

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

ENGL 2329-006 (20804): The American Story
Fall 2018

Instructor: Ms. Sarah A. Shelton

Section: 006

Time: M/W 2:30 to 3:50 PM

Room: TH 20

Office/Hours: Carlisle Hall (CARH) 402

Mon: 11 AM to Noon, W: Noon to 2 PM, or *by appointment*

English Department Telephone Number: 817-272-2692

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Description of Course Content: ENGL 2329 AMERICAN LITERATURE. *Concentration on works of American literature with focus on how cultural, geographic, and political issues shape and reflect literature in a particular culture. Issues for American literature might include the struggle to discover a national identity, the transition from war to postwar periods, or the tensions of a multicultural society. Examines at least three genres and six authors. Emphasis on critical thinking, reading, and writing.*

In this section, we'll focus on the idea of "the" American story. What is it? Who gets to tell it? Is there only one? Is it stable? Etc. In doing so, we'll also work to define and challenge our notions of the words "American" and "story." This is a low-lecture class that depends on student participation and student-driven research as we also question how we make meaning and what roles both reading and writing play in our learning and our general being. Not a survey course (which would aim to give you an understanding of the "American Literature" cannon and timeline), this section relies on a curation of "texts" tailored to the students'/class' overall needs and interests as we work together to explore "American literature."

Reading and writing are central to the class, but they should mix with students' strengths, lives, and passions, not "replace" them while you're in this classroom for these hours or working on our assignments outside of class. We won't always stay within the four walls the university assigns us—you should be willing to work outside, to move to different locations, to participate in an active classroom where we work and interact as a community. The largest component of the class and your grade will be a composition notebook in which you create field notes for your work in the class and which will include a "daily composition" of at least 5 minutes.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

Student Learning Outcomes:

Course Objectives under the Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture.

- Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.
- Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.
- Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.
- Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly in the Signature Assignment (see below).

Course Goals

- To encourage students to see that literary studies matter and to foster enjoyment of literature
- To help students recognize that literature is in dialogue with complex cultural and historical contexts
- To develop students' ability to read critically
- To develop students' skills of writing and expression, particularly with respect to analysis of literary texts

Section 006 Goals

- For students to explore the role that reading and writing already play in their lives as well as discover new ways these activities can/do help them navigate life and the larger world.
- For students—personally and as a class—to question and explore what the words “American” and “story” mean.
- For students to pay more attention to who and what play roles in their learning process and in the meaning we make together as a class.

The Departmental guidelines for sophomore literature can be found by typing “sophomore literature” in the “Search UT Arlington” box on the University website: <http://www.uta.edu/uta>.

Required Textbooks and Other Course Materials:

Main texts: (I will update this section when the TBD decisions have been made and give you plenty of time to find copies of the texts).

- Excerpts from Neil Gaiman's *American Gods* [pdf provided on Blackboard]
- Introduction and Chapter 1 from Azar Nafisi's *The Republic of Imagination* [pdf provided on Blackboard]
- Two novels TBD [**students will need to purchase copies**]
- One Movie TBD [students will be given several options for viewing]

Other Texts: Students will

- Choose **Secondary Texts** (short-works) to work with all semester. The details of what to pick will be outlined in the Curation Project assignment sheet.
- Be required to read, watch, or listen to other texts, shows, clips, movies, or podcasts that will be made available on the Blackboard site or through links to other locations on the internet.

Other Materials: This is a more hands-on, working-with-materials English class than you might have had in the past. You should have all of the below materials (except the presentation board) with you in every class meeting.

- Composition Book [**DO NOT BUY THIS**. It will be provided to you the second week of class]
- Post-it (or other brand) file tabs (pack of 24 tabs). Find a brand and price that you like. You can find these at any office supply or store like Target or Walgreens. Here's a link to an option on Amazon:
 - https://www.amazon.com/dp/B006PR5KSY/ref=twister_B00XJ2M9QY?_encoding=UTF8&psc=1
- Device/apps, etc. to listen to podcasts and audiobooks on (we'll talk about this the first time it becomes necessary).
- Glue stick
- Scissors
- Highlighters (multi-color)
- 1 pack (100) of 4 x 6 index cards
- 1 Tri-Fold Corrugated Presentation Board, 36 x 48 Inch. You will need this for the Curation project later in the semester. Find a brand and price that you like. Here's a link to an option on Amazon:
 - https://www.amazon.com/BAZIC-Tri-Fold-Corrugated-Presentation-Board/dp/B003BOUY6M/ref=sr_1_4?ie=UTF8&qid=1501616271&sr=8-4&keywords=presentation+board

Description of Major Assignments:

- **Field Notes/Composition Book (30%):** I will provide these books for you in class on Wednesday January 24th when we will discuss their importance/role in the class. From then on, this notebook should not only come to every class with you, but travel with you throughout the rest of the week as well. You'll use it for daily journal activities, in-class activities, notes, ideas, brainstorm, drafts, research, curation and more. As with all the major assignments listed here, a detailed assignment sheet with due dates and grading procedures, etc. will be posted on our Blackboard site.
- **Signature Assignment (15%): This essay is required in all sophomore-level English courses.** A brief outline of this assignment is at the end of this syllabus. The more detailed assignment sheet will be posted to Blackboard. This is a traditional-style essay (4 page/1,000 words minimum) which will ask you to consider the topics we've discussed throughout the semester and to use at least one text from our class along with outside sources to make an argument. [See the Extra Credit section below for information on how to get 10 bonus points on this assignment.]
- **Curation Project (15%):** Throughout the semester, students will "curate" an "exhibit" of texts meant to offer their personal take on "The American Story." This will require students to do research on, find, and choose examples of "American Literature" that help them tell their version of this story. Lists of the kinds of works you will need to find and the parameters for

what to choose will be detailed in the Curation Project Assignment Sheet. This is an ongoing assignment that will take place in stages throughout the semester. There will be shorter written justifications for the pieces you choose, but the main final presentation will be a visual exhibit on the tri-fold presentation board mentioned in the materials.

- **Cards, Daily Assignments, Responses, and In-Class Activities (10%):** Every class meeting will end with a question or response answered or written on an index card and turned in on the way out of class. Students are allowed 3 “exempted” cards, meaning that, when I go in to put a completion grade for the card I will “exempt” the grade (no grade, no points toward the final grade) for the first three missing cards (this includes both “excused” and unexcused absences—you get 3 total exempt cards). After that, not turning in a card will result in a 0. Any other homework assignments, reading activities, etc. assigned in class will also fall under this category. As outlined in the Late Assignments Policy, these assignments cannot be made up or turned in late. If you miss class where one is assigned and turned in or fail to turn in the assignment by its due date/time, you will receive a 0. These assignments may not appear on the course calendar but be assigned in class instead (they are often assigned based on me noting a need in class and assigning them to fill it).
- **Conferences (10%):** Students will attend a variety of one-on-one or group conferences with me for various projects and to check on your progress in class. Some of these will be scheduled, others will be open door where you will be expected to stop by at certain times. These are not “extra” or supplementary activities; they are a CORE part of what we do in this class. You’ll be graded on attendance (losing points for missing a round of conferencing) and engagement (losing points for showing up unprepared or not being engaged with me as we talk about your work). Please note that attendance and engaged participation in these conferences counts as much toward your grade as the Midterm and Final *together*. This grade **will not** include the Field Note conferences to check on progress with your composition books—those grades are factored into your Field Notes grade.
- **Midterm (5%):** In-class exam at midterm. Traditional fill in the blank, short answer, and essay type test. You will need a Blue Book and your Field Notes.
- **Final (5%):** In-class final exam. Traditional fill in the blank, short answer, and essay type test. You will need a Blue Book and your Field Notes.
- **Reading Essay (5%): 3 page min.** In the style of Azar Nafisi’s *Republic of Imagination* (we’ll be reading excerpts from this text), you will write an essay that explores the role one or more books/stories have played in your life.
- **Semester Story Essay (5%): 3 page min.** Students will reflect on the semester, what they’ve learned, and how the texts we worked with helped them (or didn’t) “make meaning” this semester.

Class Participation: Regular attendance is necessary for success in this class; we will be reading, writing, discussing, and doing activities on a daily basis. You are expected to show up on time, to come with all supplies needed (including your composition book every class period and any text we are currently working on), and to actively participate in the activities and/or group work/class discussion each class period. While I will often take time to introduce material, **this is not a lecture-based class**. In fact, much of the material that might traditionally be covered in a lecture will often be presented in videos or other readings/media that **you are expected to have read/watched/done before coming to the class they are listed on**. Failure to come to class with a knowledge and understanding of that material will hinder your participation and affect your performance on assignments. These readings/videos, etc. form an interlocking, intertextual base of information that

will inform your ability to make solid arguments and to perform successfully on the major assignments. If I see a consistent lack of (quality) participation, I may ask you to meet with me in a one on one conference to discuss your performance. I may also, if the class as a whole shows little participation, take a participation grade on certain days to motivate students to get back into the game. This means that students who were actively participating will get a passing grade while students who showed up but did not actively participate will get a failing grade despite showing up. Showing up to class (or showing up to class and “taking notes”) **is not participation. It is attendance**, and the **bare minimum** required of a student at the University. **Participation means adding to the conversation, engaging in activities, speaking and writing in class.**

Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person. See the Late Assignments Policy for consequences for missing days when we do in-class activities.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. *As the instructor of this section, I take attendance every day for my own records. While your attendance record will not affect your grade, as stipulated by the university and Title IX, see the above Course Participation section and the below Late Assignments policy for information on how lack of class participation and not doing in-class activities does affect your grade. Being late or leaving early are disruptive to the rest of the class and will be counted as absences. I will ask you to come to a conference with me to discuss your lack of attendance if this becomes an issue.* While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading: Your final grade for this course will consist of the following:

| | |
|-----|--------------------------------------------------------------|
| 30% | Field Notes |
| 15% | Signature Assignment |
| 15% | Curation Project |
| 10% | Cards, Daily Assignments, Responses, and In-Class Activities |
| 10% | Conferences |
| 5% | Midterm |
| 5% | Final |
| 5% | Reading Essay |
| 5% | Semester Story |

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.49%, C=69.5-79.49%, D=59.5-69.49%, F=59.49%-and below.

Extra Credit: As part of my dissertation study (see PhD Study section before the course calendar below), students will have the opportunity to earn extra credit by participating in two interviews—

one at the beginning of the semester and one at the end. In order to get the extra credit points students will need to complete both interviews or both alternative essays (in other words, if you do the Pre Interview and don't follow through with the Post Interview or if you only do one of the alternate assignments, you will not receive the extra credit). The extra credit is 10 points (the difference of a letter grade) added to your grade for the Signature Assignment Essay, the required essay for all sophomore-level English courses. This major essay is worth 15% of your overall grade and the highest weighted essay in the class. If you do not choose to do the interviews you will have an alternative, commensurate opportunity to get extra credit by writing two short essays of 500 words each. See assignment sheet in Blackboard for more detailed instructions. The interview and its alternative assignment are the only EC options that will be offered this semester.

Late Assignments:

- No daily assignments or in-class activities (whether due in the same class period or due later) will be accepted late. For instance, if I assign a discussion post or activity in class and you have not turned it in or posted it by the due date/time I give you with the assignment, you will receive a zero for that assignment. Likewise, no in-class assignments/activities (in other words, something completed in the same class period it's assigned) will be accepted late; if you aren't in class that day to participate in the assignment, you will get a zero. **Such activities are generally not on the course calendar and come up as I see what the class needs to work more with or focus on.** Such assignments fall under the Cards, Daily Assignments, Responses, and In-Class Activities grade category which counts as 10% of your overall grade.
- No late work is accepted with the field notes activities assessed for a Field Notes Check or with Filed Notes Diffractions (see the Field Notes Assignment Sheet under the Field Notes tab in our Blackboard site). Field Notes Checks are clearly marked on the calendar, and you will be given a list of all activities that should have already been done before that check. I will grade the filed notes as-is on the check day. There is no making up activities (that you didn't do) that lost you points after I've graded them. **Field Notes Diffractions can't be made up.** Either you are in class that day (with your composition book) ready to participate or not. You should note the days those activities are scheduled on the calendar and make a special effort to not miss that day.
- All major assignments (see the list above) will have their own late policy, complete with point deduction calendar for each step of the project/essay/assignment. These policies and calendars are clearly laid out on each assignment's assignment sheet (see the Major Assignments tab on our Blackboard site).

Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Paper Reuse Policy – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, **you must discuss this with me prior to the due date of the first draft.**

An Important Note about Blackboard Assignment Submissions: All students are responsible for making sure their submissions have correctly posted to Blackboard. In order to check if an essay/assignment has been submitted correctly, click on the “Grades” tab located on the left-hand side of the course home page and then look for the green exclamation point icon in the appropriate assignment column (Note: for discussion activities and peer review, a ball icon confirms your submission.). If an exclamation point is not present after your essay/assignment has been submitted, you should resubmit and follow the steps above to make sure the essay/assignment is properly submitted. If your essay/assignment still isn’t posted after several attempts, you should email the essay/assignment (work submitted incomplete will be graded accordingly) as an attachment to your instructor **BEFORE** the specified deadline. I will contact you about your emailed submission within 24 hours and specify a timeframe for submitting the essay/assignment to Blackboard. Failure to submit your work within the designated timeframe will result in a zero. Also, you must submit the same essay/assignment to Blackboard that you submitted to me via email. Failure to submit the same work will result in a zero for the assignment. You must also make sure that your work is not blank and/or opens if submitted as an attachment. You, as the student, can see exactly what your assignment looks like when it’s been submitted. If the screen/document is blank or the attachment won’t open, it is your responsibility to resubmit until it is working.

Again, keep in mind that it is your responsibility to submit your work on time and ensure that it is submitted to Blackboard properly. Failure to do so will result in a late penalty or zero. **As the submission process in Blackboard allows students to ensure that their assignments have been submitted correctly and an alternative means of submitting assignments is available to all students, NO assignments will be accepted for full credit after the deadline due to failed submission attempts** (See the late assignment policy for more information on late work). Please be aware that technical errors in Blackboard are very rare and tech support has sophisticated tools to determine if students have actually submitted assignments or posted to discussion activities.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend **at least a minimum of 9 additional hours** per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. Some weeks we may have 100 pages or more of reading in a novel on top of shorter readings, clips, podcasts, articles, or other out of class activities. The Curation Project is ongoing. You will be required on **multiple occasions** to meet one on one with me outside of class for conferences. And you will have a five minute (minimum) “daily composition” every day. It sounds like a lot, but part of the class is immersing ourselves in reading and writing and focusing how these two activities, along with stories, play huge roles in our everyday lives.

Grade Grievances: First, the student must communicate with the instructor in an attempt to resolve any matter in question. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

“In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal,

their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a pre-major or major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

For issues involving scholastic dishonesty, see the Academic Dishonesty entry in this section of the catalog."

Make-up Exams: We have two in-class exams in this class: Midterm and Final. You are expected to attend those days which are already clearly marked on the calendar. There will not be a make-up exam.

Classroom Behavior: Class sessions require your full attention. **All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed.** [Some activities we do will need these devices, and I will tell you when that's the case]. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on our readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Classroom Visitors: Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit.

Office Hours and Grade Questions: I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. **I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.** If you receive a grade on an assignment or quiz about which you have questions, **please wait twenty-four hours before discussing it with me** (especially if the grade/feedback is handed back in class—I won't discuss that grade/feedback with you at the end of that same class; you'll need to wait the same 24 hours). This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. **I do not discuss individual student issues in the classroom before, during or after class.** This violates your privacy under FERPA. You will need to make an appointment (or come by office hours) to discuss such issues.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. I will not email you through other email accounts. You must use your MavMail for the course and are expected to check it (and our Blackboard Announcements page) for announcements, etc. regularly. I will reply to all emails from students within 24 hours during the week (Monday-Friday) and within 48 hours over the weekend (Saturday and Sunday). If you haven’t received a reply within those time-frames you are welcome to email me again (including the original email), but please wait that 24 or 48 hours before following up on an email.

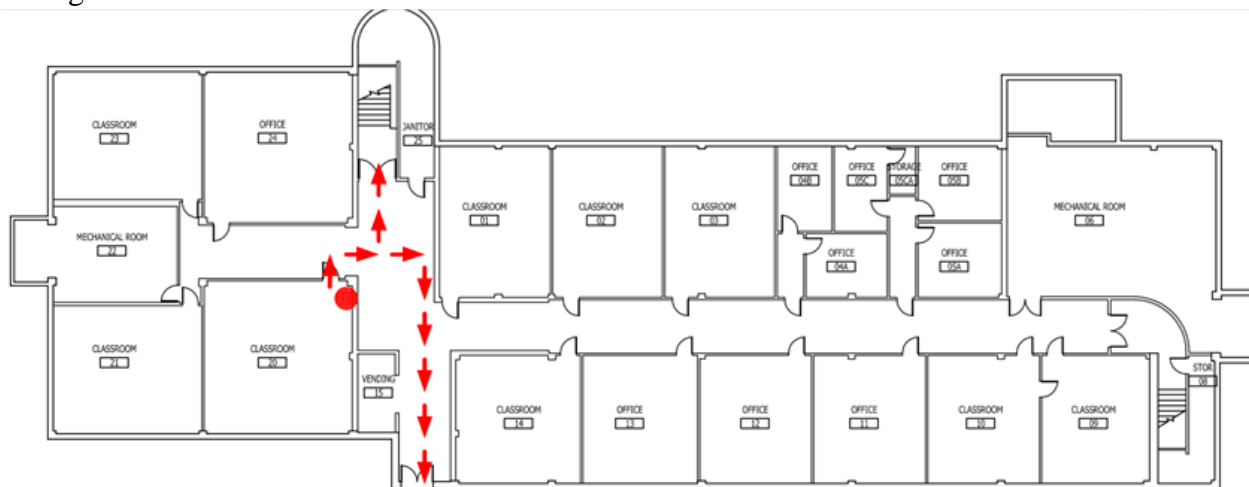
Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except

in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [as seen in the image below \(the red arrows indicate our two possible paths\)](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.



Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Diane Shepelwich (dianec@uta.edu)

I am required to post the course calendar with dates, lecture topics, and due dates here in the syllabus. However, you should understand that this is a **fluid** document. **It will change**, especially depending on the class's needs. I will always update it in writing, in a timely manner on the Blackboard page with the phrase "Updated on (date)" near the changes made. And I will always verbally announce changes in class. The course calendar will be posted as a separate document in Blackboard so that changes can be more easily seen. Those changes will not be updated as often in this full syllabus document. **Always refer to the separate course calendar posted in the same tab (beneath the original syllabus document) in Blackboard as your definitive, up-to-date schedule.**

Course Calendar

Assignments, readings, videos, etc. are all due before you walk into class on the day they are listed.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Sarah A. Shelton

| Wk | Date/Topic | In Class/Reading Assignments | Ongoing Reading | Field Notes |
|----|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|
| 1 | Jan. 17 | In Class: <ul style="list-style-type: none"> • Introduction • Syllabus • PhD Study / Informed Consent Docs • Interview Explanation and Sign Up • A look at Blackboard / Course Calendar • Activity | For Monday's Show and Tell, bring an object (other than your phone) that defines you. | |
| | Jan. 22 | Readings: <ul style="list-style-type: none"> • Syllabus Due: <ul style="list-style-type: none"> • Syllabus Quiz/Contract in Blackboard In Class: <ul style="list-style-type: none"> • Show and Tell: Objects • Activity | For Wed's Show and Tell, bring a story that has influenced/im pacted/change d you (at any point in your life). | |
| | Jan. 24 | Readings: <ul style="list-style-type: none"> • "On Keeping a Notebook" / Joan Didion • "Mindfulness" from Wired to Create Due: <ul style="list-style-type: none"> • Readings Quiz in Blackboard In Class: <ul style="list-style-type: none"> • Show and Tell: Stories • Define Stories • Composition Book set-up / Explanation • Context & Intra-Action Exercise • Linda Barry observation strategy | For Mon's Show and Tell, bring an image (printed on an 8 ½ x 11 page) that best represents your definition of "America(n)." | |
| | Jan. 29 | Readings: <ul style="list-style-type: none"> • <i>Big Magic</i> Part II / Elizabeth Gilbert Listen: | | |

| | | | | |
|--|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • “How Stories Last” / Neil Gaiman In Class: <ul style="list-style-type: none"> • Show and Tell: America • Define America • Assign Reading Experiment for Field Notes & Republic of Imagination | | Reading Experiment: <i>Republic of Imagination</i> Contexts & Intra-actions: <i>American Gods</i> |
| | Jan. 31 Census Date | Readings: <ul style="list-style-type: none"> • Excerpts from <i>American Gods</i> / Neil Gaiman In Class: <ul style="list-style-type: none"> • Activity / Discussion over AG | | |
| | Feb. 5 | Readings: <ul style="list-style-type: none"> • <i>ROI</i>: Introduction In Class: <ul style="list-style-type: none"> • Activity / Discussion over ROI | | |
| | Feb. 7 | In Class: <ul style="list-style-type: none"> • Activity / Discussion over ROI | | |
| | Feb. 12 | Readings: <ul style="list-style-type: none"> • <i>ROI</i>: Part I / Huck In Class: <ul style="list-style-type: none"> • Field Notes Diffraction #1 | | FIELD NOTES DIFFRACTION #1 [This cannot be made up—see syllabus]. |
| | Feb. 14 | In Class: <ul style="list-style-type: none"> • Activity / Discussion over ROI | | |
| | Feb. 19 | In Class: <ul style="list-style-type: none"> • Assign Reading Essay • Activity / Discussion over N#1 | | |
| | Feb. 21 | In Class: <ul style="list-style-type: none"> • Activity / Discussion over N#1 | | |
| | Feb. 26 | Due: <ul style="list-style-type: none"> • Reading Essay Draft In Class: <ul style="list-style-type: none"> • Activity / Discussion over N#1 | | |

| | | | | |
|--|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------|
| | Feb. 28 | In Class: <ul style="list-style-type: none"> Activity / Discussion over N#1 | | |
| | Mar. 5 | In Class: <ul style="list-style-type: none"> Assign Signature Assignment Activity / Discussion over N#1 | | |
| | Mar. 7 | MIDTERM EXAM | | |
| | Mar. 12 | | | |
| | Mar. 14 | | | |
| | Mar. 19 | In Class: <ul style="list-style-type: none"> Curating at the Library | | FIELD NOTES CONFERENCE #2: Signup sheet on Blackboard. Must be done this week. |
| | Mar. 21 | In Class: <ul style="list-style-type: none"> Library Scavenger Hunt | | |
| | Mar. 26 | In Class: <ul style="list-style-type: none"> Field Notes Diffraction #2 | | FIELD NOTES DIFFRACTION #2 [This cannot be made up—see syllabus]. |
| | Mar. 28 | Due: <ul style="list-style-type: none"> <u>Signature Assignment Draft by 11:59 PM</u> In Class: <ul style="list-style-type: none"> Activity / Discussion over N#2 | | |
| | Apr. 2 | In Class: <ul style="list-style-type: none"> Activity / Discussion over N#2 | | |
| | Apr. 4 | In Class: <ul style="list-style-type: none"> Activity / Discussion over N#2 | | |
| | Apr. 9 | In Class: <ul style="list-style-type: none"> Activity / Discussion over N#2 | | |
| | Apr. 11 | In Class: <ul style="list-style-type: none"> Activity / Discussion over N#2 | | |
| | Apr. 16 | In Class: <ul style="list-style-type: none"> Curation Activity | | FIELD NOTES CONFERENCE #3: Signup sheet on Blackboard. Must be done this week. |
| | Apr. 18 | Due: <ul style="list-style-type: none"> Signature Assignment Final Draft due by 11:59 pm posted to Blackboard In Class: | | |

| | | | | |
|-------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Curation Activity | | |
| | Apr. 23 | Readings: Watch: Due: In Class: <ul style="list-style-type: none"> • Activity / Discussion over Movie | | |
| | Apr. 25 | Due: <ul style="list-style-type: none"> • CURATION PROJECT PRESENTATIONS In Class: <ul style="list-style-type: none"> • View Presentations • Response Activity | | |
| | Apr. 30 | In Class: <ul style="list-style-type: none"> • Final Field Notes Analysis | | FINAL FIELD NOTES ANALYSIS [This cannot be made up—see syllabus]. |
| | May 2 | Due: <ul style="list-style-type: none"> • Semester Story Essay Draft In Class: <ul style="list-style-type: none"> • Peer Intra-Action & Composition Workshop | | |
| | Friday May 4 th (Last Day of Classes) | NO CLASS <ul style="list-style-type: none"> • Semester Story Essay Final Draft due by 11:59 pm posted to Blackboard | | |
| EX AM | Wed. May 9th | FINAL EXAM TH 20 from 2 to 4:30 PM | | |

Signature Assignment

This is the verbiage required for the syllabus. As with all assignments, a detailed and specific-for-our-section assignment sheet will be available in Blackboard by the class period in which we first discuss the assignment.

Overview

The signature assignment addresses all four of the course objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

Specific Requirements

Write a well-organized, effectively developed, 4-5 page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility [*we will discuss what this means for our section specifically in class when I assign this assignment and it will be outlined on the separate assignment sheet in Blackboard*]. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

Responsible Integration of Sources:

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

Secondary Sources:

Students should use their secondary sources to support their argument.

Here is a list of credible sources:

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)

- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn't listed here, should check with their instructor.

Minimum Requirements:

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style.

In order to receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is at least 4 pages long, but no more than 5. (4 pages means the writing reaches the bottom of page 4 or might spill onto page 5. 3 full pages with another ½ page is 3½, not 4 pages.)
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page.

Digital copies of the below documents are posted in Blackboard under the “PhD Study” tab and hardcopies of the below will be given to each student on the first day of class for them to sign/not sign.

UT Arlington

Informed Consent Document (Adults)

“Tuning into the Posthuman in a College English Classroom” (2018-0208)

GENERAL ICD (#1 of 2)

My name is Sarah Shelton and I am requesting your voluntary participation in a research study titled, “Tuning into the Posthuman in a College English Classroom.” The purpose of this research study is to explore the benefits (or not) of students in an English class a) taking a greater role in determining the direction of the class, b) using field note journals to direct and collect their own learning, and c) focusing intentionally on how our interactions with material objects in our classroom impact our learning. The procedure that you will follow as a research subject is as follows: 1) attend class and participate (as you would in any class) and 2) decide if you want to participate in the Pre/Post Interview for extra credit (see below for more info). There are no perceived risks or direct benefits for participating in this research study. Your educational experience will not change if you chose not to participate in the study.

As part of my role as the teacher, I will be taking pictures of the room and our movement/activities in it for my own field notes. Only I will see these pictures as they are meant to help me plan future classes. See the permissions below for the use of the photos outside of my notes. In addition, I may, for particular activities or discussions, record class (using either the “Voice Memos” or the Video functions on my iPhone). Such recordings are for in-class use with you and your fellow students (i.e. we might watch or listen to a particular activity or discussion as part of continuing that activity or discussion) and would be part of the way the class is taught even without the study. However, in the event that something I record is important enough to include in my dissertation, see the permissions below for the use of recordings or transcripts/descriptions of such recordings outside of my notes or our class use.

Pre/Post Interview: To help me measure whether or not what we do in class is beneficial to you as students, I am conducting interviews at the beginning of the semester and then again at the end with students who choose to participate in these interviews for extra credit. If you do not choose to do the interviews you will have an alternative, commensurate opportunity to get extra credit. These interviews require a separate Informed Consent Document that outlines the procedure, permissions, and alternative opportunity more in-depth. In signing this document, you **are not** agreeing to do the interviews.

Every attempt will be made to keep your study records confidential. Only authorized individuals will be allowed to access identifiable information collected for this study. If results of this study are published or presented, your name will not be used.

Questions about this research study may be directed to Ms. Sarah Shelton (sshelton@uta.edu) or Dr. Penny Ingram (pingram@uta.edu). Any questions you may have about your rights as a research subject or a research-related injury may be directed to the Office of Research Administration; Regulatory Services at 817-272-3723 or regulatoryservices@uta.edu.

There are no alternatives to this research project, but you may revoke the below permissions at any time.

DOCUMENTATION OF INFORMED CONSENT

You indicate your voluntary agreement to participate by completing and returning this survey. Please date and sign. Return this form to Ms. Shelton in class.

_____ (Sign)

_____ (Print) _____ (Date)

The below permissions are *in addition* to your agreement to participate and pertain to any use of your writing/work or any photographs or other recordings of the room *outside of* the study.

_____ I **do** give Ms. Shelton permission to use samples of my writing, projects, and other work from this course—with all identifying markers removed—in her dissertation or other articles/presentations.

_____ I **do not** give Ms. Shelton permission to use samples of my writing, projects, and other work from this course—with all identifying markers removed—in her dissertation or other articles/presentations.

_____ I **do** give Ms. Shelton permission to use photographs she's taken of the room/space in which I also appear—with all identifying markers removed or blurred—in her dissertation or other articles/presentations.

_____ I **do not** give Ms. Shelton permission to use photographs she's taken of the room/space in which I also appear—with all identifying markers removed or blurred—in her dissertation or other articles/presentations.

_____ I **do** give Ms. Shelton permission to use transcripts of audio or audio/visual recordings of the class in which my voice is heard (or I appear)—with all other identifying markers (i.e. name) removed—in her dissertation or other articles/presentations.

_____ I **do not** give Ms. Shelton permission to use transcripts of audio or audio/visual recordings of the class in which my voice is heard (or I appear)—with all other identifying markers (i.e. name) removed—in her dissertation or other articles/presentations.

_____ I **do** give Ms. Shelton permission to use audio clips of recordings of the class in which my voice is heard—with all other identifying markers (i.e. name) removed—in her dissertation or other articles/presentations.

_____ I **do not** give Ms. Shelton permission to use audio clips of recordings of the class in which my voice is heard—with all other identifying markers (i.e. name) removed—in her dissertation or other articles/presentations.

UT Arlington

Informed Consent Document (Adults)

“Tuning into the Posthuman in a College English Classroom” (2018-0208)

Interview ICD (#2 of 2)

My name is Sarah Shelton and I am requesting your voluntary participation in a research study titled, “Tuning into the Posthuman in a College English Classroom.” The purpose of this research study is to explore the benefits (or not) of students in an English class a) taking a greater role in determining the direction of the class, b) using field note journals to direct and collect their own learning, and c) focusing intentionally on how our interactions with material objects in our classroom impact our learning. This Interview Informed Consent Document is in addition to the General ICD already signed by students taking the class and refers specifically to the Pre/Post Interviews which you may choose to participate in for extra credit. There are no perceived risks or direct benefits for participating in this research study.

Pre/Post Interview: To help me measure whether or not what we do in class is beneficial to you as students, I am conducting interviews at the beginning of the semester and then again at the end with students who choose to participate in these interviews for extra credit. In the Pre Interview at the beginning of the semester, you will be asked questions about your educational background—what kind (i.e. public/private) of schools have you attended, what types of learning (i.e. lecture versus active) are you used to, and your opinions of school so far in your life. In the Post Interview, I will ask you specifically about the kinds of learning we did in our class and how it compares to what you’ve experienced in the past (i.e., have you done activities like we did before, what was positive about what we did, what was annoying, etc.). Your answers to these questions are invaluable and in no way affect your grade in the class (other than the extra credit given for participating). To reassure participants of this, Post Interviews will be done *after* students know what their final grade will be (without, of course, the extra credit which will be added once interviews are complete). It is as important to me to understand what isn’t working in the class as it is to understand what is, and your feedback not just on the class, but also on your experience with education up to this point in your life will help me curate the best possible experience for us as a class. As the students in the class and as students who have been learning in the educational system for years, your critique and insight are critical to the sort of education this study sets out to explore and your opinions/experience should be central to the analysis of the class.

The interview will be audio recorded. After the interview, the digital audio files will be transcribed, which means they will be typed exactly as they were recorded, word-for-word, by me. Quotes from the transcript will be used in my dissertation. The digital audio file will be kept with the transcription for potential future research involving a digital humanities project that may accompany or come after the dissertation. That project would use the digital audio file to make digital podcast files with episodes on topics in posthuman education (or on pedagogy in general). You may choose to not allow your interview to be used for the second, digital project. See the permissions option below where you sign this document to indicate if you give me permission to also use the audio file. The tape and transcription will not be used for any future research purposes not described here.

Extra Credit and Alternatives: In order to get the extra credit points students will need to complete both interviews or both alternative essays (in other words, if you do the Pre Interview and don't follow through with the Post Interview or if you only do one of the alternate assignments, you will not receive the extra credit). The extra credit is 10 points (the difference of a letter grade) added to your grade for the Signature Assignment Essay, the required essay for all sophomore-level English courses. This major essay is worth 15% of your overall grade and the highest weighted essay in the class. If you do not choose to do the interviews you will have an alternative, commensurate opportunity to get extra credit by writing two short essays of 500 words each. See assignment sheet in Blackboard for more detailed instructions.

Every attempt will be made to keep your study records confidential. Only authorized individuals will be allowed to access identifiable information collected for this study. If results of this study are published or presented, your name will not be used.

Questions about this research study may be directed to Ms. Sarah Shelton (sshelton@uta.edu) or Dr. Penny Ingram (pingram@uta.edu). Any questions you may have about your rights as a research subject or a research-related injury may be directed to the Office of Research Administration; Regulatory Services at 817-272-3723 or regulatoryservices@uta.edu.

The alternatives to the Pre/Post Interviews for this study are listed in the above "Extra Credit and Alternatives" section. You may withdraw from the interview process and/or revoke the below permissions at any time.

DOCUMENTATION OF INFORMED CONSENT

You indicate your voluntary agreement to participate by completing and returning this survey. Please date and sign. Return this form to Ms. Shelton in class.

_____ (Sign)

_____ (Print) _____ (Date)

The below permission is *in addition* to your agreement to participate and pertains to the use of your audio recordings for a possible podcast or other digital file to accompany the written dissertation.

_____ I **do** give Ms. Shelton permission to use audio clips of my recorded interview—with all other identifying markers (i.e. name) removed—in a podcast or digital file to accompany her dissertation.

_____ I **do not** give Ms. Shelton permission to use audio clips of my recorded interview—with all other identifying markers (i.e. name) removed—in a podcast or digital file to accompany her dissertation.