

English 40553: Studies in 19th-Century American Literature: Globalizing the Field

Section 055; Computer #75467; Fall 2022

Meeting Times and Classroom: Tues/Thurs 2:00-3:20; Reed 319 **Office:** Reed 118

Back-up Zoom link for remote class sessions: <https://tcu.zoom.us/j/97629628701>

Note: TCU's Provost has announced that in-person courses like this one will not be offering remote options. That said, the Covid situation or other contexts may shift, so save the above link as a "just in case" resource.

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

Phone: (817) 257-5146 [Note: Best contact is email, checked throughout the day, not office phone.]

Email: s.robbs@tcu.edu (online daily, M-F, and frequently on weekends; allow 48 hours for response to emails sent on the weekend or on a holiday.)

Office hours: Ts, 3:45-5:00 in Reed 118; ZOOM on Ws, 9:00-10:00 <https://tcu.zoom.us/j/93439160158>

AND by appointment (Please email to request an appointment slot.)

Website and department webpage:

<https://sarahruffingrobbs.com/>; <https://addran.tcu.edu/view/sarah-ruffing-robbs>

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. 3 credits. Prerequisites: [ENGL 10803](#), [ENGL 20803](#), and one 20000-level ENGL/WRIT course.

Guiding questions for this semester's offering, focused on transatlantic approaches:

- How does our understanding of "American" literature shift and expand when we recognize that, despite sometimes being a "national" enterprise, the cultural work of texts, authors, and reception actually operates in a global network, with much of that process being transatlantic?
- How does our understanding of a literary period like "the nineteenth century" shift and expand when we examine earlier forces shaping that era and, conversely, its many afterlives, including today's?
- How does "packaging" (American) literature—including in curricular frameworks like courses and anthologies—shape our views about its meaning and social impact?
- How can we contribute to knowledge-making about this field of study ourselves?



Required texts to purchase:

[Note: These texts were submitted to the TCU Bookstore in April, so they should be available there. It's fine to secure copies from other vendors; just be sure you acquire the editions listed here so you can follow along easily in class discussion and, for Seacole, will have the editor's intro and annotations. I provide links to help you identify the editions.]

Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands*, Penguin edition

- ISBN-10 : 0140439021; ISBN-13 : 978-0140439021

<https://www.penguinrandomhouse.com/books/297038/wonderful-adventures-of-mrs-seacole-in-many-lands-by-mary-seacole/>

E. Pauline Johnson, *Moccasin Maker* CreateSpace Independent Publishing Platform

Important note: This is a facsimile edition without scholarly context; thus, some language patterns and comments by white interlocutors will be points of strong critique in class.

- **ISBN-10** : 1540459012; **ISBN-13** : 978-1540459015

<https://www.amazon.com/Moccasin-Maker-Pauline-Johnson/dp/1540459012>

(This is a very inexpensive edition because it lacks scholarly framing materials.)

Transatlantic Anglophone Literatures, 1776-1920 Edinburgh University Press, 2022

- **ISBN-10** : 1474429831; **ISBN-13** : 978-1474429832

Here is one option for purchasing a copy: <https://tinyurl.com/yvtkb5bk>

Additional required-to-read texts, free online, linked to course projects:

1) Poe and “The Raven” as framed by transatlantic cultural arbiters

- a) Images and parallel text (in French) from the 1875 edition of “Le Corbeau” illustrated by Edouard Manet, translation by Stéphane Mallarmé

<https://www.gutenberg.org/files/14082/14082-h/14082-h.htm>

- b) Images from the Edmund Stedman/Gustave Doré 1884 edition of Poe’s *The Raven*, available on the Library of Congress website in PDF:

<https://www.loc.gov/resource/rbc0001.2003gen37813/?sp=25&st=pdf&pdfPage=11>

- c) Excerpt—“History” in the text commentary by British scholar-biographer John H. Ingram, within his 1885 London edition of *The Raven*, pp. “Preface” and 24-34.

<https://babel.hathitrust.org/cgi/pt?id=cool.ark:/13960/t3qv43f9p&view=1up&seq=9&skin=2021>

2) Excerpts and Images from Mark Twain, *King Leopold’s Soliloquy*

<https://babel.hathitrust.org/cgi/pt?id=hvd.32044014586663&view=1up&seq=3&skin=2021>

3) Images from Henry M. Stanley, *How I Found Livingstone: Travels, Adventures, and Discoveries in Central Africa* (1913 edition; expansion of original 1871 edition)

<https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t2t44kq42&view=1up&seq=9&skin=2021>

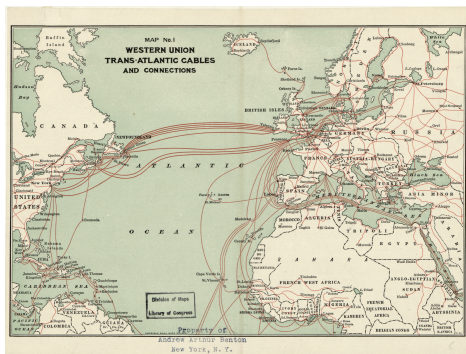
4) William Dean Howells’s “Editha”:

<https://babel.hathitrust.org/cgi/pt?id=umn.31951001232212c&view=1up&seq=250&skin=2021&q1=editha>

- 5) **Reading from a list of primary text possibilities**, as needed for the website publication project you’ll work on in a small-group team: TCU BOX:

<https://tcu.app.box.com/folder/164930685847>

- 6) **At least one article-length piece of secondary criticism/scholarship** about one of the authors and/or texts you work on in a small group, for a website publication [chosen with assistance from the instructor]



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

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

You may drop your lowest quiz/informal write-up score, including a 0 incurred if you miss class on an unannounced quiz/writing exercise day. Make-ups for missed quizzes/in-class exercises as they were originally set up are not allowed. See Sarah if you want to propose an alternative activity that will contribute to your classmates' learning—one make-up allowed beyond the dropping of your lowest score.

II. **Test** (objective + in-class essay-- possible topics provided ahead of test day): **20%** **Sept 20**

III. **Reflect-and-Forecast mini-essay: a tentative project proposal for web entry:** **10%** **Oct 11**

This “project proposal” responds to at least two of the primary texts available to use for the website project. For each text you address, you will give a very brief summary of the primary material's content, propose (a) point(s) to focus on in presenting a headnote to online readers, and offer a brief rationale for why *you* want to work on this text for the small-group project.

IV. Individual **write-up on a secondary source OR image for group project:** **10%** **Oct 27**

Notes: Dr. Robbins will assist your team in selection of appropriate secondary sources. For this assignment, you will write a short individual description and assessment addressing one source or one image that will inform your group's preparation of a headnote for your website publication project of a primary text entry + annotations and commentary. This write-up will be your own response to the secondary source or image.

V. **Small-group website publication project:** **20%** **Nov 29**

See separate assignment directions for this project. For examples from past students, visit the website: <https://teachingtransatlanticism.tcu.edu/sample-page/books/digital-anthology/>

VI. Individual **“Exam” Project--Response/Analysis Writing:** **20%** **Dec 15**

You'll submit a mini-portfolio including revisiting/revising some work you did previously for the course, which could include updating/refining material from IV above, along with a first-person self-assessment of learning in relation to the guiding questions on page 1 of this syllabus. Sarah will provide specific suggestions for doing this task.

VII. **Participation** [Attendance, plus bonus points for participation extra credit options]: **10%**

Basic attendance: 3.5 points per class period x 28 sessions = 98 score

NOTE: Missing 2 class sessions (and 7 points), you'd still have a low A (91, A-) grade.

Additional options for extra participation credit: attending special events announced in advance; making pre-arranged “value-added” presentations in class; turning in extra write-ups shareable with classmates (all providing extra credit point options to a max 100 score.)



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.

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- = 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 unless you make arrangements ahead of time for delayed submission.

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. Typically, for each designated reading, you'll find some indicators of topics to be discussed during class by logging on to the D2L "prep guide" for that session: think about those before, during and after your reading. Check the course website regularly for any adjustments!

UNIT 1: FIGURES, GENRES, AND THEMES IN TRANSATLANTIC AMERICAN LITERATURE

Aug 23 and 25: How we conceive and represent 19th-c transatlantic culture

Getting started on course questions

Introducing the website project: sharing by graduate student members of web team

Doing initial reading around figures/authors and "big-picture" themes

Reading Poe transatlantically + Reading some website writings

- a) Images and parallel texts from the 1875 edition of "Le Corbeau" illustrated by Edouard Manet, translation by Stéphane Mallarmé

<https://www.gutenberg.org/files/14082/14082-h/14082-h.htm>

- b) Images from the Edmund Stedman/Gustave Doré 1884 edition of Poe's *The Raven*, available on the Library of Congress website in PDF:

<https://www.loc.gov/resource/rbc0001.2003gen37813/?sp=25&st=pdf&pdfPage=11>

- c) Excerpt—"History" in the text commentary by British scholar-biographer John H. Ingram, within his 1885 London edition of *The Raven*, "Preface" and pp. 24-34.

<https://babel.hathitrust.org/cgi/pt?id=cool.ark:/13960/t3qv43f9p&view=1up&seq=9&skin=2021>

Aug 30 and Sept 1: Transatlantic Poetry and Cultural Afterlives



Reading introductions and responses to Pauline Johnson and her poetry

Essay by an historian writing for *Canadian Geographic*: <https://tinyurl.com/yw83a3c4>

Essay by a literature scholar writing for an academic journal: <https://tinyurl.com/5n84p8kw>

Reading Phillis Wheatley Peters' poetry and response texts

Original publication version:

<https://archive.org/details/poemsonvariousu00whea/page/n7/mode/2up>

Likely readings: "To the King's Most Excellent Majesty. 1768," "To Captain H-D, of the 65th Regiment," "To a Lady on her coming to North America," "A Farewell to America" and opening testimonials of authenticity here:

<https://babel.hathitrust.org/cgi/pt?id=uiuc.5618715&view=1up&seq=12&skin=2021>

Connecting texts:

An early twentieth-century edition:

<https://babel.hathitrust.org/cgi/pt?id=uc2.ark:/13960/t05x25j8h&view=1up&seq=7&skin=2021>

Excerpts from an early biography and letters:

<https://babel.hathitrust.org/cgi/pt?id=emu.010001353748&view=1up&seq=11&skin=2021>

Eve Ewing response poem “1773” in *The 1619 Project*

https://archive.org/details/1619project/full_issue_of_the_1619_project/page/n41/mode/2up

Sept 6 and 8: Mary Seacole as Transatlantic, Transnational Figure

Wonderful Adventures of Mrs. Seacole in Many Lands (Penguin Classics edition, please!)

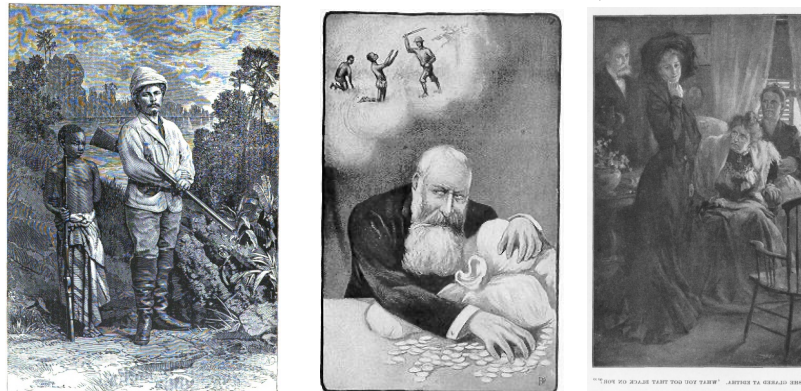
11-47 and 69-83 (skip 48-68); 110-144 and 153-171 (skip 144-53)

Sections of the introduction will be read via small-group assignments and synthesized for the whole class: xv-xxi top, early life; xxi-xxix top, race and gender; xxix-xxxvi-bottom, Crimea, xxxvi bottom-xlii, public response and later life. During class, we'll examine the “To the Reader” appendix.

Excerpt from a new biography, *In Search of Mary Seacole, the making of a cultural icon*:

<https://helenrappaport.com/mary-seacole-black-victorian-history/in-search-of-mary-seacole/>

Sept 13 and 15: 19th-c Narratives in Transatlantic, Transnational Contexts



Images from Stanley, Twain, and Howells narratives

Reading American presence in, and views of, Africa transatlantically

Images from Henry M. Stanley, *How I Found Livingstone: Travels, Adventures, and Discoveries in Central Africa* (1913 edition; expansion of original 1871 edition)

<https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t2t44kq42&view=1up&seq=9&skin=2021>

Excerpts and Images from Mark Twain, *King Leopold's Soliloquy* (1905)

<https://catalog.hathitrust.org/Record/100323437> {Click “full view.”}

[See D2L/TCU Online for specific directions for skim-looks through the above texts.]

American Manhood and Transatlantic, Transnational Imperialism

William Dean Howells's “Editha” (originally published 1905)

<https://babel.hathitrust.org/cgi/pt?id=umn.31951001232212c&view=1up&seq=250&skin=2021&q1=editha>

Christopher F. Johnston (2012) 'A Man, So Very Nearly Perfect': William Dean Howells' 'Editha', the Spanish American War, and American masculinity in the late nineteenth century, *Journal of War & Culture Studies*, 5:3, 249-259, DOI: [10.1386/jwcs.5.3.249.1](https://doi.org/10.1386/jwcs.5.3.249.1) [in D2L]

Exploring Resistant Women Writers' Transnationally-Oriented Prose

Pauline Johnson prose from *Moccasin Maker*

“My Mother” Part I (15-29), “Catherine of the Crow’s Nest” (72-87); “A Red Girl’s Reasoning” (88-111), “A Pagan in St. Paul’s Cathedral” (123-127), “The Nest Builder” (175-180)

Extra Credit options: “My Mother” II (30-44); III (45-57); IV (58-72)

In-class “Book History”: view archival *Moccasin Maker*: <https://tinyurl.com/2p8vkrzb>

Sept 20

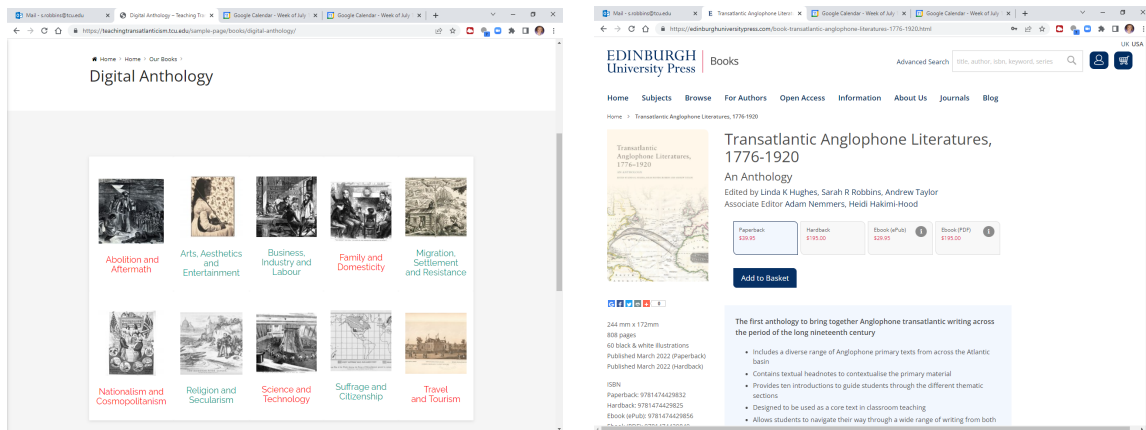
9/20: Test in class [Note: You’ll complete and turn in the objective portion first, then have the remainder of the class period for essay-writing from a set of potential topics provided to you in the previous week.]

UNIT 2: ANTHOLOGIZING TRANSATLANTIC AMERICAN LITERATURE

Sept 22: Introduction to print anthology

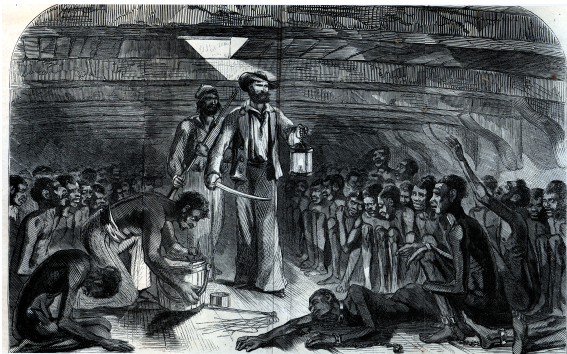
Read the introduction to the anthology (everyone)

Read one of the section introductions (assigned to “reading pairs” ahead of class time)



Note: For specific entries to read in each section of the print anthology, go to the preparation guide for individual weeks and class sessions in TCU Online/D2L.

Sept 27 and 29: ‘Abolition and Aftermath’ excerpts



Below deck on a slave ship from Africa



From Nevinson’s “new slavery” journalism

For September 27:

Phillis Wheatley, poem to Dartmouth (15-16)
Wilberforce, excerpt from *An Appeal* (22-25)
Mary Prince, excerpt from *The History of Mary Prince* (26-31)
Frederick Douglass, 'Preface' (33-36)
William Wells Brown, 'London Anti-Slavery Speech' (44-48)
'Affectionate Letter' and responses (49-57)
'Dramatic Readings by a Coloured Native of Philadelphia' (57-60)

For September 29:

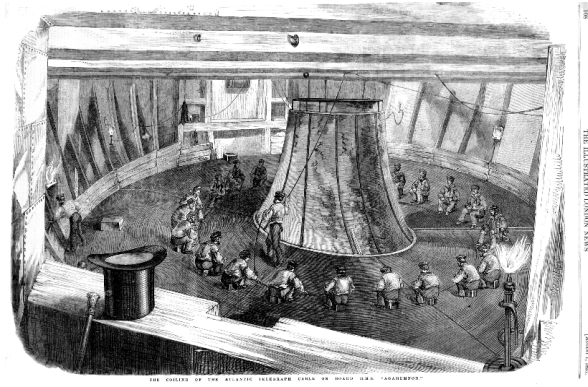
'Abolition of Slavery by the Cherokee Indians' (75-77)
Fisk Jubilee Singers—song lyrics (78-79)
Celestine Edwards, introduction for *Lynch Law* by Ida B. Wells (82-85)
Henry W. Nevinson, excerpt from 'The New Slave-Trade' (85-90)
W. E. B. DuBois, 'Returning Soldiers' (90-92)

Also for September 29, **for a quiz grade**, post a written response (in the googledoc provided) to ONE of the questions provided in your preparation guide for this class session.

Oct 4: 'Business and Industry' and 'Science and Technology'



Image from Seacole's autobiography



Laying the transatlantic telegraph

Read both section introductions: BIL: 159-165 and ST: 556-60

'Business and Industry' entries:

'An African Work Song', 165ff.
'Periodical Literature of the North American Indians', 182ff.
Andersen, 'The Little Match Girl', 190ff. [SR]
Parton, From 'Bridget As She Was, and Bridget As She Is', 217ff. [SR]

"Science and Technology" entries:

"Letter from Dr. Franklin," 561ff.
"Nineteenth-Century Responses to Cholera Epidemics," 576ff.
Blackwell, From *Pioneer Work in Opening the Medical Profession*, 615ff.
Muir, From *The Story of My Boyhood and Youth*, 626ff.

OCTOBER 6: Fall Break

Oct 11 and 13: Reading for Your Project; ‘Religion and Secularism’

For October 11—Writing assignment due

Response/prospectus essay due on at least two primary text options for the web project [This write-up produces a 10% stand-alone grade for each of you; see directions in TCU Online]

For October 13: ‘Religion and Secularism’ entries

Read the section introduction.

Wheatley, ‘On Being Brought from AFRICA to AMERICA’, 405ff.

Priestley, From ‘Preface’ to *The Present State*..., 488ff.

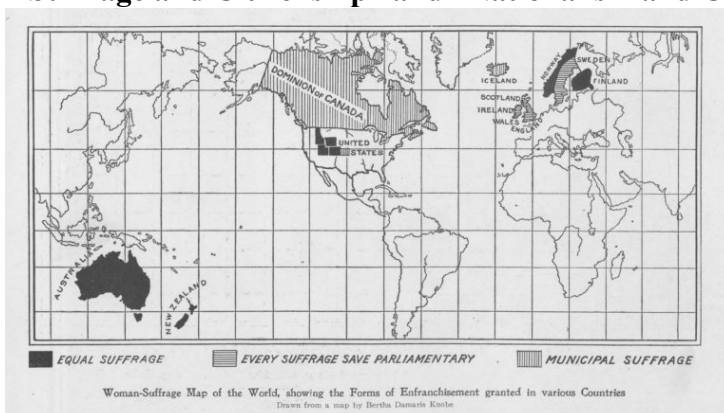
Jameson, From ‘Religious Opinions’ in *Winter Studies and Summer Rambles*, 508ff.

Youth’s Companion, ‘Irish Jim’, 519ff. [SR]

Hutchinson, From ‘The Fifth Gospel’, *Gospel According to Darwin*, 541ff.

Select ONE additional primary text from the section, based on your own interests. Read and prepare a BRIEF summary and/or response.

Oct 18 and 20: “Suffrage and Citizenship” and “Nationalism and Cosmopolitanism”



For October 18: “Suffrage and Citizenship” entries

Dessalines, From *The Haitian Declaration of Independence*, 641 ff.

Chapman, ‘The Times that Try Men’s Souls’, 650ff.

Douglass, From ‘What to the American Slave Is Your 4th of July?’, 666ff.

Harper, ‘Maceo’, 682ff.

Bonnin/Zitkala-Ša, ‘Editorial Comment’, 699ff. [SR]

Also: Read the section introduction.

Select ONE additional primary text from the section, based on your own interests. Read or skim and prepare a BRIEF summary and/or response.

For October 20: “Nationalism and Cosmopolitanism” entries

Emerson, ‘Result’ From *English Traits*, 432ff.

Browning, ‘A Curse for a Nation’, 438ff.

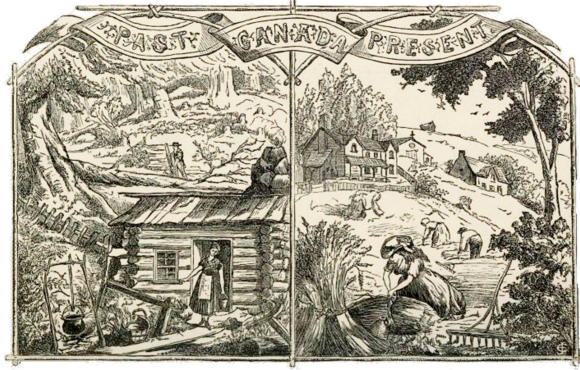
Kipling, 'The White Man's Burden', 457ff.

Parker, From 'The American Indian in the World Crisis', 466ff. [SR]

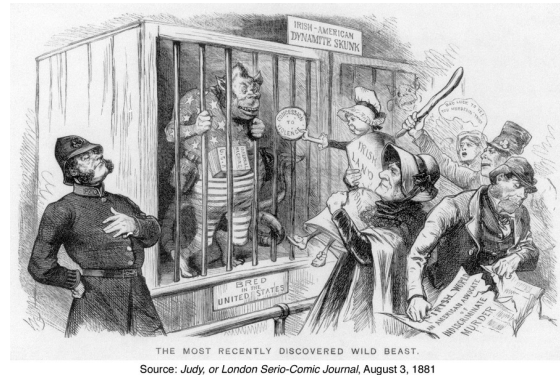
Also: Read the section introduction.

Select ONE additional primary text from the section, based on your own interests. Read or skim and prepare a BRIEF summary and/or response.

Oct 25 and 27: "Migration, Settlement, and Resistance" & Applied Research



Frontispiece for *Roughing It in the Bush*



Political cartoon stereotyping Irish immigrants
Source: *Judy, or London Serio-Comic Journal*, August 3, 1881

For October 25: Migration, Settlement, and Resistance entries

Joseph Brant, 'Speech of Captain Brant to Lord George Germain', 323ff.

Campbell, 'The Emigrant', 332ff.

Moodie, From *Roughing It In The Bush*, 354ff. [SR]

McNabb, 'The Life Story of an Irish Cook', 374ff.[SR]

Also: Read the section introduction.

For October 27: Writing assignment due:

Your individual write-up on a secondary source supporting your website project and/or on an image that you'd like to incorporate in your project. See TCU Online for specific directions.

Nov 1 and 3: Travel and Tourism & Art, Aesthetics, and Entertainment

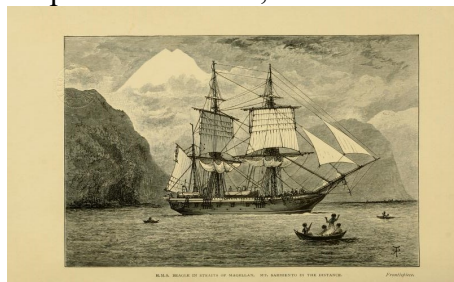
For Nov 1: "Travel and Tourism" entries

Dickens, From *American Notes*, 714ff.[SR]

Nancy Prince, From *A Narrative of the Life and Travels*, 731ff.

Clemens/Twain, From *Innocents Abroad*, 746ff.

Langston Hughes, 'The Negro Speaks of Rivers', 767ff.



HMS Beagle—ship for Darwin's research travels

Note: You'll have in-class working time on 11/1 with your group for part of the class session.

For Nov 3: ‘Art, Aesthetics, and Entertainment’ entries



Oscar Wilde as photographed by Napoleon Sarony

Irving, From ‘English Writers on America’, 108ff.

Douglass, ‘Dempster’, 119ff.

‘Buffalo Bill and the Wild West’, 134ff. [SR]

Symonds, From *Walt Whitman*, 153ff.

Nov 8 and Nov 10: ‘Family and Domesticity’ & Writing Workday

Note: During class on 11/8, you’ll have time for a short touch-base with your team to ensure that you have a plan for a team meeting during class time on November 10. No class 11/10.

For Nov 8: ‘Family and Domesticity’ entries

Two Jamaican Songs from *West India Customs and Manners*, 251ff. [SR]

Nineteenth-Century Transatlantic Dickensian Christmas Narratives, 257-259,
skimming Rinder rather than reading closely 9Rinder-259ff)

Seacole, Christmas excerpt from *Wonderful Adventures of Mrs. Seacole*, 275ff. [skim-SR]

Piatt, ‘Two Sabbath Parties’, 300ff.



Illustration for Charles Dickens’ *A Christmas Carol*

For Nov 10: Writing workday

Planning and Working in Teams: Rather than meeting as a whole class on 11/10, you will use this session to work with your website project team.

UNIT 3: Reflections and Assessments

Nov. 15 and 17: Continued Workshopping and Revising of Projects

For Nov 15: Annotations; Planning for Headnotes and Images

Provide status-of-project check-ins
Workshop annotations and plans for headnotes
Present at least one image you plan to include

For Nov 17: Headnotes and Images

Present drafted headnotes incorporating secondary sources
Workshop toward revisions
Preparing Image Citations and Checking Resolution Quality


Nov. 22 and 24—no class meetings: THANKSGIVING BREAK

Nov 29 and Dec 1: Project Presentations

Tuesday 11/29: Several teams present finished website projects to the whole class
Thursday, 12/1: Several teams present finished website projects to the whole class

December 6

Thursday 12/6—Informal in-class writing and workshopping for individual exam portfolios

	Note special, university-assigned time for exam: Thursday, December 15, 2:00 p.m.
---	--

Exam: Your final writing assignment—which produces your individual exam grade—is due for electronic submission at the registrar-assigned time for the exam period, on or before Dec. 15 at 2:00 p.m. Projects handed in after 2:00 p.m. incur a late penalty of 5 points (5 if handed in anytime later that day, 10 points if handed in between 11:59 p.m. that day and noon on Dec. 16). NO projects can be accepted after noon on Dec. 16, due to the registrar's required turn-in deadline for instructors to submit final grades. If you cannot turn in a completed project by then, you should either submit whatever you have ready OR send an email to Sarah, no later than 11 a.m. on Dec., 16, requesting an incomplete for the course and providing a rationale. Thank you!

COURSE POLICIES AND GUIDING PRINCIPLES

Native Land Acknowledgement

TCU acknowledges the many benefits, responsibilities, and relationships of being in this place, which we share with all living beings. We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially

acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.

For more on TCU's land acknowledgement, go to this webspace:

<https://tinyurl.com/58kun4hj>

I hope you will visit TCU's Native American Monument, installed near Jarvis Hall on October 15, 2018. The monument celebrates and acknowledges all Native peoples who have lived in this region. A key statement on the monument notes "This ancient land, for all our relations," also stated in Wichita: ti?i hira:r?a hira:wis hakitata:rira:rkwe?ekih.

This phrase reflects that all living beings inhabiting this land—humans, animals, birds, insects, fish, plants, rocks, rivers, and all else—are connected and related. The Wichita and Affiliated Tribes, as well as other Native Americans, have been living in the region now known as north Texas for hundreds of years, and their ancestors for much longer than that. Through their ancient connection to this land, these peoples developed ways of living here in a positive, beneficial, and respectful manner. This acknowledgment honors their success in living with this ancient land and puts our knowledge—the knowledge produced and learned at TCU—in the context of this ancient land.

Multi-faceted Diversity in the Classroom

One goal central to our classroom community is to be sensitive to all kinds of diversity and associated strategies we can cultivate to support inclusive excellence. For example, we want to be aware that practices honoring neurodiversity would include supporting any student confronting a shutdown, burnout, or meltdown linked to neurodivergent bodymind. Likewise, students confronting stresses associated with their or their family members' status as recent or longtime immigrants should find this classroom a safe space of support. Also, anyone facing economic pressure should not hesitate to request support in securing required texts. (Along those lines, many readings for the course freely available in TCU D2L; access to that webspace for the class will extend at least a week beyond the timeframe of the semester and thereby allow alumni/ae of the course to secure copies of readings later. Consider taking some time soon after the semester ends to download optional readings and other materials you may not have secured during the semester.)

Pronouns and Identity

Names and pronouns are deeply personal. Making assumptions about them can cause harm. In this class, we will respectfully use whatever name and pronouns peers, authors, and community members ask us to use. If we make a mistake, we will respectfully correct ourselves.

TCU Resources for Students

Campus Offices

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2nd floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Couets Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)

- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2nd floor)

Dealing with Illness or Symptoms of Illness

Covid-19 is still affecting all of us, even those who may never be diagnosed with the disease. In a community such as TCU's we have a special responsibility to look out for each other. One person contracting the disease can quickly—with no intention of doing so—become a super-spreader, because we're in an environment where lots of people come into contact with each other every day. Please honor TCU's guidelines, including the recommendations to stay fully vaccinated (including available boosters); respect others' decisions about masking.

If you have any symptoms, or if you've come in contact with someone who's been diagnosed or come in contact with someone who's been diagnosed, please take careful steps to protect others and yourself. Do not attend class or in-person meetings if you are feeling ill. If you have no symptoms but have been exposed, please get tested.

Rest assured that I (Sarah, your instructor) will understand if you need to miss one or more sessions to deal with a medical situation of your own or one involving family members or friends whose health you are supporting. Just let me (Sarah) know as soon as possible. Don't feel you must share personal specifics, on the one hand; on the other hand, I'm always happy to listen and help you find the best places to go to get support. Let's all stay safe and support each other—physically, mentally, and emotionally.

Attendance Policy and Late Work

Participation makes up 10% of your grade in this class. If you arrive more than 20 minutes late to class, this will count as an absence. If you arrive less than 20 minutes late, or leave less than 20 minutes early, you will be marked tardy and receive 2 attendance points for the session rather than full credit.

Note that you have multiple opportunities for making up absences via attendance at campus events (in-person or virtual) or pre-approved alternate events/activities/reading-and-writing responses related to course content. Also, note that you may request pre-approval of an absence without sharing specific information if you need to miss for personal (health) reasons.

Late work is acceptable if arrangements are made before the due date. If you have an official university absence, you can submit any assignments from the day of your absence before the next class session, provided you have made arrangements in advance. Note that *the university attendance policy states that regular and punctual class attendance is essential and that no assigned work is entirely excused because of absence, no matter what the cause.*

Participation grade reminder: 28 meetings for the course—3.5 points for full attendance at each meeting = grade of 98, meaning that it's possible to miss a couple of class meetings and still earn at least an A-minus for participation.

Note: You may also earn 3.5 additional points—thereby “making up” for a missed class meeting—by attending a pre-approved (online or in-person) campus event and providing a written reflection.

Maximum grade for participation grade = 100%; see its connection to the overall grade outlined earlier in syllabus.

PENALTY FOR LATE WORK SUBMISSION for which advance arrangements not made with Sarah: 5 points per day late. Please do let me (Sarah) know if you need an adjustment in a due date.

Grade Appeals

See the university policy here: <https://tcu.codes/policies/academic-affairs/grade-appeal/>

Technology Guidance for our Class and Netiquette

You may take notes on a laptop or tablet during class time, and you may use devices to look up information relevant to our discussions. (For instance, you may use a cell phone to look up information relevant to class work while joining in a Zoom discussion on a tablet or laptop.)

Otherwise, please do limit your use of cell phones to break time or before/after class sessions. **No portion of the class should be recorded without the prior consent of all present.**

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. That is, the same expectations for classroom courtesy apply online as they do in person. Please be respectful of other students. Foul discourse cannot be tolerated. Do take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>). 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. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>). Please [review TCU's guidelines on electronic communications](#) (email, text messages, social networks, etc.) from the [Student Handbook](https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/): <https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>

Need training on using ZOOM?: https://www.youtube.com/watch?v=rC7OyDjasBs&feature=emb_title

Additional University-Level Syllabus Disclosures

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; 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; substituting for another student or permitting another student to substitute for oneself.
- **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. *[If you are using Turnitin, place information about your course ID/password or state that items will be checked as part of the TCU Online assignment submission process. If you want to use Turnitin as a spot check, indicate that you may use Turnitin for plagiarism detection.]*
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **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.

- **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.
- **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.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

Anti-Discrimination and Title IX Information

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>](#)

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any

conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors.

Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at

<https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Supplemental Statement on Disability Support from the Instructor/Sarah Robbins
I am committed to your success in this class. Please don't hesitate to let me know if you need accommodations to support your work, even if they are not included in official paperwork from the university. I'm always happy to discuss and plan for individualized contexts.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](https://publicsafety.tcu.edu/less-safety-maps/) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

Option 1: Access via my.tcu.edu > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/) (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

How This Course Will Use TCU Online

You should visit TCU Online materials for this course multiple times each week and always check in a day or two before each class session. You are expected to stay up-to-date on materials in the "Content" section, including syllabus revisions.

Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](https://www.d2l.com/products/pulse/) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>