

Texas A&M University-Central Texas
ENGL 3358-110
Literary Period: African-American Literature
Fall 2020 Course
Online via Canvas | 16 Week Course

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(please use our course Canvas email whenever possible)
Office Hours: Regularly available by email through Canvas

Mode of Instruction and Course Access

This course meets 100% online with materials made available through the A&M-Central Texas Canvas Learning Management System. To access online components:
<https://tamuct.instructure.com>

The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined, so be sure you understand and are prepared to comply with all required class assignments and deadlines. Please check the Announcements, Calendar, and Email/Messages on Canvas regularly for assignment details and due dates.

Because this course operates solely online and via the Canvas Learning Management System, students are expected to familiarize themselves with the features and submission systems in the class and be able to navigate the course site. Basic computer skills, ability to access the internet, download documents, play audio and video files, and competency with programs like Microsoft Word and PowerPoint are expected and required to succeed in this virtual setting. *(See Sections 10.1 and 10.2 below for information regarding Canvas access, help, and support.)*

1.0 Course Prerequisite

Freshman Composition I and II (ENGL 1301 and 1302; or approval of department chair).

2.0 Course Description

ENGL 3358 (Literary Period: African-American Literature) offers a critical survey of major writers and movements in African-American literature with emphasis on such representative authors as Phillis Wheatley, Frederick Douglass, Langston Hughes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Lorraine Hansberry, Amiri Baraka, Alice Walker, August Wilson, and Toni Morrison.

In addition to exploring poetry, drama, and fiction, this section emphasizes the origins of African-American literature in the Blues and highlights the evolution of music, art, and popular culture in conjunction with the lives and times of representative authors. Emphasis will be placed on close reading skills and the ability to form and deliver academic literary arguments in both class discussions and writing assignments.

This class will at times deal with controversial issues and subject matter. Students should be able to tolerate innovation, viewpoints different from their own, as well as creative and cultural diversity in the arts.

3.0 Required Text

The Norton Anthology of African American Literature, Henry Louis Gates, editor. W.W. Norton & Co., 3rd edition (vols. 1&2), 2014.

This course also makes use of a number of other texts, film clips, and selected songs and poems. Links to these sources will be made available through Canvas and/or through handouts distributed in class.

4.0 Course Objectives and Learning Outcomes

Students who successfully complete this course will be able to:

- Identify major works and authors in African-American fiction, drama, poetry, and song
- Trace the development of themes, ideas, and attitudes expressed in these works over time
- Describe the relevance of African-American literature (and its interpretation) to both individual readers and American society as a whole
- Account for the multiple meanings and interpretations of texts through close reading and critical thinking
- Create and sustain text-based literary arguments in class discussions, written assignments, and formal essays
- Prepare and produce a documented academic literary essay on a defined topic using primary and secondary sources

These course objectives and learning outcomes are measured through a variety of graded requirements which are described below in Section 5.0.

5.0 Course Requirements

This course has two non-gradable and five gradable categories of assignments. A discussion of each follows:

Non-Gradable Requirements:

Regular Reading and Viewing/Listening Assignments:

The reading in this course serves as a catalyst for everything we do. I have worked to keep the required reading to a minimum with the hope that students will have time to read and comprehend all that is assigned within each unit. Those who attempt to complete writing assignments without first absorbing and actively engaging with the readings and various links to songs and related materials might be able to approximate the course requirements, but they will not be able to accomplish them.

Unit Worksheets:

Unit Worksheets will serve to introduce unit themes and texts, as well as direct the dialogue on the discussion board and the focus of your three formal essays. These worksheet offers a written version of what we would do in-class were this a face-to-face section. It clarifies or redirects the readings, provides links and clips to illustrate points, introduces prompts for response papers, and provide a prompt for the formal essay due at the end of each unit.

Gradable Requirements:

Response Papers (15% of final grade):

Response Papers offer students the opportunity to demonstrate a command of the concepts introduced in the readings and worksheets, as well as provide analysis and critique of the songs, links, and texts that accompany them.

The exact task for each assignment varies. In most cases, these assignments ask students to produce a 400-600 word discussion that responds to a specific topic, theme, and/or text. Specific prompts, directions, and due dates are provided in each week's worksheet.

These "papers" will not be submitted directly to the professor, but instead will be posted on the Discussion Board on Canvas, which will allow other students to read and analyze/respond to your ideas. In this sense, each student will continuously provide new content and discussion topics for the course. (These papers will be graded on a ten point scale and averaged at the end of the semester.)

Discussion Board Responses (10% of final grade):

The Discussion Board is the place where course content is negotiated, personalized, and connected to broader issues than those outlined in the readings. Students should expect to use this space regularly to initiate, support, and advance critical discussion of the assigned material.

Discussion Board Responses will be graded holistically on the basis of engagement with the ideas, texts, and songs explored in the Response Paper being commented on. Comments need not always be refined, but they do need to initiate meaningful discussion or contribute meaningfully to some discussion already underway. (Posts that simply say, “I (dis)agree,” or that praise or critique the writer will not be deemed “meaningful.”) Responses can be thought of as a way of “thinking out loud,” similar to what would happen in a classroom discussion. That said, please edit them for errors and avoid overly informal writing (like abbreviations or “text/twitter speak”).

Students are expected to reply to at least 2 posted Response Papers per unit. Consider this the “participation” element of your overall grade. The quality, not the quantity, of comments is what I’m looking for, but feel free to comment and discuss as much as you like.

Essay 1: Close Reading/Explication Paper (20% of final grade):

The Close Reading/Explication Paper (1000 words) will ask students to make a very focused thematic argument about a specific text by employing academic paragraph structure and using textual evidence to support its claims and analysis.

Essay 2: Literary Argument Paper (25% of final grade):

The Literary Argument Paper (1500 words) will ask students to put forth and sustain a thesis-based claim and comparison of two literary texts by employing academic paragraph structure and using textual evidence to support its claims and analysis.

Essay 3: Documented Literary Thesis Paper (30% of final grade):

The Documented Literary Thesis Paper (2000 words) will ask students to develop and elaborate on a thesis-based interpretation of the evolution of thematic and/or formal elements of multiple literary texts over time. This formal paper will employ academic essay and paragraph structure, use textual evidence to support its claims and analysis, and incorporate secondary sources.

6.1 Grading Computation

Final Grades will be calculated using the following percentages:

- Response Papers = 15% (3 total worth 5% each)
- Discussion Board Responses = 10% (graded holistically at the end of the course)
- Essay 1: Close Reading/Explication Paper = 20%
- Essay 2: Literary Argument Paper = 25%
- Essay 3: Documented Literary Thesis Paper = 30%

The distribution of final grades is as follows:

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; and, F=0-59
(Borderline grades will not be automatically rounded up.)

6.2 Grading Standards and Expectations

Grading expectations will be provided on the prompts for each assignment. Along with the students' adherence to the assigned prompt and engagement with course concepts and themes, the formal essays assigned in this course will be assessed and graded by the following standards:

C C indicates a satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.

B The B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The B paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

A The A paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of the material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.

D D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.

F F indicates an unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central

idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

In addition to these general guidelines, I will assess your writing on the following criteria:

I will be looking for solid thesis statements that clearly articulate and put forth the central argument of your essay. In order for a thesis statement to be strong, its stated intention must be sustained throughout a paper. I will constantly ask: How does each statement/paragraph/example in your paper relate to the central idea of your thesis?

Beyond cohesion of this central thesis throughout your paper, I will be paying close attention to how well you transition between different paragraphs/claims/examples. This is essentially the structure and flow of your paper. Ideally, the reader should not wonder how any one of your statements relates to another. Consider the appropriate use of topic sentences, supporting points, illustrations and examples as evidence, and sufficient explanation and analysis of the evidence and scholarship provided as it relates to your thesis.

And remember... Write to your academic audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader already knows what we go over in class. Be clear and specific with your wording. Proofread carefully for clarity and use the proper MLA formatting for citing quotations and secondary sources. (For help with MLA formatting, refer to the related writing links on our Canvas site.)

6.3 Posting of Grades

Grades will appear in the comment box in “Grades” in our Canvas course site once completed. I make every effort to provide prompt feedback, and will always provide a grade and written commentary on an assignment before the next one of its kind is due in order to use the feedback to improve on the next assignment.

6.4 Grading Feedback

Each response paper and essay will be provided written feedback from the professor in addition to the letter/number grade. The goal of this feedback will be to offer commentary on the paper’s strengths and weaknesses in an attempt to help the student see where to improve, revise, and/or restructure their written answers to the prompts. Feedback will vary based on the assignment and needs of each student, but will generally include commentary on a student’s grasp of course themes and content, as well as the ability to incorporate and integrate textual evidence to support their answer to the prompt.

Likewise, as this is an upper-level English course, written feedback will also emphasize points of improvement in the academic tone, organization, clarity, and correctness of a student’s writing assignments based on the expectations outlined in section 6.2.

6.5 Late-work/Make-up/Extra Credit Policy

Neither late work nor make up work will exist in this class. Assignments that fail to be submitted by the deadline posted on the calendar in Canvas for that assignment will not be accepted (unless you get specific approval from me for unexpected and uncontrollable extenuating circumstances that occur before the due date). Likewise, I do not assign extra credit; therefore, students should focus on providing their best work on assignments throughout the semester.

6.6 Incomplete Policy

Students are responsible for turning in all assignments during the scheduled timeframe for the course. Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so may result in failing grades on assignments or the course if missing work is not completed and submitted before the last day of the semester. Please let me know immediately if serious health or life issues prevent you from attending class or submitting assignments. (*Also see the university "Drop Policy" below.*)

6.7 Classroom Conduct and Discussion

When participating in discussion, keep in mind that the university classroom is one of the most diverse spaces within our society. Thus, you need to understand that there will be other members of the class with whom you disagree or who will disagree with you. This is fine; in fact, it is welcome. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly decide on what we believe. So feel free to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates, instructor, and their ideas. Anyone who engages in discrimination and/or vulgarity, or who is personally disrespectful in any way towards the professor or other students will receive a zero on the assignment in question and may be reported to Student Affairs.

6.8 Artifact Collection for English Program Assessment

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for this course this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. Instructions for how to upload your assignments will be provided in class.

7.0 Course Calendar

This calendar outlines the general themes covered in the course. Because we will build upon the topics and themes explored in each unit, the material and assignments will be posted to Canvas as each new unit is introduced. This will allow students to concentrate

solely on the material as it is presented in each unit. There is no reason (or ability) to skip ahead.

Readings, assignments, essay prompts and specific due dates will appear on each Unit Worksheet and essay prompt as they are assigned, but can also be found on the course “Calendar” link in Canvas.

Week 1: Introduction to course; discussion of syllabus; individual introductions

****Introductions and an opening discussion board question assigned and due***

Unit I (Weeks 2-5): Slavery and Freedom

**** Response Paper 1 assigned and due***

**** Discussion Board Responses assigned and due***

**** Essay 1 assigned and due***

Unit II (Weeks 6-10): The Reconstruction, Harlem Renaissance, and Modern Period

**** Response Paper 2 assigned and due***

**** Discussion Board Responses assigned and due***

**** Essay 2 assigned and due***

Unit III (Weeks 11-16) : The Black Arts Era and Contemporary African American Writers

**** Response Paper 3 assigned and due***

**** Discussion Board Responses assigned and due***

**** Essay 3 assigned and due***

****This 8-Week Online Course begins August 24 and ends December 11, 2020.****

8.0 Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty **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. Once you submit the completed 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.

9.0 Academic Integrity & Plagiarism

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. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Depending on the severity of a student's act of academic dishonesty, a student found to have committed any of the above will receive nothing less than a zero on the assignment on which the infraction occurred and nothing more than expulsion from the university. A minor infraction includes but is not limited to improper citations or allusions to an outside source (one not directly assigned or approved by me before submission). A major infraction includes but is not limited to the undocumented lifting of ideas, phrases, or any text from a source that finds its inspiration some place other than the student.

10.1 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas: <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

10.2 Technology Support

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

Please let the support technician know you are an A&M-Central Texas student.

For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

10.3 Protecting Your Data and Privacy

Students should always save a copy of their work submitted in Canvas in another location to ensure it is not lost in the event of a technical malfunction or issue. The student is responsible for being able to access their work outside of Canvas in the event it is deleted or doesn't properly upload or post.

Canvas and its parent company, Instructure Inc., are committed to protecting user privacy. Instructure's Privacy Policy can be found through this link:

<https://www.instructure.com/policies/privacy/>

10.4 Vendor Accessibility Statement for Canvas Learning Management System

WebAIM.org, a third party authority in web accessibility, has evaluated the Canvas Learning Management System (LMS) by Instructure and certifies it to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.0. While not fully conformant, conformance issues that pose a significant barrier for users with disabilities have been addressed in the sample evaluated.

Further information on accessibility in Canvas can be found through this link:

<https://www.canvaslms.com/accessibility>

11.1 TAMUCT Student Affairs and Academic Support

Student Affairs encourages personal growth and enriches the quality of campus life through innovative student-centered programs that foster service, diversity, and integrity. Students will have the opportunity to engage socially, professionally, and academically to enhance lifelong learning. For more information please visit:

<https://www.tamuct.edu/student-affairs/index.html>

Academic Support exists to provide support to all TAMUCT students! Regardless of your major, your year of study, whether you are an online or on-campus student, we're here to

help you succeed and accomplish your academic goals! We offer tutoring support on-campus and online, workshops and resources to help you succeed, and even study abroad opportunities. For more information please visit: <https://www.tamuct.edu/student-affairs/academic-support.html>

Other services and resources provided by the university can be found through this link: <https://www.tamuct.edu/University%20Resources.html>

11.2 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 Department 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 Department of Access and Inclusion, WH 212, or at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

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

11.3 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 the Student Affairs web page [<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 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.

11.4 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

11.5 University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

11.6 Library Services

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].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

11.7 Warrior Shield - Emergency Warning System for TAMUCT

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] 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.

11.8 COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this

requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

12.0 Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**The professor reserves the right to amend this syllabus at any time during the semester as issues or needs arise. Written addendums will be distributed should this need occur.*
