

ENGL 5315: Theory and Methods

Instructor: Dr. Marcos J. Del Hierro (mdelhierro@tamusa.edu)

Meeting Date and Time: Wednesdays, 5:30-8:15

Meeting Place: Zoom

Semester: Spring 2024

Office Hours: Tuesdays and Thursdays, 12:30-2:00 pm

Office Location: Classroom Hall 314B

Course Description

This course will introduce students to critical theory through reading examples and analyzing their uses in fields pertaining to English Studies (Literature, Writing Studies, Creative Writing, Ethnic and Cultural Studies, etc.). Students will also experiment with applying and creating theory.

Learning Outcomes:

- To develop an understanding of key terms, scholars, issues, and controversies pertaining to theory and methods.
- To practice theorizing.
- To develop and refine professional habits.

Course Assignments

1. **Daily Writing:** A key indicator of success in academia is daily writing. Those who acquire a daily writing habit are more likely to publish, finish their degree requirements on time, get jobs, get fellowships, get tenure, and experience reduced stress. (25% of total grade)
 - Writing must reflect the week's reading unless otherwise directed.
 - There is no minimum or maximum word count; however, I reserve the right to judge the quality of each entry. Completion of each day's entry is all you need to do to earn credit unless I assess that the entry does not fill my expectations.
 - Late submissions are not allowed, and students can't make up missing entries if they are sick or absent.
2. **Presentation on a Supplemental Reading:** Students will present on a supplemental reading related to the week's topic. The goal is for students to successfully teach the rest of the class. There will be a sign-up sheet for students to select a date and reading. (25% of total grade)

3. **Bibliography Project:** Students will compose a bibliography of twenty-five sources related to an interest related to the course. Students will be required to open a Zotero account to record and maintain their bibliography. (25% of total grade)
4. **Final Paper:** Students will write a research-based 10-20 page paper with the potential of being used as a conference presentation and/or a submission to an academic journal. (25% of total grade)

Required Book and Supplies

- Writing supplies.
- Access to your TAMUSA digital resources (email, Zoom, Blackboard, TAMUSA Library).

Attendance Policy

I expect students to participate regularly, but I also acknowledge that we are in extraordinary times because of the COVID pandemic and social unrest. My teaching philosophy is based on inclusivity rather than traditional models, which use attendance policies to punish and exclude students coming from marginalized communities and identities. In case of an unexpected event and/or struggle, please contact me as reasonably soon as possible.

Late Work

If you miss a deadline, please submit your work as soon as possible. The only assignments that will not be accepted late are daily writing submissions.

IMPORTANT POLICIES AND RESOURCES

(As provided by the Office of Academic Affairs)

Academic Accommodations for Persons with Disabilities The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources As a college student, there may be times when personal stress interferes with your academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and

returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student's website](#) or by reaching out via dos@tamusa.edu. Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student's Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

Military Affairs Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and in special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu, or (210)784-1397.

Religious Observances Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M

University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information, veteran status, gender identity, or gender expression in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.

4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Writing, Language, and Digital Composing Center The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Class Schedule

*Note that this schedule is for planning purposes only and is subject to change.

Week One	Introductions	
Week Two	Deconstruction	
Week Three	Decoloniality	
Week Four	Constructions of Race	
Week Five	Studies of People Doing Things	
Week Six	Theorizing Space and Place	
Week Seven	Women of Color Theorizing Like Nobody Business	
Week Eight	Ethnographic Methods	
Week Nine	Spring Break	
Week Ten	Theorizing the Body	
Week Eleven	Home Grown Theorizing	
Week Twelve	CCCC	
Week Thirteen	Grad Student Happy Hour	
Week Fourteen	Theorizing In and Around Boundaries	
Week Fifteen	TBA	
Week Sixteen	Final Exams Week	

Required and Supplemental Reading List

- Abarca, Meredith E. *Voices in the Kitchen: Views of Food and the World from Working-Class Mexican and Mexican American Women*. 1st ed, Texas A&M University Press, 2006.
- Alexander, Kara Poe, and Lisa Shaver. “Disrupting the Numbers: The Impact of a Women’s Faculty Writing Program on Associate Professors.” *College Composition and Communication*, vol. 72, no. 1, 2020, pp. 58–86.
- Allen, Laura L. “Handling Family Business: Technical Communication Literacies in Black Family Reunions.” *Technical Communication Quarterly*, vol. 31, no. 3, Sept. 2022, pp. 229–44.
- Anzaldúa, Gloria. *Borderlands: La Frontera: The New Mestiza*. 4th ed. San Francisco: Aunt Lute Books, 2012.
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- Baker-Bell, April. *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Routledge, 2020.
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- Bell, Derek. “Who’s Afraid of Critical Race Theory?” *University of Illinois Law Review*, 1995, pp. 893–910.
- Bizzaro, Resa Crane. “Shooting Our Last Arrow: Developing a Rhetoric of Identity for Unenrolled American Indians.” *College English*, vol. 67, no. 1, Sept. 2004, p. 61. DOI.org (Crossref), <https://doi.org/10.2307/4140725>.
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- Cheng, Wendy, and Rashad Shabazz. *Introduction: Race, Space, and Scale in the Twenty-First Century*. p. 7.
- Cobos, Casie. *Embodied Storying, a Methodology for Chicana Rhetorics: (Re)Making Stories, (Un)Mapping the Lines, and Re-Membering Bodies*. 2012. Texas A&M University College Station, Dissertation, <https://tamusa.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/embodied-storying-methodology-chicana-rhetorics-re/docview/1221527843/se-2?accountid=130967>.
- Cortez, José M., and Romeo García. "The Absolute Limit of Latinx Writing." *College Composition and Communication*, vol. 71, no. 4, June 2020, pp. 566–90.
- Culler, Jonathan D., editor. *Deconstruction: Critical Concepts in Literary and Cultural Studies*. Routledge, 2003.
- Del Hierro, Marcos. "Fighting the Academy One Nopal at a Time." *El Mundo Zurdo 2: Selected Works from the Meetings of The Society for the Study of Gloria Anzaldúa*, edited by Norma E. Cantú et al., Aunt Lute Books, 2012, pp. 155–64.
- Derrida*. Zeitgeist Films, 2002.
- Dolmage, Jay. "'Breathe Upon Us an Even Flame': Hephaestus, History, and the Body of Rhetoric." *Rhetoric Review*, vol. 25, no. 2, Apr. 2006, pp. 119–40. *DOI.org (Crossref)*, https://doi.org/10.1207/s15327981rr2502_1.
- Druschke, Caroline. "A Trophic Future for Rhetorical Ecologies." *Enculturation: A Journal of Rhetoric, Writing, and Culture*, no. 28, Feb. 2019, <http://enculturation.net/a-trophic-future>.
- Edward Said on Orientalism: "The Orient" Represented in Mass Media*. Media Education Foundation, 1998.
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- HAAS, ANGELA M. "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice." *Studies in American Indian Literatures, Series 2*, vol. 19, no. 4, 2007, pp. 77–100.
- Harley, J. B. *MAPS OF THE EVERYDAY: HABITUAL PATHWAYS AND CONTESTED PLACES*. p. 32.
- Heffernan, Troy. "Sexism, Racism, Prejudice, and Bias: A Literature Review and Synthesis of Research Surrounding Student Evaluations of Courses and Teaching." *Assessment & Evaluation in Higher Education*, Mar. 2021, pp. 1–11. DOI.org (Crossref), <https://doi.org/10.1080/02602938.2021.1888075>.
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- Introduction: Approaches to Rhetoric in a Post-Truth Age: Pedagogies, Activism, and Platforms | Enculturation*. https://www.enculturation.net/approaches_to_rhetoric_post-truth. Accessed 26 Aug. 2022.
- June, Audrey Williams. *Want to Be Productive and Set Smart Goals for Your Break? Here's How*. p. 5.

- Kelley, Robin D. G. “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South.” *The Journal of American History*, vol. 80, no. 1, June 1993, p. 75. *DOI.org (Crossref)*, <https://doi.org/10.2307/2079698>.
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- King, L. “Rhetorical Sovereignty and Rhetorical Alliance in the Writing Classroom: Using American Indian Texts.” *Pedagogy Critical Approaches to Teaching Literature Language Composition and Culture*, vol. 12, no. 2, Jan. 2012, pp. 209–33. *DOI.org (Crossref)*, <https://doi.org/10.1215/15314200-1503568>.
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- Legg, Emily, and Adam Strantz. “‘I’M SURPRISED THAT THIS HASN’T HAPPENED BEFORE’: An Indigenous Examination of UXD Failure during the Hawai‘i Missile False Alarm.” *Equipping Technical Communicators for Social Justice Work Book Subtitle: Theories, Methodologies, and Pedagogies*, edited by Rebecca Walton and Godwin Y Agboka, University Press of Colorado, 2021, pp. 49–71.
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