

**English 40553: Studies in 19th-Century American Literature:
Recovery and Revitalization in the Field
Section 70; Computer #31946—Spring 2013**

Meeting Times and Classroom: Tues/Thurs 2:00-3:20

Instructor: Dr. Sarah Ruffing Robbins, Lorraine Sherley Professor of Literature

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Office hours: Mondays 3:20-3:50; Wednesdays, 1:00-1:55; and by appointment.

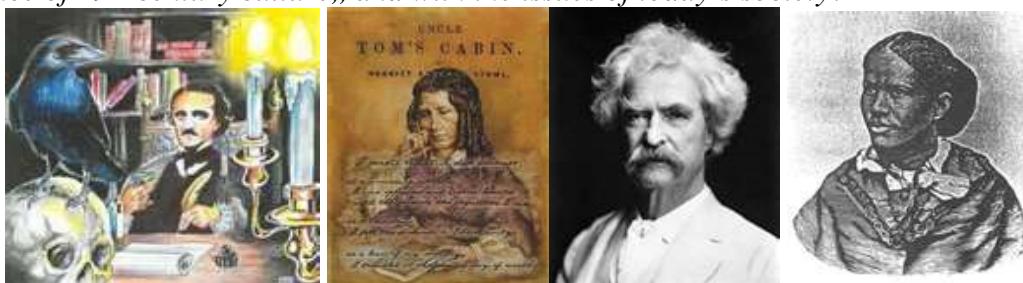
Department web page: <http://www.eng.tcu.edu/oldsite/faculty/profiles/srobbins.htm>

Catalog Description of Course: Concentrated study of American literature, 1800-1899.

Topics, genres, authors, and approaches will vary by semester. May be taken more than once for credit under different sub-headings.

Guiding questions for this semester's offering, focused on recovery and revitalization:

How has the canon of 19th-century American literature shifted over time, and why? What role has the recovery of “lost” texts played in changing that canon? What texts and topics are now central to the sub-field of 19th-century American literature? Why? How can we set those texts in conversation with each other, with more recent literature reflecting the lingering influence of 19th-century culture, and with the issues of today’s society?



Required texts:

Great Tales and Poems of Edgar Allan Poe (Enriched Classics Edition)

http://www.amazon.com/Great-Tales-Poems-Enriched-Classics/dp/1416534768/ref=sr_1_1?ie=UTF8&qid=1355007033&sr=1-1&keywords=Great+Tales+and+Poems+of+Edgar+Allan+Poe

Billy Budd, Sailor by Herman Melville (Enriched Classics Edition)

http://www.amazon.com/dp/1416523723/ref=rdr_ext_tmb

American Indian Stories and Other Writings by Zitkala-Ša (Penguin)

http://www.amazon.com/American-Stories-Legends-Writings-Classics/dp/0142437093/ref=sr_1_1?ie=UTF8&qid=1355007835&sr=1-1&keywords=american-indian-stories

Scribbling Women: Short Stories by 19th-Century American Women (ed. Elaine Showalter)

http://www.amazon.com/Scribbling-Women-Stories-19Th-Century-American/dp/0788197479/ref=sr_1_2?ie=UTF8&qid=1355007877&sr=1-2&keywords=scribbling+women

The Portable Charles W. Chesnutt (Penguin Classics edition)

http://www.amazon.com/Portable-Charles-Chesnutt-Penguin-Classics/dp/0143105345/ref=sr_1_1?s=books&ie=UTF8&qid=1355007995&sr=1-1&keywords=the+portable+charles+chesnutt

Additional required texts linked to small-group and individualized reading:

- 1) *an article-length piece of secondary criticism/scholarship about one of the authors and/or texts we study in the first portion of the course* [chosen from instructor-provided list]
- 2) *a book-length “neo-race” narrative you choose to read with a small group, as the basis for a collaborative oral presentation, focused on your text’s examination/depiction of race in American culture (e.g., a neo-slavery narrative; a text focused on a racial and/or ethnic identity [e.g., Asian American, Native American, Latino, Jewish American, Italian American, Irish American, Arab American]; or a text examining cross-racial identities or relationships)*
[See instructor-provided list of recommendations.]
- 3) *additional reading of a piece of secondary scholarship linked to your major project, an individualized multi-genre portfolio of writing [i.e., response/analysis notebook--#IV in the list below] growing out of your study of the neo-race narrative you select for analysis for the small-group project (#1 above)*
- 4) *texts available online, as indicated below on the tentative course schedule*

Breakdown of Your Grade—Writing, Quizzes/Tests and Presentations

I. Individual oral presentation on a short periodical “recovery reading” (primary text): **10%**

II. Group Presentation and individual write-up on a critical (secondary source) essay: **20%**

Oral presentation by group: **10%**; individual write-up: **10%**

Note: Dr. Robbins will provide a list of options for this assignment.

III. Midterm Test (objective plus essay): **20%**

IV. Group presentation—analysis of neo-race/ethnic literature [small-group choice text]: **10%**

Note: Dr. Robbins will provide a list of options for this assignment.

V. Response/Analysis Notebook [portfolio of your writing on your neo-race narrative]: **20%**

VI. Participation [attendance plus bonus points for participation extra credit options]: **10%**

Basic attendance: 3 points per class period x 31 sessions = 93

Additional options for extra participation credit: attending special events announced in advance; making “value-added” contributions to our work in class (extra credit options)

VI. Average of daily grades for quizzes and short in-class &/or online writing exercises: **10%**

Grading Scale:

A+ = 98-100; A = 94-97; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83;

C+ = 78-79; C = 74-77; C+ = 78-79; C- = 70-73; D+ = 68-69; D = 64-67;

D- = 60-63; below 60 = failing grade

Penalty for late work on major assignments: 5 points per class period late

Preliminary Schedule of Assignments and Activities



Some notes on using this draft schedule:

For each class meeting date listed, you should have *completed* the writing and/or reading listed for that day before you come to class. Often, included with a designated reading, you'll find some indicators of topics to be discussed during class: think about those before, during and after your reading.

Check the course website regularly for any adjustments!



Assignments (whether writing or reading) are due at the beginning of class. If you don't have an assigned piece of writing ready to turn in at the start of class, you should come ahead to class on time so as not to lose the opportunity to participate in shared learning activities—i.e. so as not to lose participation credit or miss an in-class graded activity. The late penalty will apply for any written work turned in after start-up of class, whether during class on the assigned due date or at the beginning of the next class meeting.

I. Canonical Writing—“Major Figures” and Canonicity

January 14: Poetry and Canonicity

Whitman and Dickinson—Key Figures and their Legacies

A) Whitman and Literary Celebrity

1) images of Whitman

<http://whitmanarchive.org/multimedia/image003.html?sort=year&order=ascending&page=1>

<http://www.whitmanarchive.org/multimedia/images/large/086.jpg>

<http://whitmanarchive.org/multimedia/image063.html?sort=year&order=ascending&page=7>

<http://whitmanarchive.org/multimedia/image094.html?sort=year&order=ascending&page=10>

2) poems

a) “When I Heard the Learn’d Astronomer”

<http://www.whitmanarchive.org/published/LG/1867/poems/171>

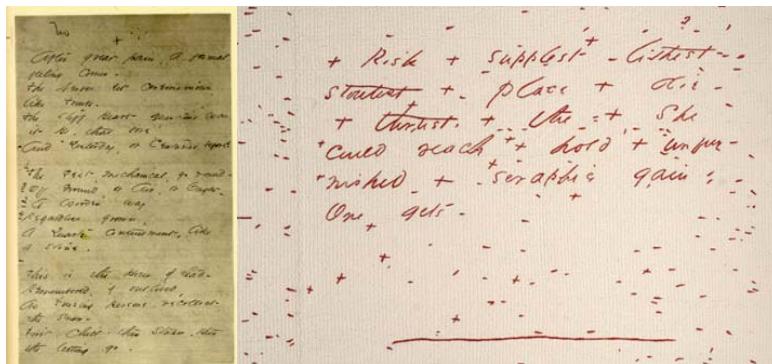
b) “I Saw in Louisiana a Live Oak Growing”

<http://whitmanarchive.org/published/LG/1867/poems/37>

Resource: <http://www.whitmanarchive.org/>

B) Dickinson and Circumscribed Social Space

1) Dickinson's fascicles



<http://www.emilydickinsonmuseum.org/ed/node/109>

2) "This is my letter to the world...."

<http://www.bartleby.com/113/1000.html>

3) "Much madness is divinest sense"

<http://www.bartleby.com/113/1011.html>

Dickinson resources:

http://www.english.illinois.edu/maps/poets/a_f/dickinson/dickinson.htm

And

<http://www.emilydickinsonmuseum.org/>

Poems: <http://www.bartleby.com/113/>

January 16: The "Easy" Fireside Poets vs. Writers Challenging Readers

I. Selected Lyrics from Henry Wadsworth Longfellow



Read the biographical introduction to Longfellow:

<http://www.poetryfoundation.org/archive/poet.html?id=81397>

"The Wreck of the Hesperus"

<http://www.poetryfoundation.org/archive/poem.html?id=173920>

II. Charles Chesnutt's *The Marrow of Tradition*—begin discussion

January 21: Charles Chesnutt's Challenge to Readers—MEET ONLINE!

Continue discussion of Chesnutt's *The Marrow of Tradition* online

See prompts on the eCollege/Pearson online learning website: post one response, at least

January 23: Satire and Social Action: Twain and Chesnutt

A) *Marrow of Tradition*—continue discussion: EC reports and comments from online

B) Twain: "Plymouth Rock and the Pilgrims," 1881

<http://etext.lib.virginia.edu/etcbin/toccer-new2?id=TwaSpee.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=2&division=div1>

Note: If you have trouble going to the individual speech via the links below their titles, go to the main site listed below and then select the speech by title.

<http://etext.lib.virginia.edu/toc/modeng/public/TwaSpee.html>

C) Introduction of Recovery Assignment and questions on syllabus

January 28: Exploring Periodicals; Longfellow as Major Figure

A) Managing the “Recovery Project” assignment:

We'll meet in the TCU library's computer classroom for activities facilitated by Ammie Harrison, humanities librarian, to introduce us to online resources for the “Recovery Project.” Be sure you have read the assignment sheet for this project BEFORE class meets.

B) Longfellow and the Oral Culture of 19th-century Poetry—no need to read ahead

1. “The Tide Rises, The Tide Falls”

<http://www.poetryfoundation.org/archive/poem.html?id=173917>

2. “The Day is Done”

<http://www.poetryfoundation.org/archive/poem.html?id=175166>

C) Complete discussion of *The Marrow of Tradition*: select a “key quote” to highlight

January 30: Hawthorne's Stories; Stephen King's Salute to Hawthorne

A) Hawthorne's Dark View of Puritan Culture: all class members will read this story

“Young Goodman Brown”

<http://etext.virginia.edu/etcbin/toccer-new2?id=HawYoun.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

B) Class members will be assigned to a group to read ONE additional story:

1) “The Minister's Black Veil”

<http://etext.virginia.edu/etcbin/toccer-new2?id=HawMini.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

2) Hawthorne and Science: “The Birthmark”

<http://etext.virginia.edu/etcbin/toccer-new2?id=HawBirt.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

3) Hawthorne and Science: “Dr. Heidigger's Experiment”

<http://etext.lib.virginia.edu/etcbin/toccer-new2?id=HawHeid.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

4) Stephen King's homage, “The Man in the Black Suit” [PDF on course website]

secondary criticism for EXTRA CREDIT participation points:

Zeavin, Lynn. “Extreme Beauty.” *Studies in Gender and Sexuality* 6.1 (Winter 2005): 63-76. [Access via Frog Scholar or download PDF from course website.]

February 4: Poe as a Literary Master: Representative Stories

“The Tell-Tale Heart” from *Great Tales and Poems*, 3 ff.

“The Masque of the Red Death” from *Great Tales and Poems*, 55 ff.

“William Wilson” from *Great Tales and Poems*, 271 ff.

February 6: Poe as Poet



- a) "Israfel"
- b) "Sonnet—To Science"
- c) "Silence"
- d) "Annabel Lee"
- e) "The Raven"

[All are available in *Great Tales and Poems*.]

4 Oral "Recovery" Presentations: [3 pts. extra participation credit for early presenting]

February 11: Poe as Critic; Critics on Poe: Reading Scholars Today

A) Poe on others:

Poe on Longfellow's *Ballads*

<http://xroads.virginia.edu/~HYPER/poe/longfellow.html>

Poe on Hawthorne's Tales

<http://xroads.virginia.edu/~hyper/poe/hawthorne.html>

B) Others Poets on Poe

Whitman:

<http://blsciblogs.baruch.cuny.edu/americanliteratureifall09/2009/12/11/walt-whitmans-letter-about-edgar-allan-poe/>

Richard Wilbur (a poet himself):

<http://www.webofstories.com/play/14732>

C) Poe criticism over time

Read George Graham's defense of Poe:

<http://www.eapoe.org/papers/misc1827/18500301.htm>

Read through the section in our edition beginning on page 387

6 Oral "Recovery" presentations: [2 pts. extra participation credit for early presenting]

February 13: *Billy Budd*—Recovering "Lost" Texts and Forgotten Figures

- a) Melville and *Billy Budd* (Simon and Schuster edition)
- b) Secondary scholarship project—expectations and choices

c) Addressing questions about the test

6 Oral “Recovery” presentations

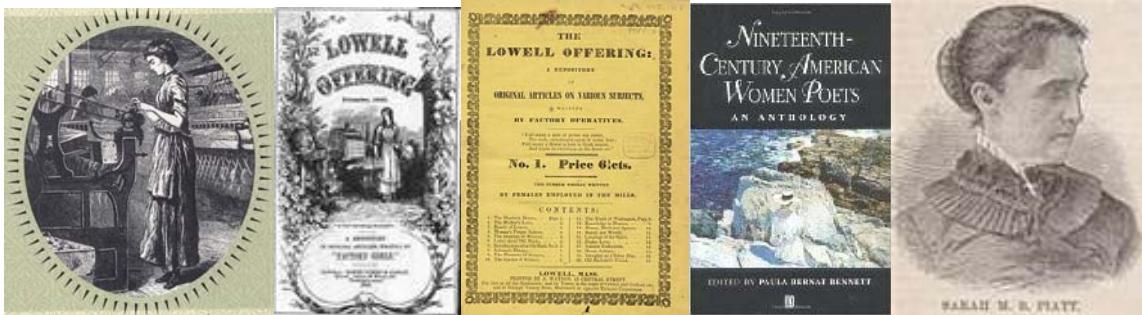
February 18: Poetry’s “Newly Canonized” Figures; Politics of Recovery

I. Recovering Women Poets

a) Sarah Piatt: <https://tspace.library.utoronto.ca/html/1807/4350/poet453.html>

Select two poems that interest you. For each:

- 1) Prepare a brief summary.
- 2) Identify at least one interesting or appealing image/phrase.



b) Lucy Larcom

“Weaving” 134-37 online edition of her Poems:

<http://quod.lib.umich.edu/m/hoa/abk0560.0001.001/148?page=root;rgn=full+text;size=100;view=image>

“The Schoolmistress” 68 ff. online edition of her Poems

<http://quod.lib.umich.edu/m/hoa/abk0560.0001.001/82?page=root;rgn=full+text;size=100;view=image>

c) E. Pauline Johnson

“A Cry from an Indian Wife”

<http://www.poemhunter.com/poem/a-cry-from-an-indian-wife/>

“Marshlands”

<http://www.poetryfoundation.org/poem/182757>

II. Scholarship on the Politics of Recovery

Judith Fetterley, “Commentary: Nineteenth-Century American Women Writers and the Politics of Recovery.” *American Literary History* 6.3 (Autumn 1994): 600-611.

[PDF on course website OR available through Frog Scholar]

4 Oral “Recovery” presentations

February 20: Mid-Term Test

February 25: Reading Secondary Scholarship

a) Whole-group discussion of an example of secondary scholarship focused on ethnicity:

Morgan, Jack. “Broom and Bridget: The Irish Servant and the New England Household.” *New World Irish: Notes on One Hundred Years of Lives and Letters in American Culture*. New York: Palgrave MacMillan, 2011. 73-87. [PDF on course website]

b) Group work on secondary scholarship essays—See separate handout for options.

February 27: **Presentations on Secondary Scholarship; Looking Ahead**

- A) Presentations (Most presentations will be made on this date.)
- B) Looking ahead: Expectations for Neo-Race Project
 - 1) Group presentations
 - 2) Notebook on a Neo-race Narrative

March 4: **Presentations on Secondary Scholarship; Race Literature**

- A) Write-up on secondary reading project due from students who presented on 2/27
- B) Presentations—Complete remaining presentations
- C) Transition to “Race in Literature” Unit—Frances Harper Poems
 - “The Slave Mother”
<http://theotherpages.org/poems/2001/harper0101.html>
 - “Bury Me in a Free Land”
<http://theotherpages.org/poems/2001/harper0105.html>
 - “Eliza Harris”
<http://utc.iath.virginia.edu/africam/afpo03ct.html>

II. Race and 19th-Century American Literature:

March 6: Race Literature and “Neo-Race Lit” Project

Excerpt from “Louisa Picquet, The Octoroon: A Tale of Southern Slave Life.” in DoVeanna S. Fulton Minor and Reginald H. Pitts, editors. *Speaking Lives, Authoring Texts: Three African American Women’s Oral Slave Narratives*. 43-63. [PDF on course website]

NOTE: **Write-up on secondary reading project due from students who presented on 3/4**

Spring Break: Week of March 11

March 18: Abolition and American Literary Production

Read George Aiken: *Uncle Tom’s Cabin* (play version)—Bring your copy to class.

March 20: Abolition and American Literary Production

Explore website-*Uncle Tom’s Cabin and American Culture*: <http://utc.iath.virginia.edu/sitemap.html>. Find one section of interest to you and bring an identifying webpage to class.



Complete reading from and discussion of *Uncle Tom’s Cabin* (play)

March 25: Post-Bellum and Pre-Harlem

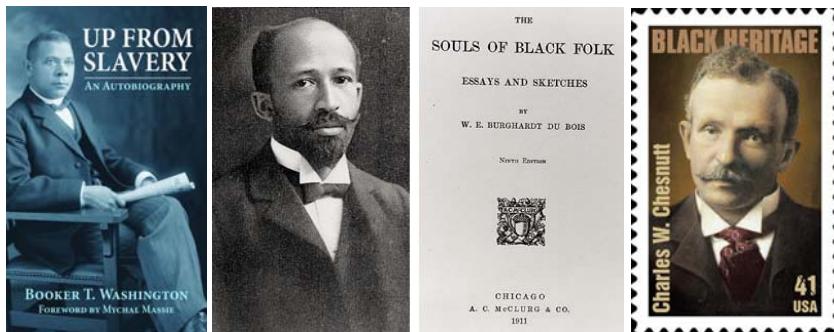
- 1) introduction to *The Portable Charles Chesnutt* (pp xvii-xliv);
- 2) three essays by Chesnutt from *The Portable Charles Chesnutt* (“What Is a White Man?” [451ff] and “The Disenfranchisement of the Negro” [460ff] and “Post-Bellum—Pre-Harlem” [481 ff.])

3) Frances E. W. Harper's Chloe sequence of poems from the *Sketches of Southern Life* collection: <http://etext.virginia.edu/toc/modeng/public/HarLife.html>

Read these poems: "Aunt Chloe," "The Deliverance," "Aunt Chloe's Politics," "Learning to Read," "The Reunion"

March 27: Chesnutt: Representative Stories; Prep for Neo-Race Reports

I. "Po' Sandy" [19ff] and "The Wife of His Youth" [58 ff]—both in *The Portable Charles Chesnutt*



II. Time for Groups to Meet to Prep for Reports on Neo-Race Narratives

April 1: Race-based Prejudice against the Irish: Beyond Black and White

Anti-Irish Sentiment in Periodical Texts

<http://www.victoriana.com/Irish/IrishPoliticalCartoons.htm>

Excerpts from Charles Fanning, editor. *The Exiles of Erin: Nineteenth-Century Irish-American Fiction*. Chester Springs, PA: Dufour, 1997. [PDF on course website]

- 1) Peter McCorry. Excerpt from *The Lost Rosary: or, Our Irish Girls, Their Trials, Temptations, and Triumphs*. 154-160.
- 2) Cleary, Kate McPhelim. "The Stepmother." 236-244.
- 3) O'Higgins, Harvey J. "The Exiles." 255-263.

In-class exercise: Stereotyping the Irish maid in 19th-century advertising cards:

http://www.kennesaw.edu/hss/wwork/domesticity/mh/mh_index2.htm

Extra credit work: Report on Peter D. O'Neill, "Laundering Gender: Chinese Men and Irish Women in Late Nineteenth-Century San Francisco." In *The Black and Green Atlantic: Cross-Currents of the African and Irish Diasporas*. Eds. Peter D. O'Neill and David Lloyd. 113-130.

April 3: Group Presentations—Neo-Race Literature

Note: Groups presenting today will earn a 3-point participation grade bonus.

April 8: Group presentations—Neo-Race Literature

III. Gender and Authorship in 19th-Century U.S. Culture

April 10: Women Writers and Gender-based Themes

I. Historical foundations: "The Declaration of Sentiments"

Read the declaration: <http://www.fordham.edu/halsall/mod/senecafalls.html>

Explore context from the Library of Congress online:

<http://www.loc.gov/exhibits/treasures/trr040.html>

[Select one context piece; print it out and bring to class for discussion.]



II. Stories on gendered identity in American culture [from *Scribbling Women* collection]
a. Gilman, "The Yellow Wallpaper"

b. Glaspell, "A Jury of Her Peers"

April 15: Women Writers Entering the Canon

a. Authorial Career—A Case Study: Fanny Fern

Newspaper essays by Sara Parton (Fanny Fern) –PDFs on course website

b. Freeman, "A Poetess"

c. Woolson, "Miss Grief"

April 17: Stories Becoming Canonical—from *Scribbling Women*

a. "The Story of an Hour"

b. "Life in the Iron Mills"

IV. Literature and Social Reform: Recurring Issues

April 19: Industrialization

	Updates on Final Projects—Status Check on your Progress
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Elizabeth S. Phelps, "The Tenth of January"

<http://books.google.com/books?id=t12F5Bm2yk4C&printsec=frontcover&dq=tenth+of+january+phelps+digital&hl=en&sa=X&ei=tG3DUJbxIZOk8ASptoH4Dg&ved=0CC0Q6AEwAA#v=onepage&q&f=false>

[Scroll down to page 43 of this collection of stories by Phelps.]

Stephen Crane, "In the Depths of the Coal Mine"

<http://ehistory.osu.edu/osu/mmh/gildedage/content/CraneDepths.cfm>

April 22: Immigration



Emma Lazarus

“The New Colossus”

<http://xroads.virginia.edu/~cap/liberty/lazaruspoem.html>

Jacob Riis How the Other Half Lives—“Chinatown” [Chapter IX]

http://books.google.com/books?id=3cFIAAAAYAAJ&pg=PA100&lpg=PA100&dq=how+the+other+half+lives+chinatown&source=bl&ots=mhOKBPF3E &sig=ygr1VA1vHLjs70tZWq6XNQ_kE&hl=en&ei=9P1qTKroFYGKlwfJ_PXtAQ&sa=X&oi=book_result&ct=result&resnum=3&ved=0CCQQ6AEwAg#v=onepage&q&f=false

[Note: the “Chinatown” Chapter begins on page 92 of this edition.]

Sui Sin Far—from *Mrs. Spring Fragrance*

<http://books.google.com/books?id=yV0RAAAAYAAJ&printsec=frontcover&dq=sui+sin+far&hl=en&sa=X&ei=BI-2UN62C4SlqwGqxIH4BA&ved=0CDwQ6AEwBA#v=onepage&q&f=false>

Scroll down to read “Its Wavering Image” (85-95) and “In the Land of the Free,” (161-178)

April 24: Imperialism and/in American Literature—Indian Encounters

Note: All students will read selection I. Students will be assigned to read ONE text from those listed in sections II.

I. Zitkala-Ša: from *American Indian Stories, Legends, and Other Writings*

“Preface” (5-6); “Iktomi and the Muskrat” (16-18); “Impressions of an Indian Childhood” (68-86)

II. Approaches to Depicting the “Indian Problem”

A) Andrew Jackson speech on the Removal

<http://www.pbs.org/weta/thewest/resources/archives/two/removal.htm>

B) Washington Irving’s satirical defense of the Indians—“Right of Discovery”

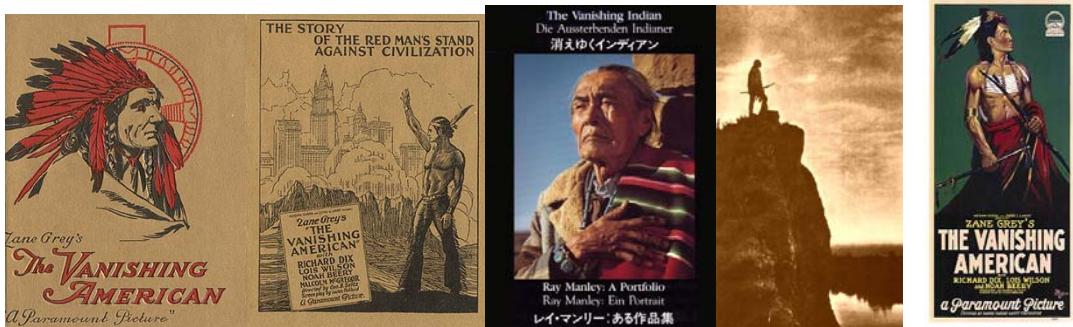
From *The American speaker*, edited by John Frost.

<http://digital.library.pitt.edu/cgi-bin/t/text/pageviewer-idx?c=nietz;cc=nietz;sid=6d853e7b969201a74b28972c476c14c1;q1=indian;rgn=full%20text;idno=00acj4739m;view=image;seq=332;page=root;size=s;frm=frameset>

C) Lydia Sigourney’s poem, “Indian Names”

<http://www.poetryfoundation.org/archive/poem.html?id=182696>

Note: Sigourney’s poem is drawn from a substantial body of literature critiquing the Removal—much of it written by white women opposing the policy.



D) Stereotype of the “Vanishing Indian” –Example 1

J. McLellan, “Hymn of the Cherokee Indian” (131-32)

<http://digital.library.pitt.edu/cgi-bin/t/text/pageviewer-idx?c=nietz;cc=nietz;sid=5319d91f1b6a846f5c8b373cdd198b6f;q1=indian;rgn=full%20text;idno=00ACH1127m;view=image;seq=0133>

E) Stereotype of the “Vanishing Indian” –Example 2

Longfellow, “The Indian Hunter”

<http://digital.library.pitt.edu/cgi-bin/t/text/pageviewer-idx?c=nietz;cc=nietz;sid=6d853e7b969201a74b28972c476c14c1;q1=indian;rgn=full%20text;idno=00acj4739m;view=image;seq=0250>

April 29: The Assimilationist Teaching Agenda

Zitkala-Ša—from *American Indian Stories*: “Introduction” (xi-xxxv); “School Days of an Indian Girl” (87-104); “An Indian Teacher Among Indians” (104-114); “The Red Man’s America” (173); “Americanize the First American” ((242-244); and “Bureaucracy Versus Democracy” (245-246)

May 1: Imperialism and World Politics

I. Turn-of-the-Century Imperialism—the Philippines, Cuba, and....

Kipling: “The White Man’s Burden”

Twain: “To the Person Sitting in Darkness”

Read contextualized presentations for both the above texts at this website:

<http://www1.assumption.edu/users/mcclymer/His130/P-H/burden/default.html>

In class: View images from Twain, *King Leopold's Soliloquy*

II. William Dean Howells, “Editha”

<http://www.wsu.edu/~campbelld/howells/editha.htm>

III. Echoes in more recent post-colonial writing

Jamaica Kincaid, *A Small Place* [PDF excerpt posted on eCollege, course website]

EXAM WEEK

Monday, May 6—assigned exam date: your portfolio due at this time



**Note special, university-assigned time for exam:
Monday, May 6, 3:00—Exam Project Due
“Narrative Notebook” on your “Neo-Race” Reading**

Exam: You will do an informal oral presentation, sharing some aspect(s) of your final project. Attendance during the assigned exam time slot is REQUIRED. Your final project is due at the beginning of the exam period. Projects handed in after the start of that class meeting will incur a late penalty of 5 points per day (5 if handed in anytime later Monday, 10 if handed in anytime Tuesday, 15 if handed in by noon on Wednesday). NO projects will be accepted after noon on Wednesday, May 8.

Policies and Resources

I. University-level policies--

A) Disabilities Statement:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

B) Academic Conduct Policy:

Refer to the *TCU Undergraduate Studies Catalog* (quoted below) <http://www.catalog.tcu.edu/undergraduate/> An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

Academic misconduct.

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. Cheating. Includes, but is not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.

B. Plagiarism. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

C. Collusion. The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials. Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

G. Multiple submission. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. Complicity in academic misconduct. Helping another to commit an act of academic misconduct.

I. Bearing false witness. Knowingly and falsely accusing another student of academic misconduct.

Sanctions. Sanctions will be imposed for acts of academic misconduct. Students may obtain a complete copy of the Academic Conduct Policy in the offices of all the academic deans, the Dean of Campus Life, the Vice Chancellor of Academic Affairs, and the Vice Chancellor of Student Affairs.

II. Additional policies for this class

A) Attendance:

As a significant element in your participation grade, attendance is central to effective performance in the course. More generally, attending regularly supports your learning in a class where much of the work is collaborative and interactive. These are two major incentives supporting regular attendance.

Only official university absences and documented illness are excused absences. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. Absences due to undocumented illness (i.e., no health center or doctor's record/note), attending optional university events, or traveling out of town are unexcused and, in any case, lead to loss of attendance points for days missed.

Students whose absences are due to circumstances beyond their control may appeal on a case by case basis by bringing pertinent documentation to an individually scheduled appointment outside of class time. **Please do not discuss any individual attendance issues during class time.**

Tardies--Please be on time for class. Students who are tardy are a distraction to the whole class. ***On days you are tardy or leave early, one point will be deducted from your 3 potential points earned for attendance.***

(Should you arrive late AND leave early for a class session, two points would be deducted.) Keep in mind that in-class work cannot be made up. For instance, if we do a short writing exercise or have a quiz before you arrive (late) for class, you cannot complete the exercise or quiz for credit later.

B) Connecting to the course website

We have a website we'll use for various activities throughout the course, including sharing resources; accessing handouts for the course; and sending announcements. However, some writing projects should be turned in via paper copy during class time, unless special arrangements are made ahead of time (e.g., you are going to be out of town for a TCU-sponsored athletic competition). Securing handouts and other materials on the website is a basic requirement for the course.

You are responsible for checking the website regularly for updates to the syllabus and adjustments in the assignments for class. In particular, if you are absent, be sure to go to the website for any updates that were announced during a class period you missed.

C) Late Work

Assignments will be due at the beginning of class and will be considered late thereafter. If you know you will be missing a class, you need to submit the assignment ahead of time.

Late papers will be penalized five points for each class period 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*. In other words, if you know you will be missing a class, you need to submit the assignment ahead of time or secure special approval ahead of time for a different submission date.

Note that the exam/final project will not be accepted after Wednesday, May 8, at noon, due to the deadline your instructor must meet for turning in final grades to the registrar.

D) Technology Access and Late Work

This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (e.g., computer crash, printer malfunction, internet connectivity issues) are not acceptable excuses for submitting late work.

Plan ahead to avoid last-minute crises related to due dates.

III. Resources to Support Your Work



The Writing Center: The William L. Adams Center for Writing is an academic service available to all TCU students. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419. Students can also visit the Center for Writing annex in the Information Commons area of the library Sunday through Thursday from 6:00 p.m. to 9:00 p.m. Online tutorials are also available. To make an appointment for either location or to use the online tutorial service, please visit the Center for Writing web site at <http://www.wrt.tcu.edu/>.

New Media Writing Studio

The New Media Writing Studio (NMWS) is available to assist students with audio, video, multimedia, and webdesign projects. The Studio, located in SCHAR 2003, serves as an open lab for use by students during posted hours. The Studio has both pc and Mac computers outfitted with Adobe CS3, which includes Adobe Acrobat, Dreamweaver, Photoshop, Flash, and InDesign. A variety of equipment is available for checkout to students whose teachers have contacted the Studio in advance. For more information and a schedule of open hours, see <http://www.newmedia.tcu.edu/>.

Online Support for Your Writing:

1. The “Tongue Untied” website, a guide to grammar, punctuation, and other editing-related skills: <http://www.grammaruntied.com/index.html>
2. Tips on avoiding plagiarism: <http://ltl.its.psu.edu/plagiarism/tutorial/cutpaste/>

Additional TCU Campus Resources for Students

TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students: Mary Couts Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall, 1022); Student Development Services (257-7855, BLUU 2003); and Office of Religious & Spiritual Life (257-7830, Jarvis Hall), Campus Life (257-7926, Sadler Hall 2006), and the Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).