



Mrs. Mary E. Webb Reading Uncle Tom's Cabin, pg 58 of our text: *Transatlantic Anglophone Literatures: 1776-1920*

ENG/WS 3073.50 Literature by Women Fall 2023

Th 6:00 pm -7:20 pm– synchronous Zoom sessions

ENG*In the event of a significant disruption of course activities, this syllabus is subject to change. Any and all changes will be communicated with students in as timely a manner as the situation allows.

Contact Information

Instructor: Dr. Rachel Jonston
Email: Rjohnston3@twu.edu
Phone: 940-898-2332
Office (location): CFO 915
Office hours:

*F2F In CFO 915: M-Th 10a-10:45a, and 12:30p-12:45p

*Via Zoom, TBD

Meetings are scheduled in 15-minute intervals by appointment using this [scheduling link](#).

Course Description

Catalog description: ENG 3073.50 Advanced examination of literature by women. Organized by theme, topic, or genre. May be repeated when topic varies. Prerequisite: 9 hours of English. Three lecture hours a week. Credit: Three hours.

1. Clearly explain key characteristics of historical periods, movements, genres and/or texts introduced in the course.
2. Effectively employ secondary sources appropriate for literary study.
3. Perform a well-supported close reading of a literary text.
4. Thoughtfully explain the relationships among literature, gender, and social and cultural influences.
5. Write a minimum of approximately 1500-2000 words of clear, well-organized, correct prose related to the course.

[English Language Arts/Reading 7-12 Certificate Standards Alignment Chart](#)

Our course:

Welcome to Literature by Women: Transatlantic Anglophone Literature. A transatlantic lens will allow us to see new perspectives and the ways women writers were shaping a new identity for American authors, participating in social activism, pushing publishing boundaries, forming print culture identity, and cultivating literary relationships— all across the Atlantic. We will be writing weekly very short essays and responses as well as discussion questions, and will have the opportunity to submit essays for publication on the Teaching Transatlanticism website. So as you get started reading before our class meetings, read carefully and take notes or copy and paste from the e-book (annotate with page numbers) things that stand out to you or connections you see along the way— these connections will help you form the short argumentative essays, precis, and discussion threads.

We will meet synchronously via Zoom each week, and I cannot stress enough how important this class meeting is to staying on top of your work and class responsibilities. It is also probably the space in which you will develop your essay topics each week, as we will do some brainstorming and responses to discussion questions that will act as prewriting and organizing your thoughts in many cases. This class will speed by in a flash, but I look forward to our discussions and learning and growing as readers and writers together!

Required Course Materials

- *Transatlantic Anglophone Literatures, 1776-1920* edited by Linda Hughes and Sarah Ruffing Robbins, Edinburgh University Press, 2022. I'd check the Edinburgh University Press website— the online version of the book is sometimes free, and they may offer the hard copy for a better price than our bookstore.
- Additional Related Texts for Future Teachers (not required)
 1. Cornelius Minor, *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*

2. Kelly Gallagher, *Write Like This*
3. Joe Feldman, *Grading for Equity*

For lit classes especially:

1. Mary Styslinger, *Workshopping the Canon*
2. Kate Roberts, *A Novel Approach*

- Other readings and resources may be provided by your instructor, such as handouts, files available via your Canvas, and links to websites/webpages.

You will also need access to the following:

- flash drive, Pioneer network storage, or internet cloud service (i.e., Dropbox.com, Google Docs, OneDrive, iCloud.com) for keeping copies of drafts, activities, and so forth
- internet access outside of class (for accessing Canvas, the OER, links, activities, etc.)
- Pioneer Portal (for email, other communications, and announcements for this course)
- Canvas (for supplemental handouts or other materials)

Course Assignments

Overview

ENG 3073 offers ways to interact with readings through discussions and writing. There will also be a series of minor assignments, including in-class participation, daily reading-and-writing activities, in-class quizzes, peer-review workshops, and other work.

- You will format each essay-based assignment using MLA Guidelines; that is, use Times New Roman 12-point font, double-spaced, 1-inch margins, and a Works Cited page. The first page will include your name, instructor's name, course number and section, and the date of the project. Remix and multimodal assignments may vary in these requirements; check with your instructor as you plan and compose such assignments.
- Please refer to the [MLA Formatting and Style Guide](#) on the Perdue OWL for additional instructions on MLA format.
- Submit each Major Assignment to the corresponding Canvas dropbox.
- Minor assignments, such as journal posts and discussion posts, may occur in class, on Discussion boards, or other formats required by the instructor.
- Submit each assignment in .docx format for essay-based documents and PDF, PNG, or URLs (links) for images and multimedia submissions.
- Remember that TWU provides [a free download of Microsoft Office 365](#) for all students.

Major Assignments (60% of course grade)

Short Argument Essays: (25%-- Five @ 5%): Every other week you will write a two-page argumentative essay about the weekly readings. You will need to include and cite TWO peer-reviewed, critical sources to support your argument as well as the primary source/sources of the text or texts from the weekly reading which you are discussing.

Image Analysis Project: (25%): We will have the opportunity to submit these essays for publication on the Teaching Transatlanticism website. Choose an image from our textbook and write up an analysis including a description of the image, historical and rhetorical context, and your interpretation of the image's meaning and messages (**includes rough draft 5% and polished draft 10%**) **and write an essay abstract (5%). We will hold a writer's workshop to edit and prepare these images for submission (5%).**

Final Exam: (10%): The final exam experience will be a multimodal presentation of your image analysis essay.

Minor Assignments (40% of course grade)

Weekly Participation (10%): Activities include daily/weekly reading and writing, in-class quizzes, peer review workshops, presentations on TWU resources, Writing Support group work, and more. You will share this writing-related work by posting it to an assigned Discussion board, or other method as instructed each week. When including images or other media, share links using the "insert link" button.

Rhetorical Precis (20% – Four @ 5% each): Every other week you will choose one of the readings to write a five-sentence Rhetorical Precis.

Weekly Discussion Leader (10%-- Ten @ 1% each): Each week of the semester you will post THREE engaging discussion questions as well as ONE or TWO quotes from the readings to support the discussion and any terms or ideas which you would like the class to explain or define. Be sure to post prior to our weekly synchronous Zoom meeting.

Grading

Your grades will be regularly updated through the Gradebook on Canvas. You can find your grades by selecting "Grades" on our Canvas course site.

I will not discuss individual student grades in class or in email. For questions about grades, students will need to attend my office hours or make an appointment with me.

The assignments breakdown for graded work is:

- Week 1-16 Participation: 10 points
- Week 2 Discussion Leader: 1 point
- Week 2 Rhetorical Precis: 5 points
- Week 3 Discussion Leader: 1 point
- Week 3 Argument Essay: 5 points
- Week 4 Discussion Leader: 1 point
- Week 4 Rhetorical Precis: 5 points
- Week 5 Discussion Leader: 1 point
- Week 5 Argument Essay: 5 points
- Week 6 Discussion Leader: 1 point
- Week 6 Rhetorical Precis: 5 points

- Week 7 Discussion Leader: 1 point
- Week 7 Argument Essay: 5 points
- Week 8 Image Analysis Abstract: 5 points
- Weeks 8-11 Image Analysis Rough Draft: 5 points
- Week 8-11 Writer's Workshop Duties: 5 points
- Week 12 Discussion Leader: 1 point
- Week 12 Argument Essay: 5 points
- Week 14 Discussion Leader: 1 point
- Week 14 Rhetorical Precis: 5 points
- Week 15 Discussion Leader: 1 point
- Week 15 Argument Essay: 5 points
- Week 16 Discussion Leader Reflection: 1 point
- Final Exam Multimodal Presentation: 10 points

The final grade scale for this class is A=90-100 points; B=80-89 points; C=70-79 points; D=60-69 points; and F=59 points and below.

Course Specific Policies

Sharing Writing + Ideas

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

Intellectual Property

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors. As a result, recording audio or video of the class, as well as the duplication of or forwarding of email and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of class discussions, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record class discussions or content for personal academic use.

Preparing Assignments

Writing assignments should be prepared from an accessible digital file, double-spaced, and in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering. Remember that TWU provides [a free download of Microsoft Office 365](#) for all students.

Submitting (and Saving) Assignments

Take special care to **back up your work** by saving it in one or more places. Plan ahead to avoid last-minute crises related to submitting assignments. If you are concerned that online submissions have not gone through, please email me a back-up before the due date. You may also find this information

helpful: Computer labs are located in the following areas: MCL Mega Lab (218), Technology Resource Center (MCL 221), Blagg-Huey Library (Lab), Student Center (Rm. 112), and University Housing (Guinn Commons).

Students are responsible for ensuring that they submit the correct version of their work and that the submission is recorded before leaving the Canvas site. If there is an issue with Canvas, students should immediately submit their work via email (with an explanation) or face the penalty for a late submission.

Email Correspondence

- Instructors in the first-year composition program only reply to emails sent from TWU accounts.
- Also, emails are written communication, and you should be aware of your audience. **Craft a subject line** that reflects the main purpose of your message, **use appropriate language**, and **sign your name** (first and last) as well as **indicate your class by section**, day, and time.
- I will make every effort to reply to emails in a timely fashion during the week; however, I do not normally respond to student emails on weekends.

Professional Etiquette

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please **be professional in all activities associated with this class.**

Since we will be online once a week, please be on the screen and engaging with your groups. I understand you may want to occasionally turn off your video for a few minutes here and there (for instance, when we are free writing or doing other silent work in class), but for discussions, it is important we can see each others' faces. Please do participate verbally and via the chat option, and in our breakout groups as well.

For f2f: Often, the same rules you follow in a movie theater work for the classroom: Turning off or silencing cell phones, using the class printer *before* class begins (instead of while someone is talking!), putting away ear-buds, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused, too. If I see such activities, I will politely ask you to stop; if you continue, I may ask you to leave the classroom so that other students can focus on the lessons. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

Community Standards and Expectations

Our class is a place for the free exchange of ideas in an environment of mutual respect. In order to create an environment in which everyone contributes, our course will uphold these values:

- **Give courtesy.** All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. The same rules apply online as they do in person. Turning off or silencing cell phones, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused. Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity.
- **Listen to others.** We all have different perspectives and experiences. Our social locations also mean we bring a set of assumptions to the classroom. You are not required to accept your classmates' beliefs, but please listen and respect what they have to say and respond in a constructive manner that supports the goals of the class.

- **Be respectful.** We are a community in this classroom, a community from diverse backgrounds, experiences, beliefs, and physicalities. Racist, LGBTQIA+phobic, sexist, ableist, ageist, or any other discriminatory language or actions in this classroom works against our community goals. This environment can only exist when mutual respect and open-mindedness flourish. You and your classmates are meant to feel safe in this space and that cannot happen with such language or actions.
- **Affirm all identities.** This includes when they do not match legal documentation. I ask that you please let me know early in the semester your preferred name and pronouns so that I can make the necessary changes to my records and so that I do not misgender or misname you. If you are looking to make the change official with the university, see [this article](#) about changing names and usernames through the registrar.
- For any inappropriate verbal, non-verbal, or gestural action/offense, contact [the TWU Office of Student Life's Behavioral Intervention Team](#).
- For more information on TWU's position, as well as resources, see the University's [Diversity, Inclusion, and Outreach home page](#).
- To read the English, Rhetoric, and Spanish department's full policy, see the [Statement on Black Lives Matter and Anti-Racist Teaching](#).

Program and University Policies

Syllabus Changes

This document is subject to change. When changes occur, they will be announced on the class Canvas site and an amended version of the syllabus will be made available on Canvas for upload. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

Attendance

TWU Attendance Policy: Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing of the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

My attendance policy for this course: Success in this program depends a great deal on whether you show up and participate. That is, missing a writing class isn't like missing a lecture, where a friend who takes good notes can help you get caught up. Missing a writing class is more like missing team practice or a workout: Someone can tell you that everyone ran laps or practiced batting or did drills, but you can't replace the workout that you missed.

In other words, what happens in writing classes benefits only the people who fully participate in them. For example, the act of giving an effective peer review sharpens your own ideas of how to write better; the act of analyzing and discussing a text in class teaches you a process you can use on other texts; a brainstorming and other activities helps you prepare for a bigger assignment; the pre-writing, researching, and sentence strategy exercises in a writing class help you write better papers. In other words, if you miss a class, you will not be able to make up the missed experience. Also, there may be consequences in terms of your understanding or performance later, even if the absence is excused.

Therefore, my policy is simple: If you miss the equivalent of two weeks of classes (4 class sessions in this course), you may fail this course.

However, I don't want you to fail. I want you to succeed. If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects. I can be reached by email at rjohnston3@twu.edu or by phone at (940) 898-2347.

Late Assignments

Turning in late work may hinder the feedback you receive, and compromise your and your peers' abilities to complete the next assignment. Late assignments will be reduced by one letter grade for each calendar day beyond the due date unless a) the student has an official university absence and b) the instructor has agreed to late submission in advance of the due date.

Additional Resources and Information

The Write Site: You can get help with your writing process by visiting The Write Site. Students who visit The Write Site tend to improve significantly over the course of the semester. The Write Site is available for virtual appointments, but meetings are by appointment only. To make an appointment, visit [the Write Site's home page](#) or call 940-898-2341.

Technical Support: If you are having trouble with the Canvas shell working properly, please contact TWU's Information Technology Solutions Office by calling (940) 898-3971 or visiting [their web page](#) to submit a service ticket for help.

Disability Support Policy Statement: Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please contact me via email/phone or during office hours, so that we may privately discuss options. To establish reasonable accommodations, please register with Disability Services for Students (DSS). After registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **DSS contact information:** [Disability Services home page](#) or [email \(dss@twu.edu\)](mailto:dss@twu.edu); 940-898-3835; CFO 106.

Title IX—Sexual Violence Education: TWU is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and TWU policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. As students, if you or someone you know is experiencing sexual harassment, relationship violence, stalking, or sexual assault, there are campus resources available to provide support and assistance. Alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at the [Report an Incident](#) website (<https://twu.edu/civility/report-an-incident/>) or at (940) 898-2968. Additionally, please be aware that under Title IX of the Education Amendments of 1972, all employees are required to disclose information about such misconduct to the Title IX Office. Students who wish to speak to a confidential employee who does not have this reporting responsibility, you can contact TWU Counseling and Psychological Services at (940) 898-3801 for the Denton Campus, (214) 689-6655 for the Dallas Campus, and (713) 794-2059 for the Houston Campus.

Title IX—Pregnant and Parenting Students: Title IX is a federal law which requires schools that receive federal funds to provide reasonable accommodations to students who are pregnant or have pregnancy related conditions. This includes pregnancy, pre-natal doctor appointments, childbirth, false pregnancy, miscarriage, termination of pregnancy, or recovery from any of these conditions. Students who may need academic accommodations due to pregnancy related conditions should complete the [Pregnancy Accommodation](#) form (<https://twu.edu/pregnancy-accommodation-form/>) to coordinate academic needs.

Dropping this Course: Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, students enrolling fall 2007 or later (at TWU or any Texas

public higher education institution), are allowed **only 6 unexcused drops during their undergraduate academic careers**. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar's Office and require the signature of the student, instructor, and academic advisor.

Academic Integrity: Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Academic Integrity Policy and the Student Code of Conduct as found on the TWU website and in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is in the [TWU Student Code of Conduct \(https://public.powerdms.com/TWU1/documents/1745742\)](https://public.powerdms.com/TWU1/documents/1745742) and [Academic Integrity Policy \(https://public.powerdms.com/TWU1/documents/1748544\)](https://public.powerdms.com/TWU1/documents/1748544). For details on avoiding plagiarism, review the [TWU Library Tutorial: Avoiding Plagiarism](#).

Turnitin Statement: In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the *Student Handbook*. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Antiracist Statement: People of color face racism, violence, and microaggressions on a regular basis. The TWU FYC Program condemns systemic and racist violence and offensive language use of every kind. The program is committed to cultivating a classroom space that calls in people of every color to engage with us in productive dialogue on the topic of racism in our society today, giving students an opportunity to voice their concerns, to honor what they feel, and to listen respectfully to what students have to say.

The New Campus Carry Law and Texas Woman's University: Texas Woman's University is committed to providing a safe environment for students, faculty, staff, and visitors. Texas Woman's University respects the right of properly licensed individuals to carry concealed handguns where permitted by law. It is the policy of Texas Woman's University that individuals who are licensed to carry concealed handguns may do so on campus premises except in locations and at activities prohibited by law or by this policy. This policy establishes GUN FREE ZONES, pursuant to state and federal law.

Under the new Campus Carry law, effective August 1, 2016, TWU has established reasonable rules, regulations or other provisions regarding the carrying of concealed handguns by license holders on its campuses. Under the law, TWU may not create provisions that generally prohibit license holders from carrying concealed handguns on TWU campuses.

Any individual who holds a current and valid Texas License to Carry (LTC) may carry a concealed handgun where permitted on university property. If a License to Carry (LTC) holder is in compliance with the law, you should be unaware that the individual has a gun. The law prohibits licensed holders from carrying a handgun that is partially or wholly visible, or displaying the handgun intentionally and knowingly in plain view of another person. **Campus Carry is concealed carry only. Open Carry is not permitted** on university property. Violators of the Campus Carry law will be subject to gun confiscation, legal action and possible revocation of their LTC by state authorities. Those who hold a LTC are expected to maintain a high level of responsibility for the care and control of their **concealed handgun** at all times. Any violation — even accidental — will have consequences and will be dealt with on a case-by-case

basis. For more information, please visit [TWU's Campus Carry webpage](http://www.twu.edu/dps/campus-carry.asp).
(<http://www.twu.edu/dps/campus-carry.asp>).

ENG 3073.50

Combined Tentative Schedule

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar does not include all the many ways we'll think and write about writing; it's simply a guide. This calendar is subject to change.

We will be reading fifty to one-hundred pages each week and writing every week, so prepare to spend six to ten hours per week on your work outside of our class meeting time. Discussion Leader Quotes and Questions will be due Thursdays **before** our weekly synchronous Zoom class meetings. In-class Participation posts and responses will be due Thursdays by 11:59 pm, and other assignments will be due Sunday nights at 11:59 pm.

The assignments breakdown for graded work is:

- Week 1-16 Participation: 10 points
- Week 2 Discussion Leader: 1 point
- Week 2 Rhetorical Precis #1: 5 points
- Week 3 Discussion Leader: 1 point
- Week 3 Argument Essay #1: 5 points
- Week 4 Discussion Leader: 1 point
- Week 4 Rhetorical Precis #2: 5 points
- Week 5 Discussion Leader: 1 point
- Week 5 Argument Essay #2: 5 points
- Week 6 Discussion Leader: 1 point
- Week 6 Rhetorical Precis #3: 5 points
- Week 7 Discussion Leader: 1 point
- Week 8 Image Analysis Abstract: 5 points
- Weeks 8-11 Image Analysis Rough Draft: 5 points
- Week 8-11 Writer's Workshop Duties: 5 points
- Week 12 Discussion Leader: 1 point
- Week 12 Argument Essay #3 : 5 points
- Week 14 Discussion Leader: 1 point
- Week 14 Rhetorical Precis #4: 5 points
- Week 15 Discussion Leader: 1 point
- Week 15 Argument Essay #4: 5 points
- Week 16 Discussion Leader Reflection: 1 point
- Final Exam Multimodal Presentation: 15 points

Weekly To "Due" Quick Look:

- Week 1: 8/31 Meet, Overview and intro
- Week 2: 9/7 Meet, Readings, Discussion Leader; 9/10 Rhetorical Precis
- Week 3: 9/14 Meet, Readings, Discussion Leader; 9/17 Argument Essay
- Week 4: 9/21 Meet, Readings, Discussion Leader; 9/24 Rhetorical Precis
- Week 5: 9/28 Meet, Readings, Discussion Leader; 10/1 Argument Essay

- Week 6: 10/5, Meet, Readings, Discussion Leader; 10/8 Rhetorical Precis
- Week 7: 10/12, Meet, Readings, Discussion Leader, Image Analysis Abstract Draft; 10/15 Group A, Image Analysis Rough Draft ([Workshop Sheet](#) and [Details](#))
- Week 8: 10/19, All Groups: Writer's Workshop 1; 10/22 Group B Image Analysis Rough Draft
- Week 9: 10/26 All Groups: Writer's Workshop 2; 10/29 Group C Image Analysis Rough Draft
- Week 10: 11/2 All Groups: Writer's Workshop 3; 11/5 Group D Image Analysis Rough Draft
- Week 11: 11/9 All Groups: Writer's Workshop 4
- Week 12: 11/16 Meet, Readings, Discussion Leader, Argument Essay, 11/19 Final Draft of Image Analysis
- Week 13: 11/23 Thanksgiving, No Class, 11/26 Readings, notes
- Week 14: 11/30 Meet, Readings, Discussion Leader, 12/3 Rhetorical Precis
- Week 15: 12/7, Meet, Readings, Discussion Leader, 12/10 Argument Essay
- Week 16: 12/13 Meet, Final Exam Multimodal Presentation, Discussion Leader: Reader/Writer Reflection

Week 1, 8/31 Meet, Overview and intro

CLASS: Thursday, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Introductions Forum Intro and questions before class!

In class activities:

TBA

Week 2, 9/7 Meet, Readings, Discussion Leader; 9/10 Rhetorical Precis

Read prior to class: Introduction and Section 1: Abolition and Aftermath, pgs 1-98

Pay close attention to images in the text for potential essays!

CLASS: Thursday, 9/7, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 2 discussion questions before class!

In class activities: TBD

DUE: Precis #1 due to Canvas by 11:59 pm, Sunday 9/10

Week 3, Week 3: 9/14 Meet, Readings, Discussion Leader; 9/17 Argument Essay

Read prior to class: Section 2: Art, Aesthetica, and Entertainment pgs 99-164

Look ahead in text for more potential images for your essays!

CLASS: Thursday, July 27, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 3 discussion questions before class!

In class activities: TBA

DUE: Argumentative Essay due to Canvas by 11:59 pm, Sunday 9/17

Week 4, 9/21 Meet, Readings, Discussion Leader; 9/24 Rhetorical Precis

Read prior to class: Section 3: Business, Industry, and Labor, pgs 165-235

CLASS: Thursday, 9/21, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 4 discussion questions before class!

In class activities: TBA

Precis due to Canvas by 11:59 pm, Sunday 9/24

Week 5 9/28 Meet, Readings, Discussion Leader; 10/1 Argument Essay

Read prior to class: Section 4: Family and Domesticity, pgs 236-317

CLASS: 9/28 Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 5 discussion questions before class!

In class activities: TBA

DUE: Argumentative Essay due to Canvas by 11:59 pm, Sunday 10/1

Week 6 10/5, Meet, Readings, Discussion Leader; 10/8 Rhetorical Precis

Read prior to class: Section 5: Migration, Settlement, and Resistance, pgs 317-398

CLASS: Thursday, 10/5, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 6 discussion questions before class!

In class activities: TBA

Precis due to Canvas by 11:59 pm, Sunday 10/8

Week 7 10/13 Meet, Readings, Discussion Leader; 10/15 Group A, Image Analysis Rough Draft

Read prior to class: Section 6: Nationalism and Cosmopolitanism, pgs 399-477

Draft your image analysis essay!

CLASS: 10/13 Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 7 discussion questions before class!

In class activities: TBA

DUE: Group A, Image Analysis Rough Draft due to Canvas by 11:59 pm, Sunday 10/22

Week 8 Sick day!

Week 9 10/26, All Groups: Writer's Workshop for group A; 10/29 Group B Image Analysis Rough Draft

Read prior to class: Group A Essay Drafts, respond according to assignment list

CLASS: Thursday, 10/26, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu.

In class activities: Workshop Group A Drafts

DUE: Group B, Image Analysis Rough Draft due to Canvas by 11:59 pm, Sunday 10/29

Week 10 11/2 All Groups: Writer's Workshop Bdue 10/29; Group C Image Analysis Rough Draft due 11/5

Read prior to class: Group B Essay Drafts

CLASS: 11/2 Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu.

In class activities: Workshop Group B Drafts

DUE: Group C, Image Analysis Rough Draft due to Canvas by 11:59 pm, Sunday 11/5

Week 11 11/9 All Groups: Writer's Workshop Group C due 11/5; Group D Image Analysis Rough Draft due 11/12

Read prior to class: Group C Essay Drafts

CLASS: Thursday, 11/9, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu.

In class activities: Workshop Group C Drafts

DUE: Group D, Image Analysis Rough Draft due to Canvas by 11:59 pm, Sunday 11/12

Week 12 11/16 All Groups Group D essays: Writer's Workshop Duties

Read prior to class: Group D Drafts

CLASS: 11/16 Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu.

In class activities: Workshop Group D Drafts

DUE: Final Draft of Image Analysis due to Canvas by 11:59 pm, Sunday 11/19

Week 13 11/23 Thanksgiving, No Class, 11/26 Readings, **notes posted in course website as reflections**

Week 7: Religion and Secularism, pgs 478-555

CLASS: No Class. Be sure to post your Reading Journal 11/26!

Week 14 11/30 Meet, Readings, Discussion Leader, 12/3 Rhetorical Precis

Religion and Secularism: 483-484, 496-501, 508-511, 512-514, 516-518, 525-527, 532-539, 546-553

Read: Section 8: Science and Technology, pgs 556-634 Selected readings:

557-560, 564-571, 593-597, 599-603, 615-626, 628-634

Read prior to class: Section 9: Suffrage and Citizenship, pgs 635-701 Selected readings:

635-639, 650-661, 678-701

CLASS: Thursday, 11/30, 6:00 pm-7:20 pm: Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 14 discussion questions before class!

In class activities: TBA

Precis #4 due to Canvas by 11:59 pm, Sunday 12/3

Week 15 12/7, Meet, Readings, Discussion Leader, 12/10 Argument Essay

Read prior to class: Travel and Tourism, pgs 702-769

CLASS: 12/7 Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your Week 15 discussion questions before class!

In class activities: TBA

DUE: Argumentative Essay #3 due to Canvas by 11:59 pm, Sunday 12/10

Week 16 12/14 Meet, Final Exam Multimodal Presentation, Discussion Leader: Reader/Writer Reflection

CLASS: 12/14 6:00-7:20p Synchronous Zoom meeting: Please find the weekly session link in our Canvas shell on the left-hand menu. Be sure to post your final reflection discussion before class!

DUE: Final Exam Multimodal Presentation and Final Discussion Reader/Writer Reflection to Canvas by 12/14



Syllabus Addendum

[19 TAC Chapter 228](#) is the statutory authority that determines the requirements for all Texas Educator Preparation Programs. These requirements include the following for all instructors and students:

Curriculum

- The course curriculum is aligned with the Texas Educator Standards for

ENG 3073:

[ENGLISH.BA.LIT: Bachelor of Arts in English \(Literature\)](#)

[: Bachelor of Arts in English \(Social Justice\)](#)

[ENGLISH.BA.EDUC: Bachelor of Arts in English \(7-12 Teacher Certification\)](#)

WS 3073:

[MLCLWMGNST.BA.LEADER: Bachelor of Arts in Multicultural Women's and Gender Studies \(Community Leadership\)](#).

- Measurable Student Learning Outcomes, Activities, Assignments, and Examinations are aligned with the educator standards.

Textbooks and Supplies

- Research-based textbooks and/or course readings are required in this course.
- All students pursuing a degree program leading to initial teacher or professional certification are required to purchase a Tk20 account for a one-time cost of \$139 plus tax (subject to change) More information about Tk20 may be accessed via the [Tk20 by Watermark \(How to Login to Tk20\) webpage](#).

Professional Dispositions Policy

All students pursuing degree programs leading to initial teacher or professional certification are

assessed on the following professional dispositions by faculty and staff throughout the educator preparation program. The full policy may be accessed via the [Professional Dispositions Policy webpage](#).

1. Adherence to established classroom, program, department/division, college, university, public-school, and neighborhood policies.
2. Models established classroom, program, department/division, college, university, public- school, and neighborhood policies.
3. Demonstrates competence and professionalism in all oral, written, and electronic interactions.
4. Models competence and professionalism in all oral, written, and electronic interactions.
5. The ability to solicit, accept, and learn from feedback.
6. The ability to collaborate productively, respectfully, and effectively with stakeholders from diverse backgrounds.

TEExES Testing Policy

All students pursuing degree programs leading to initial teacher or professional certification are required to demonstrate certification test readiness before approval will be granted to sit for any state examination. Practice Exams and test resources are available through the TExES Prep Center. More information on test preparation resources, practice tests, exam fees, and the full testing policy may be accessed via the [TExES PREP Center webpage](#).

Exit Policy

Initial and professional certification candidates may be removed from the Texas Woman's University Educator Preparation Program (EPP) when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
2. Failure to abide by policies and/or procedures established by the Texas Woman's University EPP and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the Texas Woman's University EPP's Professional Dispositions Policy.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
5. Any action deemed a violation of the Texas Woman's University Student Code of Conduct; and/or;
6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.

More information can be accessed via the [TWU Educator Preparation Program Exit Policy](#).

EMERGENCY PREPAREDNESS INFORMATION – SYLLABUS INSERT

Instructor: Dr. Johnston

Course: ENG 3073.50

Building/Room#: *course meets online, see the safety measures for wherever you are located during class meetings



EMERGENCY NUMBERS

All Campus: 911

Denton Campus DPS: 940-898-2911/Campus
Phone: 81-2911

Dallas Campus DPS: 214-689-6666/Campus
phone: 82-6666

Houston Campus DPS: 713-794-2222/Campus
phone: 84-2222

Bad Weather Information Numbers

Denton: 940-898-3430

Dallas: 214-689-6631

Houston: 713-794-231

FIRE

- Leave the building immediately using the closest emergency exit, closing doors behind you
- Call DPS or 911 when safe to do so
- Assemble in a designated meeting area
- Re-enter the building only when instructed by DPS officials
 - Do not assume an alarm is false
 - USE STAIRS, do not use elevators
 - If unable to exit the building, go to the nearest exit stairwell or safe area of refuge and call DPS or 911 to report your location

The nearest emergency exit is: (ground floor exit)

The primary designated meeting area is: (outside the nearest emergency exit)

TORNADOES

Severe weather, such as tornadoes, can require us to seek immediate shelter. Once a tornado warning is issued, it is imminent to take shelter in place actions.

Shelter-in-place for Tornado Warnings:

- Seek shelter indoors in a severe weather area
- Move to a windowless interior room away from hazardous materials
- Take cover under a sturdy object or against an interior wall
- Wait for the *all clear* from Pioneer Alert before leaving shelter

The closest severe weather area location is: (Usually stairwell and restrooms with no windows).

ACTIVE ASSAILANT

If an active assailant is in your vicinity, call 911 when it is safe to do so and provide information, including the location and number of assailants(s), description of assailants(s), weapons used and number of potential victims.

If in the same building as the assailant

- **Run:** If it is safe to do so, try to get out of the building. Have an escape route and plan in mind; leave your belongings behind; follow instructions of police officers
- **Hide:** If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Hide in an area out of the shooter's view; provide protection; lock the doors; block entry to your hiding place; silence your phone; wait for law enforcement
- **Fight:** As a last resort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter by: acting as aggressively as possible against him/her; yelling; throwing items and improvising weapons; and commit to your actions

If in a different building than assailant

- Stay in room and lock and/or barricade door upon alert of an active assailant situation
- Turn out lights in room and do not stand near windows

- Be silent and keep others out of room
- Remain in room until all clear alert

Emergency Communications

- **Pioneer Alert** is the university's notification system that sends emergency alerts to phones, emails, and university computers. Maintain updated information through Pioneer Portal
- **Bad Weather Information Numbers** will have messages regarding closures or delays caused by weather
- Follow @TWUReady for preparedness tips and weather information and @PioneerAlert for emergency notification tweets
- Media Outlets, such as WFAA, KDFW, KXAS, KHOU, FOX 26, will be provided campus closure information

7. Responsibility for their own learning and that of their students (during a field assignment).
8. Professional appearance at all times.
9. Professional demeanor (e.g., Remain poised and confident; communicate calmly and respectfully). Professionalism in communication and presentation of yourself among stakeholders.
10. Professional relationships with students and all stakeholders in and out of the P-12 classroom.

TEGES Testing Policy

All students pursuing degree programs leading to initial teacher or professional certification are required to demonstrate certification test readiness before approval will be granted to sit for any state examination. Practice Exams and test resources are available through the TEGES Prep Center. More information on test preparation resources, practice tests, exam fees, and the full testing policy may be accessed via the [TEGES PREP Center webpage](#).

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