

# ENGL 3305-110: Critical Analysis of Literature

Texas A&M University–Central Texas, Fall 2019

## Course Information

Dates: Aug. 26–Dec. 9, 2019

Building: Founder’s Hall

Room: 203

Type: Face-to-face with supplemental materials made available online through Canvas.

## Instructor and Contact Information

Instructor: Dr. Stephanie Tavera

Email: [stavera@tamuct.edu](mailto:stavera@tamuct.edu)

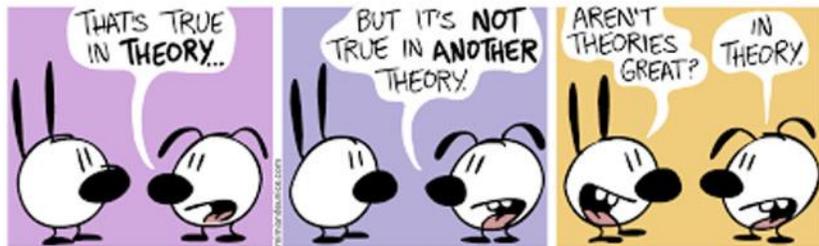
Office Phone: (254) 519-5773

Office: Heritage Hall 204M

Hours: Monday 11:00 AM–12:30 PM,  
Tuesday 10:00–11:30 AM

## Course Overview and Description.

This course teaches current, declared English majors how to analyze literary texts using various methods of theoretical interpretation such as psychoanalysis, feminist theory, queer theory, postcolonial



theory, ecocriticism, critical race studies, and disability theory. In exploring these theoretical approaches to reading, we will discuss several issues regarding the interpretation and the creation of meaning: What do we do when we read? How do we arrive at an interpretation of a text’s “meaning”? Can a text have more than one “meaning”? Why does interpretation matter? How do you translate an interpretive *reading* into a piece of analytic *writing*? In this course, we will examine these questions and issues related to them through an introduction to some of the key concepts in English studies.

**Expected Learning Outcomes/Course Objectives.** Like other disciplines, English Studies has its own vocabulary and methodology, which have to be learned in order to undertake literary analysis at the college level (and beyond). It is the purpose of this course to teach you these methods by introducing you to various schools of interpretation, including psychoanalytic, poststructuralist, feminist, Marxist, postcolonial, and ecocritical criticisms, and to show you how to use these methods to interpret different forms of literature. By the end of the semester, students who have successfully completed the assignments should:

1. Demonstrate an informed understanding of the many different approaches to analyzing and interpreting texts. Students should be able to explain the similarities and differences of those approaches as well as their benefits and limitations.
2. Demonstrate an informed understanding of the different modes of inquiry and research within English studies.
3. Analyze and interpret texts, employing close reading skills as well as a variety of other theories and methods introduced.
4. Perform independent research, using the MLA bibliography and other methods.
5. Express their ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Define many terms within English studies and explain the significance of those terms.
7. Respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
8. Use web-based scholarly sources in an effective manner.

**Means of Achieving Course Goals.** Students will achieve the above three course goals by:

1. Attending brief lectures and participating in class discussion and small group discussions and activities.
2. Submitting writing projects to assess knowledge and mastery of the material including: multiple quizzes, **three** summary-response papers, **one** brainstorming map for the final research paper, **one** paper outline for the final research paper, **one** abstract and annotated bibliography, and **one** signature assignment paper.

The goal of these assessments is to gain skills in close reading and textual analysis; to apply theoretical concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing as a process by which knowledge is gained through trial-and-error.

**Required Texts.**

Dobie, Ann B., ed. *Theory into Practice: An Introduction to Literary Criticism Reader*, Third or Fourth Edition <https://www.amazon.com/Theory-into-Practice-Introduction-Criticism/dp/0495902330>  
 Winterson, Jeannette. *The Stone Gods*. <https://www.amazon.com/Stone-Gods-Jeanette-Winterson/dp/0156035723>

**Additional Texts.** Other course materials for this class can be found on Canvas. These include:

- Althusser, Louis. “Ideology and the Ideological State Apparatuses”
- Barad, Karen. “Posthumanist Performativity.”
- Butler, Judith. Excerpt from *Gender Trouble*.
- Foucault, Michel. Excerpt from *Discipline and Punish*.
- Garland-Thomson, Rosemarie. “Integrating Disability, Transforming Feminist Theory”

**Course Schedule.** Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	MON 8/26	<i>Syllabus. Introductions. Upon Seeing an Orange Activity.</i>	
1	WED 8/28	<i>Close Reading and Annotation Practice: What is the Relationship between Reading and Writing (with Emily Dickinson)?</i>	<b>Readings:</b> Dobie, Ch. 1. <b>Due:</b> Syllabus Contract
2	MON 9/2	<i>No Class: Labor Day</i>	
2	WED 9/4	<i>Ways of Reading Literature: Faulkner’s “Barn Burning”</i>	<b>Readings:</b> Dobie, Ch. 2; Faulkner’s “Barn Burning” (in Dobie, p. 267-279)
3	MON 9/9	<i>Reading Literature Through Theoretical Lenses: New Criticism and Formalism using the LOG</i>	<b>Readings:</b> Dobie, Ch. 3; Joyce’s “Araby” (in Dobie, p. 326-330)
3	WED 9/11	<i>Deconstruction: An Introduction; Revisit Faulkner and Joyce</i>	<b>Readings:</b> Dobie, Ch. 8

4	MON 9/16	<i>Assign Summary Response Paper: Read Aloud and Discuss Instructions in Class, Q&amp;A</i>	<b>Readings:</b> Sample Summary Response Paper (on Canvas, will be read during class)
4	WED 9/18	<i>Psychological Criticism: An Introduction; Revisit Faulkner</i>	<b>Readings:</b> Dobie, Ch. 4 <b>Watch:</b> Macat Introduction to Freud: <a href="https://www.voicetube.com/videos/45357">https://www.voicetube.com/videos/45357</a>
5	MON 9/23	<i>Marxist Criticism: An Introduction; Revisit Faulkner and Joyce</i>	<b>Readings:</b> Dobie, Ch. 5
5	WED 9/25	<i>Deconstruction, Psychoanalysis, and Marxism at Work: Prewriting (complete prewriting exercise on p.168-169, p. 72-73, or p. 95-96 in class using Faulkner or Araby)</i>	
6	MON 9/30	<i>How to Read a Theorist: Althusser (Close Reading Practice)</i>	<b>Readings:</b> Excerpt from Althusser's "Ideology and the Ideological State Apparatuses" (Canvas) <b>Due:</b> Summary Response Paper #1
6	WED 10/2	<i>How to Read a Theorist: Foucault (Close Reading Practice)</i>	<b>Readings:</b> Excerpt from Foucault's "Discipline and Punish" (Canvas) <b>Watch:</b> Macat Introduction to Foucault: <a href="https://www.youtube.com/watch?v=Ci61KBsZVbl">https://www.youtube.com/watch?v=Ci61KBsZVbl</a>
7	MON 10/7	<i>Feminist Criticism, Gender Studies, and Queer Theory: An Introduction</i>	<b>Readings:</b> Dobie, Ch. 6 <b>Watch:</b> Macat Introduction to Beauvoir: <a href="https://www.youtube.com/watch?v=Dgc0-Cn4AAs">https://www.youtube.com/watch?v=Dgc0-Cn4AAs</a>
7	WED 10/9	<i>Social Constructionist Theory: An Introduction to Gender and Queer Theory</i>	<b>Readings:</b> Excerpt from Judith Butler's "Gender Trouble" (Canvas) <b>Watch:</b> Macat Introduction to Butler: <a href="https://www.youtube.com/watch?v=piF4YOilYS0">https://www.youtube.com/watch?v=piF4YOilYS0</a>
8	MON 10/14	<i>Feminist Criticism at Work: Literary Analysis Activity and Prewriting with Emily Dickinson</i>	<b>Readings:</b> Emily Dickinson poems (Canvas)
8	WED 10/16	<i>Cultural Studies: An Introduction to New Historicism</i>	<b>Readings:</b> Dobie, Ch. 9
9	MON 10/21	<i>Postcolonialism: An Introduction</i>	<b>Readings:</b> Dobie, Ch. 10 (p. 204-216); Chinua Achebe's "Vultures" <b>Due:</b> Summary Response Paper #2
9	WED 10/23	<i>Race Studies: An Introduction; Revisit Achebe</i>	<b>Readings:</b> Dobie, Ch. 10 (p. 216-226)

10	MON 10/28	<i>Disability Studies: An Introduction; Analyze advertisements.</i>	<b>Readings:</b> Disability Studies Schmoop (Intro, the Basics); Garland-Thomson's "Integrating Disability, Transforming Feminist Theory" (Canvas)
10	WED 10/30	<i>Ecocriticism: An Introduction; Revisit Dickinson and advertisements</i>	<b>Readings:</b> Dobie, Ch. 11; Barad's "Posthumanist Performativity" (Canvas)
11	MON 11/4	<i>Mapping Cultural Studies: Minding the Intersections</i>	<b>Watch:</b> Macat Introduction to Homi Bhaba: <a href="https://spiral.ac/sharing/am73ken/an-introduction-to-bhabhas-the-location-of-culture-a-macat-literature-analysis">https://spiral.ac/sharing/am73ken/an-introduction-to-bhabhas-the-location-of-culture-a-macat-literature-analysis</a> (poco) Macat Introduction to Franz Fanon: <a href="https://www.youtube.com/watch?v=z2OJ6IE36gE">https://www.youtube.com/watch?v=z2OJ6IE36gE</a> (race studies) Anthropocene video: <a href="https://www.youtube.com/watch?v=q0VRB-PltrE">https://www.youtube.com/watch?v=q0VRB-PltrE</a> (ecocriticism)
11	WED 11/6	<i>Assign Final Research Paper and Discuss Sample Paper/Portfolio</i>  <b>Please Note: Nov. 8<sup>th</sup> is the last day to withdraw from the course with a "W."</b>	<b>Readings:</b> Sample Student Paper, "Only Love Can Break Your Heart," an ecocritical and postcolonial analysis of Winterson (Canvas) <b>Due:</b> Summary Response Paper #3
12	MON 11/11	<i>No Class: Veteran's Day</i>	
12	WED 11/13	<i>Winterson's The Stone Gods</i>	<b>Readings:</b> Winterson, "Planet Blue" (Part 1) and , "Easter Island" (Part 2)
13	MON 11/18	<i>Winterson's The Stone Gods</i>	<b>Readings:</b> Winterson, "Post-3War" (Part 3) and "Wreck City" (Part 4)
13	WED 11/20	<i>Review Library/Research Methods and Draft Brainstorm Map of Theories</i>	
14	MON 11/25	<i>Paper Outline Workshop: Peer Review Outline while individual students conference with me</i>	<b>Due:</b> Brainstorm Map of Theories
14	WED 11/27	<i>No Class: Day Before Thanksgiving</i>	
15	MON 12/2	<i>Annotated Bibliography Workshop: Peer Review AB while individual students conference with me</i>	<b>Due:</b> Final, Revised Paper Outline

15	WED 12/4	<i>How to Write an Abstract: Lecture and Workshop</i>	
16	MON 12/9	<i>Drafting the Research Paper: From Outline to Final Product</i>	<b>Due:</b> Abstract and Annotated Bibliography
16	WED 12/11	<i>Drafting the Research Paper: From Outline to Final Product</i>	
		<b>Final Research Paper Due on Dec 13<sup>th</sup> by 11:59 PM.</b>	

## DESCRIPTION OF MAJOR ASSIGNMENTS

**Three Summary-Response Papers (One-page, single-spaced each)** Students will write three summary-response papers this semester. Each paper should be one-page, single-spaced with narrow (0.5") margins and formatted in Times New Roman 12-point font. Please note: One-page means **one** page; do not use even one line on the second page. Single-spaced also means you must use **single-line spacing**, not "multiple," "double," or any variation therein. Margins should be **narrow all the way around** (top and bottom, left and right). I require Times New Roman 12-point font for (1) readability and (2) consistency. Students should use in-text citations for any textual references from the book or literary work; however, a bibliography is not required for these papers. Each paper should be submitted to Canvas by the beginning of class on the assigned due date (see schedule above).

The purpose of each paper is to (1) summarize one of the literary theories we have read and studied from Dobie's *Theory into Practice* and (2) place that theoretical text in conversation with a literary text from Dobie's appendix. Each paper will follow the exact same assignment instructions for content (see below) and formatting (see above). The content of each paper should be as follows: Students will first summarize—as fully and in as much detail as possible—the main arguments and points of one theoretical readings from the syllabus (e.g. Psychoanalysis, Marxism, Feminist Theory, Queer Theory, etc). This summary should take up one-half of the page. Students will then offer an application of the previously-summarized theoretical text to the assigned literary text (e.g. Faulkner, Joyce, etc.). This application should take up the latter one-half of the page.

The Summary-Response Papers must use **one** of the following assigned theories and the assigned literary text for each paper:

- (1) Due Sep. 30<sup>th</sup>: Deconstruction, Psychoanalysis, or Marxist Theory, using either Faulkner's "Barn Burning" or Joyce's "Araby" as literary text. Students will broadly discuss the theory, its development, and any significant keywords before applying the discussion to the literary text.
- (2) Due Oct 21<sup>st</sup>: Post-modernism and Feminist/Queer Theory, using Faulkner's "Barn Burning," Joyce's "Araby," or one or more Emily Dickinson poems. Students will explain key concepts from one of the major theorists we have studied—Althusser, Foucault, or Butler—as well as how s/he relates to a particular theoretical field, e.g. Marxism, Post-modernism, or Feminist/Queer Theory, before applying the theorist's ideas to the literary text.
- (3) Due Nov. 6<sup>th</sup>: Choose two cultural studies lenses—Postcolonial, Race Studies, Disability Studies, or Ecocritical Theory—and analyze one literary text by comparing and contrasting the use and application of those two lenses using Faulkner's "Barn Burning," Joyce's "Araby," or one or more Emily Dickinson poems. Students will explain how those two particular fields emerged from the broader field of cultural studies, compare the similarities

and differences across the sub-fields, as well as define any key concepts and terms, before applying the ideas to the literary text.

**Quizzes (Multiple Choice, T/F, Short Answer)** There will be several pop-quizzes throughout the semester to test your reading preparedness. All quizzes will cover significant concepts, keywords, and theorists from the theories studied throughout the semester. I highly suggest keeping up with the assigned reading from your textbook, reviewing the “introduction,” “buzzwords,” and “talking the talk” sections from Schmoop, and making notecards from both the textbook and Shmoop as all quiz material will come from one or both of these places. Please note that quizzes cannot be made up; if you are absent from class you will receive a grade of zero on the quiz. However, I will drop the two lowest quiz grades from this semester when averaging your overall grade for the course.

**Brainstorm Map of Theories** Students will create a map of at least two cultural studies theories and the literary text (Winterson’s *The Stone Gods*) in preparation for your final paper. Consider this a creative project. You may use poster board, a Prezi, or some other material or digital rendition of a map. However, you must show clear, readable associations among each subject (the two theoretical fields and the literary text). There are several examples on Canvas that may help you with this visual rendering. Please bring the final brainstorm map to class (NOT uploaded to Canvas) on the assigned due date.

**Paper Outline (3-5 pages)** Students will complete one draft outline and one final, detailed outline as preparation for writing your final paper on *The Stone Gods*. I highly advise generating material for these outlines by completing the **Prewriting** and **Drafting and Revising** exercises for the cultural studies method of your choice: Feminist Criticism, Queer Theory, Postcolonial Criticism, Race Studies, Disability Studies, and Ecocriticism. **Two of these will form the basis for your final paper.** The outlines will require you to synthesize the critical material while analyzing various narrative techniques and plot developments in the novel. Students should refer to the relevant chapters in the textbook for more information on the critical methods if you get stuck. In some cases, it will be helpful to compare and contrast methods as you critique and evaluate the novel. We will workshop these in class so that everyone is clear on the methodology before proceeding to the final drafting stage.

**Abstract and Annotated Bibliography** After you receive my feedback on your chosen outline, students will submit an abstract of their paper with a clear thesis statement and a summary of the argument to be made (about 200-250 words). The abstract should appear at the top of the annotated bibliography assignment, as they will be submitted together in one document. Each annotated bibliography assignment must include five secondary critical sources. From each source, you will identify one or more relevant quotes and explain how these quotes support your argument. Each entry for your five required sources in the annotated bibliography must use either MLA or Chicago for the individual citation and 250-300 words for the annotation.

**Final Research Paper (7-10 pages)** The Brainstorm Map, Paper Outline, and the Abstract and Annotated Bibliography assignments provide the foundation for the final paper. In the previous assignments, students will have established which critical methodology or methodologies they will use in their individual argument (Feminist, Postcolonial, etc.) and will have performed preliminary research on that critical approach to the text. The final paper brings this work together as students utilize their scholarly sources to make an argument about Winterson’s *The Stone Gods* through two of the critical lenses we’ve studied in the course. I am happy to look at rough drafts, but they should be complete drafts (or near-complete), not fragments or random ideas jotted down.

Each paper should be seven-to-ten pages, double-spaced with one-inch margins and formatted in Times New Roman 12-point font. These page requirements do not include the required bibliography. Each paper should be submitted to Canvas by the assigned due date. **Late papers** for the Final Research Paper **only** will be penalized **10 points each day** they are late.

**Participation Policy and Attendance.** Successful college students in my course come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays, as well as medical appointments, caregiver responsibilities, and other necessary accommodations for students with disabilities. *Even if you are requesting permission to make up a participation grade for an excused absence, I require students to inform me (the instructor) in writing in a timely manner, within one week prior to or immediately following the absence.* In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material and/or make an appointment to see me in person.

Your attendance grade is calculated as a series of participation grades which are assessed holistically through the semester (e.g. 100 or zero). Many of these participation grades will include small-group activities or short, individual reflections on the theories conducted during class. The participation grade does NOT include quizzes, as those constitute a separate category and evaluation. At the end of the semester, students will be assessed a numerical grade for participation based upon the number of submissions received:

11-12 submissions = 100%,	4 submissions = 40%
9-10 submissions = 90%	3 submissions = 30%
8 submissions = 80%	2 submissions = 20%
7 submissions = 70%	1 submission = 10%
6 submissions = 60%	0 submissions = 0%
5 submissions = 50%	

If I happen to collect more than twelve participation grades during the duration of this course, extra work may replace a missed assignment from earlier in the semester. The point is to attend as much and as regularly as possible, and to communicate with me if and when you must miss class for reasonable absences.

**Grade Distribution.** Final grades for this course are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following:

Summary Response Paper (3)	45%
Quizzes	5%
Classwork/Participation	5%
Annotated Bibliography and Abstract	15%
Paper Outline	5%
Research Paper	25%

## **INSTRUCTOR POLICIES**

**Posting of Grades.** All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade minor writing assignments within one week of submission date and major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until these personal grading deadlines have expired. I do not post individual grades for participation or classwork. If you are missing an assignment due to one or more absences, and have received a zero on the missed assignment, this will be reflected in your overall participation grade in Canvas. Please check the participation policy grading scale and the course schedule to verify missed assignments before contacting me with questions or concerns.

**Incompletes.** Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide

documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

**Plagiarism and Paper Reuse Policy.** Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

**Turning in Assignments to Canvas.** All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail or paper unless accommodation arrangements were made in conversation with me prior to the assignment deadline.* All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

**Student-Instructor Interaction.** The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I do not sit at my email all day, rather I check it during specific times once or twice per day. If your situation is an emergency, I advise contacting the Chair of the Humanities Department, Dr. Allen Redmon: [allen.redmon@tamuct.edu](mailto:allen.redmon@tamuct.edu) or (254) 519-5750.

**Technology Requirements.** This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password (same password as used for MyCT email and MyCT Warrior Web).

**Canvas Support.** Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

**Other Technology Support.** For log-in problems, students should contact Help Desk Central. They are available 24 hours a day, 7 days a week. Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) Phone: (254) 519-5466 **Web Chat:** [<http://hdc.tamu.edu>]

**WARRIOR SHIELD: Emergency Warning System for Texas A&M University-Central Texas.** Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>]

to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## UNIVERSITY PROCEDURES AND GUIDELINES

**Drop Policy.** If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.*

**Academic Integrity.** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

**Academic Accommodations.** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students.** Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy

as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**A Note about Sexual Violence at A&M-Central Texas.** Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are **mandated reporters**, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Campus Carry.** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.

## UNIVERSITY RESOURCES

**Tutoring.** Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

**University Writing Center.** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective

composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library.** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### Syllabus Contract

I have read and understood the syllabus, and I agree to abide by the course policies.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Permission to Use Student Writing

Student's Name \_\_\_\_\_

Class Number and Section \_\_\_\_\_

Instructor Name \_\_\_\_\_

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with others.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date