

ENGL 2331-600: Introduction to World Literature

Instructor: Curt Meyer

This course is online and asynchronous, delivered through Blackboard. There are no required meeting times.

Virtual Office Zoom code: 333 609 2090; Classroom Hall 316

Phone: 210-764-9705 [please text only, unless for a pre-arranged appointment or emergency]

Email: cmeyer@tamusa.edu or Curt.Meyer@tamusa.edu

Student Hours: MWTRR noon to 1:30, or by appointment

COVID-19 Statement

The safety of our campus community is paramount to our ability to provide our students, faculty, and staff with a productive and secure learning and working environment. While masks are not required, we do encourage everyone to wear a mask, particularly inside the buildings, in order to reduce the spread of covid-19. The university maintains a covid-19 web-site with current data, safety protocols, and reporting guidelines at <https://www.tamusa.edu/community-safety-together/index.html>.

Catalog Description: Considers texts from diverse genres, periods, and cultural traditions with special attention to critical thinking and writing within a framework of cultural diversity. Readings will include historical accounts, letters, essays, poetry, drama, memoirs, speeches, scientific writing, religious tracts, political treaties, philosophy, novels, oral traditions, and popular and folk literatures. This course meets the standards for the Language, Philosophy and Culture foundational component area under the core curriculum. Prerequisite: ENGL 1302.

Course Description for Spring 2022: From Enkidu to Esau, Hanuman to the Monkey King and The Thing, to Chewbacca and Goku -- throughout this course we will consider the question of what it fundamentally means to be human, or not, through the lenses of a variety of diverse literary sources, from diverse authors, beginning with the literature of antiquity and concluding with postmodern epic. We will also consider literary and epic narrative as expressed through divergent media. With a slight emphasis on the Hero's Journey, we will explore what these works of literature may have meant throughout various periods of history and cultural frameworks, as well as what clues they may inspire within us today to enhance our lives. In short, literature is not composed in a vacuum, nor is that composition static. We will ask ourselves if these texts are still worth our time in the Tick Tock era. This course will emphasize reflective, critical, and creative engagements with the literature.

Contexts. The course will be an introduction to textual analysis, cultural criticism, and writing for humanities disciplines.

Course Objectives:

On completion of this course, students will:

- demonstrate knowledge and understanding of world literature and the key critical issues concerning it; and
- critically read and analyze a range of texts, making note of the relationships between the texts and their theoretical, historical, and cultural contexts.

Transferable Skills: Skills practiced in this course that will be valuable elsewhere include critical thinking and reading, persuasive writing, analytic writing, the ability to synthesize information, the performance of research, participation in group-based discussion, and cultural & literary appreciation.

Required Texts:

Various materials provided on Blackboard throughout the course.

Grading

Dear Class,

I'd like us to take a moment to consider three issues around the conventional grading of student writing¹. First, using conventional classroom grading can risk leading you to think more about acquiring grades than about your writing or learning, to worry more about pleasing me than about figuring out what you really want to learn or how you want to communicate an idea that matters to you. To put it another way, if learning is what we're here for, then conventional grading can sometimes get in the way since it presents you with goals and motivations that may differ from the goal of learning. How can we make sure that our goals this semester aren't about grades but about your learning and growth?

Second, conventional grading may cause you to be reluctant to take risks with your writing; it may not allow you to fail at writing. Sometimes conventional grading even leads to the feeling that you're working against, rather than with, your teacher, or that you cannot make a mistake, or that you have to hide some part of yourself from your teacher and peers. Rather than shy away from risk and failure, I believe we have to embrace both because they show us the places where we can learn and improve. In fact, risk and failure are primary ways in which we learn since they present opportunities to examine and grow from our practices and experiences. How can we make sure that you are free to take risks and to embrace failure as you complete work for our class this semester?

Third, conventional grading can risk harming students. For example, when conventional grading of essays sets Standard Academic English (SAE) as the only "correct" way to write, it risks punishing students who may be effective writers and communicators but whose literacies may not be privileged, or even accepted, within the university. Setting SAE as a

¹ When I use the term "conventional grading," I'm referring to grading that privileges Standard Academic English and that grades you on how closely your writing comes to reproducing it.

standard against which your writing and communication are graded can, unintentionally or not, devalue your knowledge, experiences, and literacies; prevent me from engaging meaningfully with you as an individual learner; and create a classroom environment in which success is easier for some than others. How can we make sure that our class honors variations in skills and literacies and gives more of you the opportunity to be successful as students?

To be fair, there is value in conventional grading. Also, classrooms that use alternatives to conventional grading are not automatically freed from inflicting harm or enacting injustice, nor are they guaranteed to solve the issues I've described here. Although such alternatives are not cure-alls, I'd still like us to pursue a different approach than conventional grading, and I'd like us to do so because I want us to try our best this semester to foster an environment that encourages learning, embraces risk, and celebrates the differences each of us bring to the classroom. I believe that a labor-based grading contract can best help us build this environment.

In general, labor-based grading grades you on the quality of your labor rather than the quality of your writing. That is, I'll grade you this semester on the amount of work you complete and on the effort you put toward achieving course goals and improving your writing. Don't worry. You'll get lots of feedback on your writing and other work during the semester from your colleagues and me. I ask that you use these assessments to rethink ideas, to take risks, and to improve your writing practices. I also ask that you use these assessments to develop strategies for evaluating your own work. Please note that you will not always receive written individual feedback from your colleagues and me. Sometimes you'll receive feedback verbally in class or in conferences, and sometimes that feedback will be directed to the entire class. Also, the feedback you receive will almost always be formative, meaning it will engage with your ideas and will offer suggestions for additional revision.

I offer this contract as a first draft establishing the responsibilities we'll assume this semester. We'll review this contract over our first week together and negotiate any changes we may feel are necessary. We'll then continue to review and revise the contract as needed over the course of the semester.

I treat writing as a recursive and exploratory process involving continual drafting, revision, and reflection. I am also committed to affirming linguistic diversity in student writing. For these reasons, I will use a labor-based approach to grading. Labor-based grading assesses you on the quality of your labor rather than the quality of your writing. That is, I will grade your writing this semester on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your writing. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your writing; that is, we will expect you to demonstrate significant growth and improvement in your writing over the course of the semester. But you will not be graded on quality.

In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

By staying in this class, you agree to the following:

Everyone's grade begins as a A. To maintain it, you should commit to the following:

Complete vs. Incomplete Assignments

A complete assignment is defined in terms of the above grading contract as a submission that meets all of the designated requirements in the assignment description and is submitted on time and correctly.

All materials, unless otherwise noted, be posted through the corresponding Blackboard submission page.

I will consider an assignment "late" if you submit it after the due date.

No late work may be submitted after the 14th week of the course.

If an assignment is more than one week late, I am not obligated to provide feedback on it.

Please keep in mind that you are required to track your own labor through the course.

I will be updating the Blackboard Gradebook periodically for my own records.

Blackboard Gradebook Numerical Designations of Labor

The following numbers **do not reflect numerical grades** in the Blackboard Gradebook. These are **symbolic designations** of the terms given in the grading contract as follows:

0 = ignored

2= late

3= incomplete

5= complete

The sums of these numbers should not be considered when calculating your grade; rather, as assessment of the total number of each designation of labor, determines the final grade.

Please keep the following concepts in mind when thinking about labor-based grading as it applies to this class:

1. **Each Ignored assignment equals the reduction of a letter grade.** In other words, each assignment you do not submit via Blackboard as specifically indicated on individual assignment sheets, you lose one letter grade.
2. A Late assignment is defined as material submitted to Blackboard after the due date. All assignments are due at 11:59PM on the indicated date.
3. Incomplete indicates that the submission does not meet the minimum parameters set for the assignment on the given assignment sheet.
4. **Your may accumulate up to a total of a combination of 4 Late or Incomplete assignments and maintain a letter grade.**
5. **The above described letter grade reductions are cumulative.**

Videos and Readings

I will post video links and readings in each week's folder under Course Content. If needed, I may also email you links to individualized videos addressing specific questions through secure platforms like Loom.

Announcements

I will email you announcements through Blackboard as well, so make sure your Blackboard emails do not go to Junk or Clutter. Please check your TAMUSA email daily.

Conferencing

We will have two formally scheduled one to one conferences during the term. I will also begin holding Student Hours the second week of the term. Because of various meetings and obligations, best practice is to text me if you are planning on coming by on a particular day for Student Hours.

File formats

I **will** only accept .pdf or .docx. I **will not** accept .pages or google docs.

Assignment Submission

Please submit assignments on time using the specific assignment submission pages in each week's folder under Course Content. Do not submit assignments through email.

Major Projects

Discussion Board Posts:

To be considered complete, your discussion post should reflect the following qualities:

- Your discussion board threads should be detailed and clearly address the questions being asked.

- They should reference specific passages, or scenes or panels, from the material.
- The questions should be open-ended, not simply answerable with yes or no.
- Your responses to threads addressing questions about the course material should minimally be written as short paragraphs.
- I'm not so much interested in "right" or "wrong" responses, but in how you articulate and support your responses.
- All responses, including comments on colleague's threads, should be written as complete sentences.

Reading Journals:

Approximately once every two weeks during the term, I am asking you to compose a minimum one-paged double-spaced piece reflecting on various insights from your reading during that period, whether assigned for our course, or otherwise. This could include how the readings relate to your personal experiences; it could be essentially stream of consciousness; or it could be an experimental space for working out ideas. You can also reflect upon various factors affecting the quality of your effort in the course. In any case, these journals should be self-contained and cohesive.

Literary Project:

I'm asking you to compose a 3 to 5 page essay arguing for the significance of a particular aspect of a chosen literary work. You will want to incorporate at least two secondary sources via the campus databases, and your piece may be influenced by one or more of the various literary theories that will be provided for class. You may choose to incorporate multimedia components into this project, e.g. a video, podcast, etc. I will include examples of previous semesters' projects.

Course Retrospective:

This essay will be a 2-page reflection of your assessment of course as a whole.

Communication:

*When communicating with me, you need to email me directly using the TAMUSA email address listed above, or text via the Google Voice number provided. In either case, you should identify yourself with your full name, course and section number. **I do not monitor email through Blackboard.***

Attendance

Your success and development as a interpreter of literature depends upon your active participation within a community of discourse. Consistent attendance in your FYC classes is, therefore, crucial. Barring exceptional circumstances, students who are absent more than two weeks may not earn a passing grade. If you are struggling to attend class, we urge you to communicate both with your Academic

Success Coach and with your instructor, who will work with you to negotiate a plan for attending and completing the class.

Attendance will be assessed by timely submission of assignments, which is already an important part of assessment.

Students must submit Discussion Board One prior to the Census Date, January 31, to remain in the course.

I will contact students in danger of failing during Week 12. Those who do not respond within a week will be dropped.

As a general policy I do not assign incomplete grades (I).

Plagiarism

We recognize that what constitutes plagiarism depends upon context. As such, we work with you to learn how different genres, professions, and academic disciplines define plagiarism. In the context of your FYC classes, plagiarism is defined as the intentional use of another's "language, ideas, or original (not common-knowledge) material" without acknowledgement (["Defining and Avoiding Plagiarism"](#)). If you are found to have committed plagiarism as defined here, your instructor will report you for academic dishonesty, and you may be subject to failing the assignment or even failing the class.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

AI Technology

The FYC program expects you to generate your own content this semester. However, there are situations and contexts within our courses where you may use generative artificial intelligence (GAI) tools to support your work as a writer. For example, GAI technologies such as ChatGPT can work well as a starting point for written assignments, assisting you with brainstorming, outlining, generating ideas, and collecting basic information about a topic/idea. Note that the emphasis here is on “support.” GAI programs have been shown to provide biased information, to circulate misinformation, and to generate writing that is, at best, mediocre. For these reasons, FYC discourages you from using GAI technology to generate content **for you**. If you have reason to use GAI to generate content **with you**, then we ask that you consult with your professor before doing so. If your professor approves your use, you should acknowledge the GAI program you have used, and you should identify which portions of the text you submit were produced by GAI. Using GAI content without your professor’s permission and/or without proper attribution qualifies as plagiarism.

Community Agreement

The materials and activities in this class were developed based on the instructor’s subject-matter expertise and align with norms and best-practices in the discipline you are learning. As the Student Handbook states, “students will be free to take reasoned exception to the data or views in any course of study and to withhold judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.”

As an instructor, I will respect the rights enumerated in the handbook: “These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with Texas A&M University-San Antonio, and conditions allowing them to make the best use of their time and talents toward the objectives which brought them to this University.” I ask that you respect the rights of your classmates to learn and have a positive experience in this class.

As the handbook further explains, “students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.” I ask that you, accordingly, respect my intellectual property and not share materials from our class with those outside of the university community and that you respect academic freedom, which presumes that “teachers are entitled to freedom in the classroom in discussing their subject.”

Should you have a problem with any of the materials in this course, please reach out to me for an explanation of why these materials are disciplinarily legitimate and to discuss strategies for completing the work in a manner that is acceptable to you and that meets course objectives. I ask that you do so before or after class and not disrupt the learning experiences of others if you have any objections.

Final Note

Final Note: The class will be challenging, but our learning goals are not impossible. Therefore, you should expect to set aside 6-8 hours per week outside of class for reading and assignment work. Please familiarize yourself with all of the information presented in the syllabus. The syllabus is intended to provide structure for the semester and will be followed as closely as possible. However, I reserve the right to make changes as course needs arise. As your instructor, I am committed to helping you achieve the course and program outcomes. As such, I encourage you to see me during office hours, to schedule appointments with me when needed, and to contact me via email with any questions or concerns you

might have; I am approachable and easily reached. Remember that I am here to help you succeed. Again, welcome!

IMPORTANT POLICIES AND RESOURCES

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 accommodations of their disability. If you have a disability that may require an 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 stressors interfere with your academic performance and/or negatively impact 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 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. 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 (to the extent permitted by law), 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 system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, 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.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Writing Center in JagWire under the student services tab. 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 www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. In addition, you may notify the instructor if you are comfortable doing so.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, about 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@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 A&M System 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 classroom, 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.
- 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 an incident of sexual harassment or 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 of students' freedoms and responsibilities 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, including 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, gender identity, gender expression, genetic information, or veteran status 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 staff, and the administration.
2. A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
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 a safe environment for learning.
5. A student has the responsibility to check their University email for any updates or official University notifications.
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.

Student Services and Support

Being a college student is hard. You're taking a bunch of different classes that are asking you to complete a bunch of different work, often at the same time. You're trying to balance that work with other responsibilities you might have like a job (or two or three), like family. And you're doing all of that while you may be struggling with some real issues involving mental health, food insecurity, academic success, etc. It's not easy, I know. Thankfully, you don't have to handle all of that on your own. The university provides important services that can help you make it as a student. Please check out the list below, and please reach out to any that you might need. There's no shame in getting help.

Academic Learning Center

Assistant Director: Mercedes Torrez (mercedes.torrez@tamusa.edu)

Location: CAB 202

Hours:

• M-R: 8:00 a.m.-6:00 p.m.

- Friday: 8:00 a.m.-5:00 p.m.

Phone: 210-784-1332

Email: tutoring@tamusa.edu

Website: <https://www.tamusa.edu/student-resources/academic-success-center/tutoring-services/index.html>

Disability Support Services

Director: Kimele Carter (kimele.carter@tamusa.edu)

Assistant Director of Assistive Technology: Sherry Patrick (sherry.patrick@tamusa.edu)

Location: CAB 210

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1335

Website: <https://www.tamusa.edu/disability-support-services/index.html>

General's Store

Location: Patriot's Casa, Room 110

Hours:

- Tuesday: 12:00-4:00 p.m.
- Wednesday: 10:00 a.m.-2:00 p.m.
- Thursday: 8:00 a.m.-12:00 p.m.

- By appointment (Call the Mays Center at 210-784-1356)

Email: foodpantry@tamusa.edu

Website: <https://www.tamusa.edu/mays/students/generals-store.html>

Office of Military Affairs

Location: Patriot's Casa, Room 202

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1397

Website: <https://www.tamusa.edu/student-resources/military-affairs/index.html>

Student Academic Success Center

Staff Information: <https://www.tamusa.edu/student-resources/academic-affairs/meet-your-team.html>

Website: <https://www.tamusa.edu/student-resources/academic-success-center/index.html>

Student Counseling Center

Location: Modular C, Room 166 (rear entrance)

Hours: 8:00 a.m.-5:00 p.m. M-F

Phone: 210-784-1331 (available 24 hrs.)

Email: stucounseling@tamusa.edu

Website: <https://www.tamusa.edu/student-resources/support/student-counseling-center/index.html>

Writing, Language, and Digital Composing Center (WLDCC)

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>.

Director: Dr. Katherine Bridgman (katherine.bridgman@tamusa.edu)

Assistant Director: Sam Garcia (samuel.garcia1@tamusa.edu)

First-Year Liaison: Sthefany Garcia (sgarcia1@tamusa.edu)

Locations: CAB 208 and CH 304

Email address: wldcc@tamusa.edu

Website: <https://www.tamusa.edu/WLDCCenter>

January 16 First day of class
April 13 Last day to drop with an automatic “W”
April 20 Last day to drop a course or withdraw from the University
April 29 Last day of classes
April 30 Reading Days
May 1-7 Final exams

Week One: January 16-20

Syllabus Reconnaissance

Week Two: January 21-27

“The Epic of Gilgamesh” and related material

Also review material on Deconstruction

(optional) Genesis and related material

Discussion Board One Due Saturday, 11:59PM

Week Three: January 28- February 3

Selections from The Ramayana, and related material.

Census Date: January 31. Must have submitted Discussion Board One before this date.

Reading Journal One Due Saturday, 11:59PM

Week Four: February 4-10

Selections from the Mahabharata and the Bhagavad Gita and related material

Discussion Board Two Due Saturday, 11:59PM

Week Five: February 11-17

Selections from “The Odyssey”, and related material

Also Review material on the Hero’s Journey

(optional) Luke-Acts, and related material

Reading Journal Two Due Saturday, 11:59PM

Week Six: February 18-24

“Beowulf” and related materials

Discussion Board Three Due Saturday, 11:59PM

Week Seven: February 25- March 2

Selections from The Journey to the West, and related materials

Reading Journal Three Due Saturday, 11:59PM

Week Eight: March 3-9

Selections from 1,001 Nights, and related materials

Also Review material on Post-Colonial theory, Feminist theory, and Queer theory

(optional) Selections from the Qur’an

Discussion Board Four Due Saturday, 11:59PM.

Week Nine: March 10-16

Spring Break

Week Ten: March 17-23

One to One Conferences via zoom as needed regarding midterm grades and Literary Projects.

Week Eleven: March 24-30

The Watchmen

(optional) Selection of Golden and Silver Age comics

Reading Journal Four Due Saturday, 11:59PM

Week Twelve: March 31-April 6

Maus I & II

Discussion Board Five Due Saturday, 11:59PM

Week Thirteen: April 7-13

Love and Rockets, vol 1 "Maggie the Mechanic"

Literary Project Draft Due Saturday, 11:59PM

Week Fourteen: April 14-20

Persepolis

Discussion Board Six **And**

All Late Work Due Saturday, 11:59PM

Week Fifteen: April 21-27

One to One Conferences via zoom as needed about your Literary Project.

Week Sixteen: April 28-29

Course Retrospective Due April 29, 11:59PM

Finals Week: May 1-7

Literary Project Revision Due, May 3, 11:59PM

