 7: Feb. 25-Mar. 1

Discussion Forum 4: *Epistemology of the Closet* Topics 1 & 2 (10%)
1 page proposal due (5%)

Week 8: Mar. 4-8

Reply to classmates *Epistemology of the Closet* Topics 1 & 2
Journal 3: *Epistemology of the Closet*
Proposal graded

Week 9: Mar. 11-15

Nothing Due
Epistemology of the Closet discussion and Journal 3 will be graded

Week 10: Mar. 18-22 Spring Break

Week 11: Mar. 25-29

Discussion Forum 5 *Aberrations in Black* Topics 1 & 2 (10%)

Week 12: Apr. 1-5

Reply to classmates *Aberrations in Black* Topics 1 & 2
Journal 4 *Aberrations in Black* (5%)

Week 13: Apr. 8-12 Work on rough draft

Nothing due: work on rough draft
Aberrations in Black discussion and Journal 4 will be graded

Week 14: Apr. 15-19

Rough Draft 10-15 pages due (5%)
I will be out of town at a conference and available only by email.

Week 15: Apr. 22-26 Nothing due

Rough draft graded

Week 16: Apr. 29-May 3

Nothing due: work on final draft

Week 17: May 6-10 Finals Week

Final Draft: 15 pages due (20%)
Journal 5: Self Assessment due

Final assignments must be turned in no later than noon Sunday for grading: if you need more time, you will need to request an Incomplete grade form be filed. Graded assignments will be returned Monday when final grades are submitted.

I will be out of town at a conference and available only by email.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Access And Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact me by email immediately. You may also meet with me during my f/f office hours or set up an appointment.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Administrative Drop Policy

The university allows instructors to submit a request for an administrative drop for "excessive absences" from a class.

Online classes do not require attendance on a set schedule, but there are assignments which must be turned in on the due dates. If those assignments are not turned in for two weeks in a row, I consider the student to be failing

to attend class. After two weeks, I email students to notify them that they will be dropped if they do not contact me with a plan to make up missed work. My policy is to file a request for an administrative drop after students have missed turning in three assignments in a row and do not contact me.

Due Dates/End Dates/Late Work/Grading

Due dates for all assignments are Fridays at 11:30 PM (Central Time)

End dates (an automatic 48 hour extension) are the following Sundays at 11:30 PM. As long as work is turned in by the **end date** for the assignment, I consider it to be on time.

Discussion forums are unlocked through the end date for the assigned replies which is the week after the end date for posting assigned threads. Late posts will be accepted without late penalty only if students request short extensions (to be completed before the end date for replies) by email no later than Mondays at 11:30 PM.

You will not be able to see your classmates' work until after you post your threads. Replies to all classmates are due the second week the book is assigned, but you may start replying as soon as you have posted. Late replies will not be accepted.

Writing assignment folders close after the end date. If students miss the end date for a writing assignment, they must email me by 11:30 PM Monday to explain the cause of the missed deadline and give me the date they will be able to submit the assignment. Assignments with approved extensions must be uploaded to the Extension Assignment folder in D2L Brightspace.

No graded work will be accepted by email.

I plan to grade all assignments within a week after the end dates: late assignments, even if there is no late penalty, may be graded after work that was completed on time. If I am not able to complete the grading, I will adjust end dates on later assignments to compensate.

The Sunday end date does not apply to work due during finals week: grades are due the following Monday, so all work must be submitted by noon Sunday.

If a medical condition, temporary emergency, or some other situation (professional or personal) interferes with your ability to complete the work on time, you may request a short extension (2 days) by email.

If technical difficulties prevent you from submitting your work in a timely fashion, you must contact Technical Support with the problem. Contact me regarding a technical problem only after you have contacted tech support and have the case number assigned to the problem.

Plagiarism

Plagiarism: The appropriation of another person's **ideas, processes, results, or words** without giving appropriate credit. ([Graduate Student Academic Dishonesty Procedure 13.99.99.R0.10](#)).

DLL Plagiarism Procedure

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.

English 780.01W Plagiarism Procedure

Students must attribute and cite all sources used in all writing assignments. The writing assignments in this class are: the Diving Deep and Engaging with Sources (DDES) tests, journals, essay proposal, and the rough and final drafts of the essay.

Different academic disciplines use different style guides and have different conventions for attribution and citation. Work in this class must follow the requirements of the MLA Handbook (8th edition). Those requirements are embedded in the DDES requirements.

Citation and attribution to MLA 8th style guidelines requires in-text attribution appearing in the first sentence of a summary or paraphrase. Parenthetical attribution should be used primarily for direct quotes. A Works Cited page with all primary and secondary sources must be provided.

If you do not own a copy of the 8th MLA Handbook, you may get help at the Writing Center in David Talbot Hall or use the Purdue Online Writing Center MLA 8th resources at:

<https://owl.english.purdue.edu/owl/resource/747/01/>

Summaries and paraphrases must begin with in-text attribution and be written in the students' own words without direct quotation and without patchwriting. Patchwriting is the practice of copying words and phrases with slight changes and without quotation marks and is plagiarism even if correct in-text citation is provided.

Specific instructions for attributing, citing, and summarizing for this class are covered in the "Diving Deep and Engaging with Source" (DDES) handouts.

Failure to provide attribution in the text of the assignments and a Works Cited page is plagiarism.

Summarizing information from a source without textual attribution is plagiarism even if a Works Cited page is provided.

Having no Works Cited page at all is also a type of plagiarism since full information about sources is not provided.

Copying the unique phrases from the source text too closely, even with attribution, is a form of plagiarism which is called patchwriting.

Plagiarism can occur without students intending to plagiarize. However, plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism.

Two Types of Plagiarism

There are two basic types of plagiarism: type one is intentional plagiarism. Intentional plagiarism involves the conscious choice to commit an act of academic dishonesty. Examples include: turning in work that was largely done by someone else; buying an assignment; copying a friend's assignment; having someone write the assignment for you, taking and submitting someone else's work; copying the majority of an assignment from unattributed sources; submitting your own work that was done at an earlier time for a class or some other purpose without notifying the instructor and getting permission; and/or some combination of the above.

The penalty for intentional plagiarism is an F (0 grade) on the assignment that cannot be made up or changed.

A second instance of intentional plagiarism will result in an F for the class and a report of academic dishonesty being filed. The university procedure for academic dishonesty for graduate students, which explains the process and students right to appeal, can be found and downloaded [here](#).

Type two plagiarism is unintentional, or inadvertent, plagiarism. My experience is that this sort of plagiarism is much more likely to occur than type one and is usually caused by students not being aware of the more complex rules governing acknowledgement, attribution, and summarizing in university programs.

Unintentional plagiarism might involve any or all of all of the following problems in an assignment: failing to provide attribution and a citation for information that is not commonly known from a source; failing to set off exact language copied from a source by means of quotation marks or a block quote; failing to provide attribution in the first sentence of a paraphrase or summary; patchwriting, which is defined as copying words and phrases from a source with slight changes and without quotation marks with or without in-text attribution; and/or some combination of the above.

Students can inadvertently plagiarize because of carelessness in note-taking (not setting quotations off in notes), ignorance of the MLA requirements and methods of in-text attribution, mistakes caused by haste and stress, or a combination of all of the above.

The solution is learning how to actively read and engage with sources to a degree that you can distinguish arguments from evidence and summarize complex arguments and ideas in your own words rather than relying on the practices of extensive quoting or patchwriting and practicing how to attribute fully and correctly at all steps of the writing process. My assignments are set up to encourage attention to attribution and practice summarizing following a basic formula throughout the writing process.

More detailed information about the types of plagiarism and resources to is provided in the Diving Deep and Engaging with Sources (DDES) unit. These handouts are assigned, specifically, in the Plagiarism Prevention Assignment. I understand that you may not have been taught this information in the past, but it is necessary to learn for this class.

A DDES pre-test is given as a diagnostic at the start of the semester and introduces grading criteria that are used in rubrics for all the writing assignments in class.

The first instance of inadvertent plagiarism on an assignment will be identified and explained. It will be recorded as occurring without a grade penalty. The "first instance" means the "first instance in the class on any assignment," not "the first assignment in an assignment sequence."

The second instance of inadvertent plagiarism on any assignment in the class will result in a grade of 50% for that assignment. One revision, due within a week from the date the assignment is returned, is allowed. The revision must follow instructions on the Plagiarism Prevention Assignment handout (PPA).

Any assignments with further instances of inadvertent plagiarism will receive 0 grades. These grades can also be changed by revising the assignments within a week of the return date by following the PPA instructions.

Revisions based on assigned PPAs must be uploaded to the Plagiarism Prevention Assignment folder rather than to the original assignment folder. This folder is not connected to the gradebook: the revision grade will replace the earlier 50% or 0% grade on the assignment.

DLL Student Grievance Procedure

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

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

In the event that the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. If the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Social Sciences, Humanities, and Arts after following the steps outlined above. 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. Karen Roggenkamp
3. Dr. Hunter Hayes, Department Head
4. Dr. Karen Roggenkamp, Assistant Department Head

University Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation."

This collection of data is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

See "Department of Institutional Effectiveness:

<http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>.