

C. REVISIONS TO AN EXISTING PROGRAM

1. Cover Sheet



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Professional Education Program Proposal COVER SHEET

Institution: University of Arkansas Date Submitted: 9-27-22
Program Contact Person: Jim Gigantino
Position/Title: Interim Assoc. Vice Provost Phone: 479-575-2251 Email: igiganti@uark.edu
Name of program: Bachelor of Arts in Teaching - English Education CIP Code: 13.1205
Degree or award level (B.S., M.A.T., graduate non-degree, etc.): Bachelor of Arts in Teaching
Indicate the title and grade range of the license for which candidates will be prepared:
Title: English Education Grade Range: 7-12

Proposal is for:

- New First-Time Licensure Program (Complete Section A)
 New Educator Licensure Endorsement Program (Complete Section B)
 Revision(s) to Approved Licensure Program (Complete Section C)
 Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning
Technology (online): 0 %

Proposed program starting date: Fall 2023

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

2. Rationale:
 - a. Following the approval of the Bachelor of Arts in Teaching – English Education (EGEDBA) in 2019, the University of Arkansas English Department made several changes to their undergraduate degree program and courses which necessitated this major change to bring the BAT in alignment with the BA. Specifically, seven courses were changed and three hours of English electives were added. Beyond the curricular changes, these changes also corrected admissions language and requirements that changed when the UA moved away from the Praxis Core exam.

3. Institutional Approval (not required for minor revisions)
 - a. The University of Arkansas Teacher Education Board (UTEB) reviews and approves all program changes and approved these changes on August 29, 2022. The Office of Teacher Education reviews changes and organizes UTEB, made up of faculty representatives of each program, public school partners, and OTE leadership.

4. Documentation of Revisions
 - a. Changes to Curriculum
 - i. Copies of current programs

CURRENT

English Education B.A.T. Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify for admission to the program can finish a degree in four years by following the suggested order of classes below.

First Year	Units	
	FALL	SPRING
<u>ENGL 1013</u> Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
<u>MATH 1203</u> College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1)	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹	3	
<u>CIED 1013</u> Introduction to Education	3	
<u>ENGL 1023</u> Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
<u>COMM 1023</u> Communication in a Diverse World (Satisfies General Education Outcomes 3.3 and 4.1)		3

ENGL 2313 Survey of English Literature from 1700 to 1900 (ACTS Equivalency = ENGL 2683)		3
CIED 1003 Introduction to Technology in Education		3
Year Total:	15	16
Second Year	Units	
	FALL	SPRING
ENGL 2023 Creative Writing I (ACTS Equivalency = ENGL 2013) (Satisfies General Education Outcome 3.1)	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
Elective	3	
ENGL 2343 Survey of American Lit from the Colonial Period through Naturalism (ACTS Equiv=ENGL 2653)	3	
CIED/ENGL 2173 Literacy in America	3	
U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
ENGL 2013 Essay Writing		3
ENGL 2353 Survey of Modern and Contemporary American Literature (ACTS Equivalency = ENGL 2663)		3
EDST 3223 American Educational History		3
Year Total:	15	16
Third Year	Units	
	FALL	SPRING
ENGL 3603 Topics in Rhetoric and Composition	3	
ENGL 3743 Topics in Nineteenth-Century British Literature and Culture	3	
ENGL 3853 Topics in African-American Literature and Culture	3	
SEED 4063 Disciplinary and Interdisciplinary Literacies in Education (Satisfies General Education Outcomes 1.2 and 5.1)	3	
CIED 4403 Understanding Cultures in the Classroom (Satisfies General Education Outcome 4.1)	3	
ENGL 3903 Special Topics		3
ENGL 4303 Introduction to Shakespeare		3
ENGL 3863 Topics in Literature and Culture of the American South		3
SEED 4022 Classroom Management Concepts		2
CIED 3033 Classroom Learning Theory		3

ENGL Elective		3
Year Total:	15	17
Fourth Year	Units	
	FALL	SPRING
ENGL 4523 Studies in U.S. Latino/Latina Literature and Culture	3	
elective	3	
SEED 4203 English Language Arts/Speech & Drama Methods of Instruction	3	
SEED 3283 Teaching Experiences in Education	3	
CIED 4023 Teaching in Inclusive Secondary Settings	3	
or Elective		
CIED 4023 Teaching in Inclusive Secondary Settings		3
or Elective		
SEED 4213 Issues and Trends in Literacy (Satisfies General Education Outcome 6.1)		3
CIED 4285 Teaching Experience		5
Year Total:	15	11
Total Units in Sequence:		120

PROPOSED

English Education B.A.T. Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify for admission to the program can finish a degree in four years by following the suggested order of classes below.

First Year	Units	
	FALL	SPRING
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1)	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹	3	
CIED 1013 Introduction to Education	3	

<u>ENGL 1023</u> Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
<u>COMM 1023</u> Communication in a Diverse World (Satisfies General Education Outcomes 3.3 and 4.1)		3
ENGL 2313 Survey of English Literature from 1700 to 1900 (ACTS Equivalency = ENGL 2683)	-	3
<u>ENGL 2063</u> Transatlantic Literature from 1640 to 1865	-	<u>3</u>
<u>CIED 1003</u> Introduction to Technology in Education		3
Year Total:	15	16
Second Year	Units	
	FALL	SPRING
<u>ENGL 2023</u> Creative Writing I (ACTS Equivalency = ENGL 2013) (Satisfies General Education Outcome 3.1)	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
Elective	3	
ENGL 2343 Survey of American Lit from the Colonial Period through Naturalism (ACTS Equiv=ENGL 2653)	3	-
CIED/ENGL 2173 Literacy in America	3	-
<u>ENGL 2053</u> Transatlantic Literature from Beginnings to 1640	<u>3</u>	-
<u>CIED 2083</u> Innovation and Creativity in Daily Practice	<u>3</u>	-
U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
<u>ENGL 2013</u> Essay Writing		3
ENGL 2353 Survey of Modern and Contemporary American Literature (ACTS Equivalency = ENGL 2663)	-	3
<u>ENGL 2073</u> Transatlantic Literature from 1865 to 1945	-	<u>3</u>
<u>EDST 3223</u> American Educational History		3
Year Total:	15	16
Third Year	Units	
	FALL	SPRING
<u>ENGL 3603</u> Topics in Rhetoric and Composition	3	

ENGL 3743 Topics in Nineteenth-Century British Literature and Culture	3	-
ENGL 3853 Topics in African-American Literature and Culture	3	-
ENGL 2043 <u>Rethinking Literature</u>	<u>3</u>	-
SEED 4063 Disciplinary and Interdisciplinary Literacies in Education (Satisfies General Education Outcomes 1.2 and 5.1)	3	
CIED 4403 Understanding Cultures in the Classroom (Satisfies General Education Outcome 4.1)	3	
<u>ENGL Diversity Requirement²</u>	<u>3</u>	-
ENGL 3903 Special Topics	-	3
<u>SEED 3993</u> <u>Course SEED 3993 Not Found</u>	-	<u>3</u>
ENGL 4303 Introduction to Shakespeare		3
ENGL 3863 Topics in Literature and Culture of the American South	-	3
<u>ENGL Diversity Requirement²</u>	-	<u>3</u>
SEED 4022 Classroom Management Concepts		2
CIED 3033 Classroom Learning Theory		3
ENGL Elective		3
Year Total:	15	17
Fourth Year	Units	
	FALL	SPRING
ENGL 4523 Studies in U.S. Latino/Latina Literature and Culture	3	-
<u>ENGL Diversity Requirement²</u>	<u>3</u>	-
SEED 4203 English Language Arts/Speech & Drama Methods of Instruction	3	
SEED 3283 Teaching Experiences in Education	3	
CIED 4023 Teaching in Inclusive Secondary Settings	3	-
or Elective		
ENGL Elective	3	
CIED 4023 Teaching in Inclusive Secondary Settings		3
or Elective		
<u>Elective</u>	-	<u>3</u>
SEED 4213 Issues and Trends in Literacy (Satisfies General Education Outcome 6.1)		3
CIED 4285 Teaching Experience		5
Year Total:	12	14

Text and Rhetoric																				
3.1	X	X	X						X						X	X	X			
3.2	X	X	X						X						X	X	X			
3.3	X	X	X						X						X	X	X			
3.4	X	X	X		X				X						X	X	X			
3.5	X	X	X		X				X						X	X	X			
3.6	X	X	X						X						X	X	X			
3.7	X	X	X		X				X						X	X	X			
4. Language Use and Vocabulary																				
4.1	X	X	X						X						X	X	X			
4.2	X	X	X						X						X	X	X			
4.3	X	X	X						X						X	X	X			
4.4				X						X		X			X	X	X			
4.5															X	X	X			
5. Writing, Speaking, and Listening																				
5.1	X	X	X						X						X	X	X			
5.2	X	X	X		X				X						X	X	X			
5.3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.4	X	X	X						X						X	X	X			
5.5															X	X	X			
5.6	X	X			X				X						X	X	X			
5.7															X	X	X			
5.8															X	X	X			
5.9															X	X	X			
5.10				X											X	X	X			
6. Planning Literature and Reading Instruction in ELA																				
6.1															X	X	X			
6.2															X	X	X			
6.3													X		X	X	X			
6.4															X	X	X			
6.5															X	X	X			

v. Course Syllabi – listed in alphabetical order

ENGL 2043, Rethinking Literature

A course that introduces students to groupings of texts that are not usually discussed in traditional English classes, asking why some texts are considered Literature while others are not. Readings will vary based on instructor expertise and interest.

Learning Outcomes

- Understand the socio-historical processes by which a text becomes Literature
- Articulate critiques of the historical conception of a literary canon
- Understand the critical vocabulary used to discuss and define Literature
- Use literary terms and concepts to argue that a particular text is/is not of literary value

Required TEXTS

To Kill a Mockingbird, Harper Lee

Twilight, Stephenie Meyer

Percy Jackson and the Lightning Thief, Rick Riordan

Artemis Fowl, Eoin Colfer

The Hate U Give, Angie Thomas

Assignments

Text Responses: Students will write short responses to each primary text, identifying and discussing a feature of the text they consider literary.

The Canon Debate: Groups of students will be assigned a side in the debate over the Literary Canon and provided with readings that will help them articulate the position. A series of debates will be staged in class between the groups.

Group Assignment: Each group will read a selection of anthology introductions for a particular period/genre of Literature. The groups will be required to analyze each anthology's definition of what counts as Literature in the period/genre covered. Each group will submit a written report and lead class discussion for one class period.

Final Paper: Each student will submit a paper that argues that a particular text either belongs or does not belong under the heading of Literature.

Assignment Weights

Text Responses: 15%

Canon Debate: 25%

Group Assignment: 30%

Final Paper: 30%

ENGL 2053: Transatlantic Literature, Beginnings -1640

Description: This course introduces students to several major authors and genres of medieval and early modern literature, as well as to minority and fringe voices within the British Isles and early Americas. Students will discover a literary culture that welcomes many forms of diversity through its multilingualism and transnational borrowing, and yet often thrives on stereotyping and excluding other social groups, such as women and Jews. Students also will have an opportunity to handle real medieval manuscripts and early printed books, and to explore the fundamental skills that make premodern texts accessible today: transcribing, editing, and translating from original materials.

Learning Outcomes: By the end of the class, students should be able to . . .

- Identify major genres and literary terms characteristic of literature during this historical period
- Describe the multilingual exchanges and transnational influences on literary culture in the British Isles and early Americas
- Recognize stereotypes and prejudices relating to class, gender, religion, race, and other identity-markers in medieval and early modern literature
- Produce original written arguments that rely on direct analysis of literary sources and the incorporation of scholarly research

Sample Reading List:

Beowulf: A New Verse Translation Bilingual Edition, trans. Seamus Heaney: 9780393320978.

The Mabinogion, trans. Sioned Davies (Oxford): 9780199218783.

Sir Gawain and the Green Knight, trans. Brian Stone (Penguin): 9780140440928

Chaucer, Geoffrey. *The Canterbury Tales*, ed. and trans. Nevill Coghill (Penguin): 978-0140424386.

The Lais of Marie de France, trans. Robert Hanning and Joan Ferrante: 9780801020315.

Medieval Writings on Female Spirituality, ed. Elizabeth L. Spearing: 9780140439250.

Marlowe, Christopher. *The Jew of Malta*, ed. Siemon (New Mermaids): 9781408144909.

Seventeenth-Century British Poetry, 1603-1660 (Norton Critical Editions), eds. John P. Rumrich and Gregory Chaplin: 9780393979985.

Selection of letters and histories by Columbus, the Spanish missions, John Smith, and William Bradford.

Selections from *The Bay Psalm Book*.

Sample Assignments:

- Daily reading quizzes
- Mid-term and final exams identifying key literary terms, authors, and movements
- Short papers that construct arguments based on close analysis of literary source materials
- Creative responses to primary sources, such as style imitation or contemporary adaptations

Longer paper that incorporates research and makes an original contribution to literary scholarship

Transatlantic Literature, 1640-1865

Description: A critical and historical survey of the development of **Transatlantic Literature from** 1640 to 1865, with attention to identifying cultural and/or historical trends of the period.

Learning Outcomes: By the end of the class, students should be able to . . .

- Identify major genres and literary terms characteristic of literature during this historical period
- Describe the multilingual exchanges and transnational influences on literary culture in the British Isles and Americas
- Recognize stereotypes and prejudices relating to class, gender, religion, race, and other identity-markers in medieval and early modern literature
- Produce original written arguments that rely on direct analysis of literary sources and the incorporation of scholarly research

Reading List:

The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century. ISBN0205655270 | 978-0205655274.

The Longman Anthology of British Literature, Volume 2A: The Romantics and Their Contemporaries. ISBN 0205223168 | 978-0205223169.

American Literature, Volume I, 2nd Edition, Pearson ISBN 9780134053325

Assignments:

- Daily reading quizzes
- Mid-term and final exams identifying key literary terms, authors, and movements
- Short papers that construct arguments based on close analysis of literary source materials
- Creative responses to primary sources, such as style imitation or contemporary adaptations
- Longer paper that incorporates research and makes an original contribution to literary scholarship

ENGL: 2073: Transatlantic Literature, 1865-1945

TRANSATLANTIC LITERATURE, 1865-1945

DESCRIPTION: A critical and historical survey of the development of **TRANSATLANTIC LITERATURE FROM 1865-1945**, with attention to identifying cultural and/or historical trends of the period.

LEARNING OUTCOMES: By the end of the class, students should be able to . . .

- Identify major genres and literary terms characteristic of literature during this historical period
- Describe the multilingual exchanges and transnational influences on literary culture in the British Isles and Americas
- Recognize stereotypes and prejudices relating to class, gender, religion, race, and other identity-markers in medieval and early modern literature
- Produce original written arguments that rely on direct analysis of literary sources and the incorporation of scholarly research

READING LIST:

AMERICAN LITERATURE, VOLUME II, PEARSON ISBN 9780134053363

LONGMAN ANTHOLOGY OF BRITISH LITERATURE, VOLUME 2B: THE VICTORY AGE, 4TH EDITION

LONGMAN ANTHOLOGY OF BRITISH LITERATURE, VOLUME 2C: THE TWENTIETH CENTURY AND BEYOND, 4TH EDITION

ASSIGNMENTS:

- Daily reading quizzes
- Mid-term and final exams identifying key literary terms, authors, and movements
- Short papers that construct arguments based on close analysis of literary source materials
- Creative responses to primary sources, such as style imitation or contemporary adaptations
- Longer paper that incorporates research and makes an original contribution to literary scholarship

ENGL 2083: Transatlantic Literature 1945-present

[NOTE—This syllabus is designed for a MWF schedule, with 50 minute class sessions.]

GOALS

This class will read widely in contemporary literature in English (poetry, fiction, drama), devoting more or less equal attention to formal analysis and to social and historical contexts.

LEARNING OUTCOMES

By the end of the class, students should be able to . . .

- Identify major genres and literary terms characteristic of literature during this historical period
- Describe the multilingual exchanges and transnational influences on literary culture in the British Isles and Americas
- Recognize stereotypes and prejudices relating to class, gender, religion, race, and other identity-markers in medieval and early modern literature
- Produce original written arguments that rely on direct analysis of literary sources and the incorporation of scholarly research

TEXTS

Drama

Beckett, *Waiting for Godot*
Edson, *Wit*
Wilson, *The Piano Lesson*

Short Fiction

Lahiri, *Interpreter of Maladies*
Trevor, *After Rain*

Novels

Achebe, *Things Fall Apart*
DeLillo, *White Noise*
Rushdie, *Midnight's Children*

Poetry

Rich, *Diving into the Wreck*
Thomas, *The Collected Poems of Dylan Thomas*

NOTE: We begin with drama and proceed (in order) to short fiction and novels before closing with poetry. All students will do all readings in the short fiction, drama, and poetry sections of the course, but each student will select **one** novel. I will lecture three times (one week) on each novel (and prepare a separate quiz [#4] for those reading it). Each student will thus have two weeks free from class sessions for work on term papers.

EXAMS, ATTENDANCE, PARTICIPATION, PAPERS, GRADES, WEATHER POLICY, STUDENT INTEGRITY POLICY

Grades will be based upon four quizzes (40%), a 5-8 page paper discussing a work or (more likely) part of a work not read in class (40%), and a final exam essay (20%). There will be no midterm. I take roll intermittently; three recorded absences gets you docked one letter grade (highest mark you could make would be B); more than five absences your best hope is a C.

I do not grade participation, though I call on students for contributions to class discussions (which I hope will be spirited). I will discuss paper topic guidelines before the end of January. We devote a full week in April to working on papers.

I make every effort to meet classes in inclement weather—unless the University is closed, expect me to be there, expecting you. My office is XX, #XXX; my office telephone is XXX-XXXX; I do not hold regular office hours,

but I happily meet with students by appointment. To set up an appointment call or email me at <rochran@uark.edu>

Students should be familiar with the University of Arkansas Academic Integrity policy—it's available online at <https://honesty.uark.edu/policy/index.php>

ENGL 3543/4523 Spring 2021
MW 3:05 – 4:20 pm/ REMOTE
Prof. Yajaira Padilla
OH: By Appt.
KIMP 723/ 575-6003/ ympadill@uark.edu

Writing the Self: Latinx Autobiographical Narratives

Description: In this class we will explore various texts that fall under the broad banner of “Latinx autobiographical narratives.” In some cases, we will be engaging with hybrid texts that blur the boundaries between the genres of autobiography, memoir, testimonio, essay, fiction, poetry. Although the majority of the class will be centered on the exploration of written texts, we will also examine works in other genres (performance and podcasts). In our discussions of these texts, we will be exploring: 1) the narrative/artistic strategies the authors employ in their constructions and writings of “self”; and 2) the themes/topics related to Latinx livelihoods that the authors bring to bear in their works (questions of identity, communal and national belonging, transitions to adulthood, immigration, racism, sexism, sexuality, and class, among others).

Course Objectives/Learning Outcomes:

- a) For students to gain a basic understanding of the socio-economic, historical, political, and cultural dimensions of the US-based/transnational experiences of various ethnic/racial groups that comprise the U.S. Latinx community (Nuyorican, Cuban American, Columbian American, Dominican American, Chicax/Mexican American, US Central American)
- b) For students to gain a basic understanding of the dominant themes/issues, concepts, and aesthetic innovations that characterize U.S. Latinx literary and cultural production (in this case, those broadly characterized as “autobiographical”)
- c) For students to build their critical thinking, communication, and writing skills by producing a series of well-developed and argued written papers as well as participation in class discussion/debates

Primary Texts

Capó Crucet, *My Time Among the Whites: Notes from an Unfinished Education*, ISBN: 978-1250299437
Cepeda, Raquel, *Bird of Paradise: How I Became Latina*, ISBN: 978-1451635874
González, Rigoberto, *Butterfly Boy: Memories of a Chicano Mariposa*, ISBN: 978-0299219048
Grande, Reyna, *The Distance Between Us*, ISBN: 978-1451661781
Hernández, Daisy, *A Cup of Water under my Bed*, ISBN: 978-0807062920
Thomas, Piri, *Down These Mean Streets*, ISBN 978-0679781424

***Additional secondary readings will be available via Blackboard**

Films

Freak (John Leguizamo) (1998)

Course Breakdown/Grading:

attendance and active participation in class discussions	15%	
1 critical essay (4-5 pages)		20%
1 final project		30%
midterm	15%	
final exam		20%

Student Requirements (REMOTE DEL)

***Remote Delivery:** *This course will use Zoom/Collaborate Ultra for synchronous (“real time”) class meetings at the designated date/time. Please take the time to familiarize yourself with Zoom/Collaborate Ultra. You may choose to use Zoom/Collaborate Ultra on your mobile device (phone or tablet). If you do not already have a Zoom account, you should get one asap.*

Things to Know About Using Zoom/Collaborate Ultra for Class Meetings:

- *You must sign-in to the Zoom/Collaborate Ultra session by the designated class start time to avoiding being marked as “late” for class.*
- *The Zoom/Collaborate Ultra sessions are recorded.*
- *Improper classroom behavior is not tolerated within Zoom/Collaborate Ultra sessions and may result in a referral to the Office of Student Conduct.*

- You can contact the Help Desk at help.uark.edu or 479-575-2905 if you have any technical issues accessing Zoom/Collaborate Ultra or during a class session.
- If for any reason you are not able to join via your computer, tablet, smart phone i.e. or are having technical difficulties throughout class, you can join the session via telephone.

***Course Communication:** In this class our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional.

***Attendance:** Students are required to attend all scheduled (synchronous) class sessions in Zoom/Collaborate Ultra, arriving on time and leaving at the end of the class session. Although I understand that there may be circumstances (such as technical difficulties) that might disrupt your ability to attend on occasion via your computer, table, phone, this can be used as an on-going excuse. Be ready to join class via dial-in if necessary and/or to secure another reliable wifi spot, such as at the library.

For other absences, see the following: “According to University rules, student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”

***Participation:** Students are expected to participate in (synchronous) class sessions in Zoom/Collaborate the same way as they would in face-to-face sessions. This means all students are responsible for coming to class fully prepared (having read all of the assigned materials and able to discuss them in a nuanced and critical manner both in larger group discussions and break-out groups). Unless bandwidth is poor, all students should also use their video camera, be dressed appropriately, and ensure their backgrounds are appropriate. Attendance alone does not constitute active participation.

***Recording Class Sessions:** *Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the [Center for Educational Access](#) with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the [Office of Student Standards and Conduct](#) for potential charges under the [Code of Student Life](#). In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the [University of Arkansas' academic integrity policy](#).*

***Course Accommodations:** University of Arkansas [Academic Policy Series 1520.10](#) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Key Policies/Statements

Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Academic Integrity: "Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their

instructor."***Note: Although I encourage outside reading and research, students must make reference to and acknowledge ideas that are not their own. When in doubt, cite your sources!**

Discrimination and Sexual Harassment: Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Diversity and Inclusion (English Department Statement)

We in the English Department of the University of Arkansas believe a respect for policies and practices that foster diverse voices and viewpoints, that protect all members of our community against discrimination, and that maintain appropriate professional boundaries is integral to the success of our students and our program.

We acknowledge that structures of historical oppression are still operational today, sometimes more visibly and sometimes less, and that efforts toward diversity and inclusion must permeate all levels of practice, from curriculum to teaching, from admissions to hiring, taking into account race and ethnicity, gender, sexual orientation, disability, age, religion, neurodiversity, country of origin, citizenship status, socio-economic status, physical and mental health, and other factors that can divide and disadvantage.

Our department consists of three broad areas—literature, creative writing, and rhetoric and composition—within which our community of scholars fosters intellectual and aesthetic diversity. We try to continually reconsider what constitutes the center and the canon of our disciplines, and to renovate our departmental culture and teaching practices in response to evolving student, state, and national populations. With these conversations, we hope to provoke mutual reflection on how to respect one another's differences and build from the diversity of our communities.

We hope, above all, that if you come to us as a student, we can teach you to question, in large part by modeling our own engagement with the questions that drive us.

If you encounter any barriers to your contributions or to your opportunity to succeed, please ask the instructor or any faculty member of the English Department to connect you with additional resources or to modify our classroom culture. To report allegations of discrimination, barriers to access, and/or sexual harassment, either that you have experienced or that you have witnessed, please contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or oeoc@uark.edu. You can begin navigating the grievance process here: <https://oeoc.uark.edu/reporting/index.php>

CLASS SCHEDULE

(* = Blackboard)

Week 1

1/11 Introduction to Class

1/13 *Torres-Saillant, "The Latino Autobiography"

*Cantú, "Memoir, Autobiography, Testimonio"

Week 2

1/18 Martin Luther King Holiday

1/20 Thomas, *Down These Mean Streets*

Week 3

1/25 Thomas, *Down These Mean Streets*

1/27 Thomas, *Down These Mean Streets*

Week 4

2/1 Ortiz Cofer, *The Latin Deli* (excerpts)

2/3 **Class Writing Exercise**

Week 5

2/8 Anzaldúa, *Borderlands* (excerpts) & “La Prieta”

***CRITICAL ESSAY DUE (by start of class via email)**

2/10 González, *Butterfly Boy: Memories of a Chicano Mariposa*

Week 6

2/15 González, *Butterfly Boy: Memories of a Chicano Mariposa*

2/17 González, *Butterfly Boy: Memories of a Chicano Mariposa*

Week 7

2/22 **Partial Spring Break**

2/25 Grande, *The Distance Between Us*

Week 8

3/1 Grande, *The Distance Between Us*

3/3 Grande, *The Distance Between Us*

Week 9

3/8 **MIDTERM EXAM Due (Take home) due by 5 pm via email.**

3/10 **The Wandering Song* (selections)

Week 10

3/15 **The Wandering Song* (selections)

3/17 **Zamora, Unaccompanied* (selections)

Week 11

3/22 Leguizamo, *Freak*

3/24 Hernández, *A Cup of Water under my Bed*

Week 12

3/29 Hernández, *A Cup of Water under my Bed*

3/31 Hernández, *A Cup of Water under my Bed*

Week 13

4/5 Capó Crucet, *My Time Among the Whites*

4/7 Capó Crucet, *My Time Among the Whites*

Week 14

4/12 Capó Crucet, *My Time Among the Whites*

4/14 **Class Writing Exercise: Nuestro South Podcast (<https://nuestrosouthpodcast.buzzsprout.com/>)**

Week 15

4/19 Cepeda, *Bird of Paradise: How I Became Latina*

4/21 Cepeda, *Bird of Paradise: How I Became Latina*

Week 16

4/26 Cepeda, *Bird of Paradise: How I Became Latina*

4/28 Class wrap-up

FINAL PROJECTS DUE (by start of class via email)

Week 17

5/5 **FINAL EXAM DUE (Take-home) by 5 pm via email.**

English 3553/4553

Indigenous Literature and the Environment

Professor Teuton

Office Hours: by appointment, online Telephone: 479.313.4954

E-mail: steuton@uark.edu

Course Description

Why do we associate the Native American with the natural world? From early encounters, Americans have viewed Indigenous people and their relationship to the North American land as an example of environmental perfection. Examining that myth, this course considers how Native people and the environment might serve a fantasy in American ideas of wilderness but also might provide a legitimate model of ecological stewardship. In drawing on novel and poetry, autobiography and essay, short story and film, this online course engages topics such as world views, sustainability, ethics, non-human relationships, and community.

Course Requirements

Listed below are the expectations for the course. While they might appear stringent, they need only be declared once if we keep them in mind. With such understanding in place, we can make this a fun semester! Students straying from these requirements during the semester may be referred to the following guidelines.

Attendance

As stated in the Academic Regulations University of Arkansas Catalog, “student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”

Students must attend all course meetings, cameras on, microphones ready. Merely logging in does not secure attendance; one must be engaged in the lecture and discussion. Those who do not respond will be counted absent for the day’s session. It is accepted that illness or

schedule conflict can cause up to a week's worth of absence. For every week's worth of absence thereafter, however, a student's final grade will be reduced by one letter. If you must be absent, do not contact me either to explain your absence or later to inquire about what you missed.

Instead, contact a classmate. For extended absences, such as a death in the family or an extreme injury or illness, students must provide documentation, such as a death certificate or a letter from a physician with redaction of personal details.

Participation

Course participation requires that you come to sessions with completed reading assignments, and prepared to discuss and report on those readings with your classmates in weekly in-class group assignments. Students will record their preparedness with in-class journal writing. You must bring the assigned reading material to course meetings. Listed below are the participation grades students will earn, based on their performance in these four proportionate criteria: attendance, promptness, reading, and discussion:

- A The student meets all four participation criteria: she or he attends class on time, has prepared the reading assignment, and actively discusses the reading and course issues.
- B The student meets three of the four participation criteria: for example, he or she attends class on time, has prepared the reading assignment, but does not actively discuss the reading and course issues.
- C The student meets two of the four participation criteria: for example, she or he attends class on time, but has not prepared the reading assignment, and does not actively discuss the reading and course issues.
- D The student meets one of the four participation criteria: for example, he or she attends class, but is not on time, has not prepared the reading assignment, and does not actively discuss the reading and course issues.

During meetings, I ask that you behave as mature students that honor learning. Please do not eat, sleep, use cell phones, or study for other courses during our sessions. And please do not browse the internet during our meetings. Please keep your cameras on, microphones ready.

For discussion outside of meetings, I can be reached by telephone or online appointment. I can be contacted by e-mail but only for brief exchange. Do not expect to reach me by e-mail regarding assignments. Instead, visit me after meetings online or by telephone or online appointment. In any exchange, please use formal letter format in addressing me via e-mail, beginning with "Dear Professor" or "Hello Dr. Teuton."

Presentations

Each student will prepare a formal 20-minute presentation focused on a favorite text or topic from our readings. Be prepared to provide an argument and to lead us through a close analysis

of the literature, as you share your thoughts and enrich our experience of the readings and course topics or debates. Ideally, you will record your presentation and upload it to Blackboard for our viewing. You may also upload your written presentation to Blackboard or direct us to a film clip or online news item to supplement your project. **Presentations may be submitted at any time before the due date, but late presentations will not be accepted.**

Journals

Students will work on a journal to be submitted periodically for a grade. These journals will serve as a space in which to write short responses to the day's reading, but also to reflect on your intellectual life. Be prepared to share your journal's writings with the class.

Course Examinations

The midterm and final examinations will occur online in class meetings. They will test you on the history, culture, and literature presented in course texts and lectures. Be prepared to know specific authors, plots, characters, names, places, titles, dates, and so on. The format will be identification and essay.

Essays

Midterm and final essays will be written during online class meetings, and students will be given prompts in advance for their preparation. Listed below are the writing assignment grades students will earn, based on their performance in these four proportionate criteria: argument, analysis, organization, and style:

A The essay meets all four of the writing criteria: the essay displays a well-executed argument throughout, and is supported by a rich analysis of the literary text. These ideas and readings are organized and easy to follow, and the writing is clear, direct, and free of grammatical and/or typographical errors.

B The essay meets three of the four writing criteria: for example, the essay displays a well- executed argument throughout, and is supported by a rich analysis of the literary text.

These ideas and readings are organized and easy to follow, but the writing is unclear and contains grammatical and/or typographical errors.

C The essay meets two of the four writing criteria: for example, the essay displays a well- executed argument throughout, and is supported by a rich analysis of the literary text. The ideas and readings, however, are disorganized, and the writing is unclear and contains grammatical and/or typographical errors.

D The essay meets one of the four writing criteria: for example, the essay displays a well- executed argument throughout, but it is not supported by a rich analysis of the literary text. The ideas and readings are disorganized, and the writing is unclear and contains grammatical and/or typographical errors.

Assignment Grade Distribution

Participation:	20%
Presentation:	20%
Journal:	10%
Midterm Examination:	25%
Final Examination:	25%

University Policy

Diversity, Equity, and Inclusion

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Names and pronouns: We necessarily deal with many sensitive topics in literature courses, but please know that I will do my utmost to maintain an atmosphere of courtesy and sensitivity, especially with respect to race, culture, religion, politics, sexual orientation, gender, gender

variance, and nationalities. A practical matter: class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Accommodation of Disabilities

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for such arrangements through the Center for Educational Access. Telephone 479.575.3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Discrimination and Sexual Harassment

Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue, 479.575.4019.

Academic Integrity

According to the Office of the Provost and Vice-Chancellor for Academic Affairs, “as a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <http://provost.uark.edu/academicintegrity/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, an active shooter, or fire can be found at emergency.uark.edu.

Severe Weather

Follow the directions of the instructor or emergency personnel. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

Violence / Active Shooter

- * CALL- 9-1-1
- * AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- * DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police that it is safe to leave.
- * DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Recording or Sharing of Class Materials

I ask that you not video or audio record, or photograph class proceedings, and not share class materials with others outside of class.

Required Texts

Students are encouraged to obtain hard copies of the required texts. You may wish to shop around the internet or used bookstores for bargains. Texts are also available at University of Arkansas Bookstore, 616 N. Garland Ave., 479.575.2155. Let me know if you have an economic hardship; I might have extra copies for you. In any case, obtain them well in advance of the reading assignments so that you are prepared for discussions.

1. Louise Erdrich, *Tracks*
2. Joy Harjo, *A Map to the Next World*
3. Linda Hogan, *Power*
4. N. Scott Momaday, *The Way to Rainy Mountain*
5. Tommy Orange, *There There*
6. Perdue and Green, *North American Indians: A Very short Introduction*
7. Leslie Marmon Silko, *Ceremony*
8. Richard Wagamese, *Medicine Walk*
9. James Welch, *Fools Crow*

Films: *Reel Injun*, *The Revenant*, *Atanarjuat: The Fast Runner*

Schedule of Readings

Week 1

M 11 January Introductions
W 13 Film: *Reel Injun*
F 15 Film: *Reel Injun*

Week 2

M 18 Martin Luther King, Jr. Day
W 20 Discussion: *Reel Injun*
F 22 *The Way to Rainy Mountain*, pages 2-12

Week 3

M 25 *The Way to Rainy Mountain*, pages 16-59
W 27 *North American Indians*, preface and chapter 1
F 29 Presentations

Week 4

M 1 February *The Way to Rainy Mountain*, pages 60-89
W 3 *Tracks*, pages 1-95
F 5 Presentations

Week 5

M 8 *Tracks*, pages 96-226
W 10 *North American Indians*, chapter 2
F 12 Presentations

Week 6

M 15 *Fools Crow*, pages 1-125
W 17 *Fools Crow*, pages 129-267
F 19 Presentations

Week 7

M 22 Student Holiday
W 24 *North American Indians*, 3-4
F 26 *Fools Crow*, pages 268-391

Week 8

M 1 March Midterm Exam
W 3 Midterm Exam
F 5 Film: *The Revenant*

Week 9

M 8 Film: *The Revenant*
W 10 Discussion: *The Revenant*
F 12 Presentations

Week 10

M 15 *Ceremony*, pages 1-130
W 17 *Ceremony*, pages 131-262
F 19 Presentations

Week 11

M 22 *A Map to the Next World*, pages 1-66
W 24 *North American Indians*, chapter 5
F 26 Student Holiday

Week 12

M 29 *A Map to the Next World*, pages 67-135
W 31 *Power*, pages 1-97
F 2 April Student Holiday

Week 13

M 5 *Power*, pages 99-235
W 7 *There There*, pages 1-150
F 9 Presentations

Week 14

M 12 *There There*, pages 151-290
W 14 *North American Indians*, chapters 6-7
F 16 Presentations

Week 15

M 19 *Medicine Walk*, pages 1-139
W 21 *Medicine Walk*, pages 139-246
F 23 Film: *Atanarjuat: The Fast Runner*

Week 16

M 26 Film: *Atanarjuat: The Fast Runner*
W 28 Discussion: *Atanarjuat: The Fast Runner*
F 30 Dead Day

Final Examination: Wednesday, May 5, 12:45 PM-2:45 PM

**ENGL 3593: Topics in Gender, Sexuality, & Literature ENGL 3603: Topics in Rhetoric and Composition
"Communicating Effectively on the Needs of Women Who Are Leaving Prison and Reentering Society"
Fall 2021 (MWF / 10:45-11:35 a.m. / CHPN 413)**

Instructor: Dr. Leigh Sparks

Office: Kimpel 232

Office Hours: MWF 12-1; you can also e-mail me to schedule a phone, Zoom, or face-to-face (w/ masks) meeting.

Phone: 479-575-5659

E-mail: lxp04@uark.edu (This is the best way to reach me.)

Description: This course is open to all undergraduate students interested in the course topic but is intended to be particularly beneficial to students who are majoring/minoring in the following fields: Communication, Criminology, Education, English, Gender Studies, Pre-Law, Rhetoric and Composition, Social Work, and Sociology. Course reading materials and class discussion will focus upon women's incarceration within the U.S. and the unique challenges they face after being released. In addition, the course will consider cultural, social, and professional rhetorics that can be brought together and applied for the purpose of discouraging women's recidivism and promoting successful reentry paths for them.

Learning Outcomes:

- reviewing the **history of women's incarceration** in the U.S.
- understanding how the **pre-incarceration experiences and incarceration needs** of female and male prisoners differ
- learning about how the **reentry processes** of female and male prisoners and former prisoners differ
- focusing upon variations in **current prison programming options** for women offered in the U.S.
- considering how **reentry programs/preparation** currently being offered to female prisoners and former prisoners both meets women's needs and could be improved
- researching what scholars, advocates, and women who are incarcerated or who have been incarcerated have been saying over the last two decades about issues surrounding the reentry process for women
- communicating with scholars, advocates, formerly incarcerated women, and program developers who are currently interested in the needs of women in the U.S. who are leaving prison and reentering society
- brainstorming and developing programs that could further assist and prepare women as they leave prison and reenter society
- brainstorming how to share information gathered and/or created in this course with scholars, advocates, program developers, and women in the U.S who are in the process of leaving prison and reentering society

Course Structure:

- In-class lectures and discussions during regular class meeting schedule
- Weekly reading quizzes
- Additional weekly writing through weekly Discussion Board (DB) exercises and Journal Responses

- Student presentations to class (article critiques, reports on existing prison programs, final presentations on original reentry program proposals)
- One major research paper/project

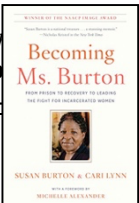
NOTE: The quality of each student's research/writing, weekly discussion/participation, and more formal presentations and projects will largely determine their final grade.

Typical Weekly Schedule:

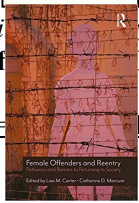
- Monday – Class meeting from 10:45-11:35 a.m.
- In class, we will often review questions over the reading assignment in preparation for students completing weekly DB, quiz, and JR.
- Students may be asked to respond to a writing prompt and then discuss the readings/slide info as a whole class or in breakout groups.
- Student reports to the rest of the class (article reports, program reports) may take place.
 - Wednesday – Class meeting from 10:45-11:35.
- Similar format to Monday's.
- First writing assignment (probably a DB post) will be due on Wednesday through Blackboard.
- Student reports may take place.
 - Friday – Class meeting from 10:45-11:35.
- This class meeting may be a little more collaborative, focusing upon breakout discussions, group work, student reports, and/or guest speakers.
 - Saturday - A reading quiz will typically be due on Saturday through Blackboard.
 - Sunday - Second writing assignment (probably a journal response) will typically be due by the end of this day.

Required Reading Materials:

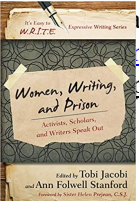
Burton, Susan, and Cari Lynn. *Becoming Ms. Burton: From Prison to Recovery to Leading the Fight for Incarcerated Women's Rights*. The New Press, 2017. **You can purchase/rent the Kindle or paperback version for \$12.99.** https://www.amazon.com/Becoming-Ms-Burton-ebook/dp/B07YCT2DP2/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1629481462&sr=1-1



Carter, Lisa M., and Chatherine D. Marcum, eds. *Female Offenders and Reentry: Pathways and Barriers to Returning to Society*. Routledge: Taylor & Francis Group, 2018. **You can purchase the Kindle or paperback version for \$39.95.** https://www.amazon.com/Female-Offenders-Reentry-Pathways-Returning-ebook/dp/B0744P28HN/ref=sr_1_1?dchild=1&keywords=female+offenders+and+reentry&qid=1595882542&sr=1-1



Jacobi, Tobi, and Ann Folwell Stanford, eds. *Women, Writing, and Prison: Activists, Scholars, and Writers Speak*. I-T-E Press & Littlefield, 2014. **You can purchase/rent the Kindle or paperback version for \$20-\$30:** https://www.amazon.com/Women-Writing-and-Prison-W-R-Writing-Prison-W-R-ebook/dp/1475808232/ref=mt_other?encoding=UTF8&me=&qid=1595883465



Other reading materials (articles, websites, etc.) will be linked to the Blackboard for this course.

Assignment Grade Distribution:

- Class Attendance, DB Exercises, Quizzes 15%
- Weekly Journal Responses 15%
- Article Critique/Report to Class 15%
- Reentry Program Critique/Report to Class 15%
- 5- to 7-page Researched Conference Paper 25%
- Pres./Ppr. on Innovative Reentry Program 15%

Total: 100%

Course Grade Scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59

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English Department's Statement on Diversity and Inclusion: “We in the English Department of the University of Arkansas believe a respect for policies and practices that foster diverse voices and viewpoints, that protect all members of our community against discrimination, and that maintain appropriate professional boundaries is integral to the success of our students and our program.

We acknowledge that structures of historical oppression are still operational today, sometimes more visibly and sometimes less, and that efforts toward diversity and inclusion must permeate all levels of practice, from curriculum to teaching, from admissions to hiring, taking into account race and ethnicity, gender, sexual orientation, disability, age, religion, neurodiversity, country of origin, citizenship status, socio-economic status, physical and mental health, and other factors that can divide and disadvantage. Our department consists of three broad areas—literature, creative writing, and rhetoric and composition—within which our community of scholars fosters intellectual and aesthetic diversity. We try to continually reconsider what constitutes the center and the canon of our disciplines, and to renovate our departmental culture and teaching practices in response to evolving student, state,

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— Office of the Provost and Vice-Chancellor for Academic Affairs

NOTE: The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the sanction rubric at <http://honesty.uark.edu/sanction-rubric/> for a list of specific violations covered by the University’s Academic Integrity Policy.

Attendance: “Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules.

The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”

— Academic Regulations University of Arkansas Catalog of Studies

*****How the University's Attendance Policy Applies to My Course*****

Attendance, worth 3-6 points each week (I will let you know when a day will be worth 2 points), will be taken at the beginning of each class meeting, which will also be recorded. To do well in this course, you should attend class regularly. A student who is late to a class or who leaves class early without the instructor's permission may be counted as absent.

Each student can be excused from 2 classes without documentation, but the student will need to e- mail me either before the class or within 24 hours after the class to ask to be excused from it.

Beyond the first 2 absences, students can be excused from class no more than 2 additional times and only if

1. the student e-mails me either before the class or within 24 hours after the class to ask to be excused from it for one of the reasons stated above: illness (not counting COVID--see separate policy for COVID, below), family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances; and
2. the student provides official documentation regarding the specific reason for being absent, and

3. the student e-mails me a summary of what was covered in class on each day that they missed (by watching the recording of the missed class).

Quarantine & Isolation Procedures for the University

If you do happen to come in close contact (6 feet) with someone who has tested positive for COVID- 19, there are a few things to remember:

FULLY VACCINATED WITHOUT SYMPTOMS

- Fully vaccinated people with no COVID-like symptoms **DO NOT** need to quarantine or get tested following an exposure to someone with suspected or confirmed COVID-19.
- However, they need to monitor for symptoms for 14 days following an exposure.
- They can get tested 3-5 days after their COVID exposure – earlier if they develop any symptoms.

FULLY VACCINATED WITH SYMPTOMS

- Fully vaccinated individuals who experience symptoms consistent with COVID-19 should isolate themselves from others, be clinically evaluated and tested for COVID-19.
- You need to self-isolate for a full 10 days if you test positive for COVID-19.

UNVACCINATED OR PARTIALLY VACCINATED

- You need to quarantine immediately and monitor for symptoms for 14 days. You can get tested 3-5 days post exposure and earlier if you develop any symptoms.
- You need to self-isolate for a full 10 days if you test positive for COVID-19.

If you develop symptoms for COVID-19 during the quarantine period or receive a positive COVID- 19 test result, you must follow the instructions for a 10 day isolation. Instructions can be found on the university's COVID-19 guidance website in the Testing, Reporting, Quarantine & Health Information section: <https://health.uark.edu/coronavirus/testing-reporting-quarantine-health-information.php>

*******How the University's Quarantine and Isolation Procedures Apply to My Course*******

- If a student needs to isolate or quarantine, they should notify me ASAP.
- They can be excused from class while isolated or in quarantine if they e-mail me a summary of what is covered in each class they miss after watching the recording of that class.
- If the student tests positive for COVID, the student must e-mail me a copy of their test result or official university documentation confirming their status.
- Students who isolate or quarantine are still expected to submit their weekly work (DB posts, quizzes, JR exercises) through Blackboard by the original deadlines. *No extensions will be given for these particular assignments. Points can be made up through e.c. opportunities.*

Blackboard Use and Assignment Submission: Students should regularly check Blackboard to review course announcements, handouts, and grades. In addition, students must use Blackboard's SafeAssign system to submit all of their assignments. If a student ever has problems submitting their assignment or is worried that they might have problems submitting their assignment through the Blackboard system, they should send the assignment, saved in MS Word, to lxp04@uark.edu and before the assignment deadline to avoid having the assignment counted as late.

Typically, late submissions will not be excused due to technology issues related to the student's personal computer, the Blackboard system, poor internet connection, etc. If students are concerned about technology failure, they should plan to submit their work early enough so that they have time

to fix the problem should their initial attempt fail. The following "Late Work" policy is one that I will enforce as consistently as possible in order to treat students fairly and not to give an unfair advantage to students by allowing some, but not others, extra time to work on their assignments.

Late Work Policy:

- Class Attendance, DB Exercises, and Quizzes - It is important that students participate in classroom discussions, discussion board exercises, and quizzes as they occur/are due each week. These are, together, worth 15% (150 pts.) of a student's overall grade of the course.

****DB exercises and quizzes are not components of the course that can be made up after the due date, for any reason, though students may make up points by completing extra credit exercises when they are assigned.****

- Weekly Journal Responses - These are worth 15% (150 pts.) of a student's overall grade for the course. ****A journal response cannot be made up, for any reason, after the due date.****
- Major Assignments (Article Critique/Report; Reentry Program Critique/Report; 5-7-page Research Essay/Program Proposal; Symposium Presentation) - Major assignments are due by the deadline given and should be turned in through Blackboard SafeAssign. **If a major assignment is turned in late without the student's being excused by the instructor, the assignment will be marked down 10 points for each day that it is late.**

Further Info on Major Assignments:

- Article Critique/Report to Class (15%) - Students will write a 2.5- to 3-page article critique (double-spaced, with a Works Cited/References section at the end) and then report (5-7 minutes) on the article to the rest of the class. I will recommend articles to students, but they are welcome to search for different articles on which to present. The article should:
 - first be approved by the instructor;
 - not be an article already presented on by another student and not already be assigned for class reading;
 - have been published since 2010
 - have been published by a journalist or scholar (i.e., don't choose a letter to the editor or a text by someone who does not have published research on prison/reentry issues or direct experience prison/reentry systems)
 - should be located through nytimes.com or be an article I have suggested to the student
 - available in full format (i.e., don't use an abbreviated version or abstract of the article)
 - should be at least 2 full pages in length when printed out
 - should relate to one of the topics discussed in the course. (The "Specific Goals" section on p. 1 of this syllabus may provide ideas and key search words/phrases if the student wants to search for an article on their own.)
- Reentry Program Critique/Report to Class (15%) - Students will write a 2.5- to 3-page reentry program critique (double-spaced, with a Works Cited/References section at the end) and then report (5-7 minutes) on an existing reentry program to the rest of the class. (If the student prefers, they may also report on an existing women's prison program that is not explicitly labeled a reentry program but that the student nonetheless feels would benefit women as they reenter society.) The program should be one that the student has researched through an article, a website, and/or an interview with a program director. The program should not be one that has already been reported on by another student.

- 5- to 7-page Researched Conference Paper (25%)

- Students will write a 5- to 7-page (double-spaced) researched conference paper.
 - The student should include a Works Cited section and parenthetical citations throughout (after every reference to an outside source).
 - To document their research in their paper, students should cite at least 8 authoritative sources, at least two of which should be scholarly journal articles that can be found through a library database or Google Scholar and that have been published within the last fifteen years (so that your research is timely). Students may also reference the article/program that they may have critiqued/reported on previously in the semester, articles/programs that have been critiqued/reported on by other members of the class, other websites for reentry programs, online authoritative resources like the Prison Policy Initiative site, and/or articles from reputable newspapers and other news sources (e.g., nytimes.com, npr.org, etc.). Chapters from the textbooks can also be cited, though I will only count textbook information once as an authoritative source (i.e., citing two chapters from the *FOR* textbook will not count as two separate authoritative sources).
 - The purpose of your researched conference paper will be to 1) mention a specific problem with regard to a woman's experience of incarceration and reentering society from prison; 2) persuade your audience (conference attendees, made up of other academics, many of whom will not have previous knowledge of your topic) of the severity of the problem and need for change; 3) present a methodology/lit review that focuses on issue of addressing the problem; 4) propose a feasible/sustainable/effective solution to the problem.
- Presentation on Original/Innovative Reentry Program Proposal (15%) - At the end of the semester, students will use the information covered in the course to make a presentation on their own proposal for a particular type of women's reentry program they have designed. By the Tuesday of Week 15 (Nov. 30th), all students should send to me a PDF of their slide presentations. After making their presentations, students will also need to submit through Blackboard a 1-page reflection document (single-spaced, no citations needed) in which they explain why they designed and organized their presentation slides as they did for the purposes of clear explanation and effective persuasion.

Essay Formatting: All essays must be typed with black ink in Roman-based 11- or 12-point font. Lines should be double-spaced on single-sided 8.5x11 inch sheets of white paper. Documentation style (MLA, APA, etc.) and formatting will vary depending on the assignment.

Documentation/Citation Style: Students should use either MLA or APA documentation/citation style in their major assignments, referencing a current handbook or <https://owl.purdue.edu>.

Extra Credit Exercises: Extra credit opportunities will be offered to students periodically throughout the semester. **Students should use these to make up points for any missed work.**

Intellectual Property: Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden, though I will be taping class meetings in order to make them available on Blackboard for any student who is unable to attend a class meeting. Class meeting recordings should be used only for the purpose of reviewing material for this course and preparing for this course's assignments. Please, therefore, be aware that this is a legal matter involving not just my intellectual property rights but also the rights of your fellow students, as described below:

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I may record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class, thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, share recorded copies of our class discussions that I make available to you, provide your notes to anyone else, or make any commercial use of them without expressed, prior permission from me.** Thank you for respecting this course policy.*

Technology Support: It is important for students in the class to know who to contact with regard to any technology issues that may arise that poses an obstacle to participating in class meetings, accessing materials, submitting assigned work, etc.

Please note the following resources that students may want to use throughout the semester:

- <https://help.blackboard.com>
- <https://its.uark.edu>

Course Reading Schedule (NOTE: This is tentative. Check the Blackboard weekly folder for a finalized schedule of assignments. The weekly written assignments are included only in the weekly folders on Blackboard. Possible class visits will also be announced there.)

UNIT 1 - HISTORY OF WOMEN'S INCARCERATION IN THE U.S.

Week 1—Aug. 23-29

- Important dates and other historical facts re: the incarceration of women in the U.S.
- Demonstrations of Article and Website Presentation Assignments
- Assigned Readings (Note: The online sources, below, are linked to the Week 1 folder on the Content page of Blackboard for this course.)

Read this article from the *NYT*: "Leaving Gun Towers and Barbed Wire for a Healing House (Aug. 2020, Patricia Leigh Brown)"

Skim the following articles posted on the *Prison Policy Initiative* website:

- The Gender Divide: Tracking Women's State Prison Growth (Jan. 2018, Wendy Sawyer)
- States of Women's Incarceration: The Global Context 2018 (June 2018, Aleks Kajstura)
- Mass Incarceration: The Whole Pie 2020 (March 2020, Wendy Sawyer and Peter Wagner)
- Women's Mass Incarceration: The Whole Pie 2019 (October 2019, Aleks Kajstura)
- Since You Asked: What Role Does Drug Enforcement Play in the Rising Incarceration of Women?
- Who's Helping the 1.9 Million Women Released from Prisons and Jails Each Year?
- Arkansas Prison Population Graph 1978-2015
- Number of Women Released Graph
 - Assigned Viewing: *Susan: A Documentary* (accessible on YouTube)
 - Assigned Website: A New Way of Life - <https://anewwayoflife.org/> (org. run by Susan Burton)

Week 2—Aug. 30 - Sept. 5

- General info re: historical programming in women's prisons
 - Understanding how the needs of female and male offenders differ
 - Student presentations
 - Assigned Readings:
- FOR* - Intro and Chpt. 3
 - BMB* - Foreword, Prologue
 - Articles/Websites TBA

UNIT 2 - FEMALE PRISONERS' AND EX-PRISONERS' UNIQUE NEEDS**Week 3—Sept. 6 - 12**

- Sept. 6 - *Labor Day Holiday*
 - Understanding how the needs female and male prisoners and ex-prisoners and differ
 - Student presentations
 - Assigned Readings:
- FOR* - Case Study 4A
 - BMB* - Chpt. 1
 - Articles/Websites TBA

Week 4—Sept. 13 - 19

- Understanding how the needs of female and male prisoners and ex-prisoners differ
 - Student presentations
 - Assigned Readings:
- FOR* - Chpt. 5
 - BMB* - Chpts. 7-10
 - Articles/Websites TBA

Week 5—Sept. 20 - 26

- Understanding how the needs female and male prisoners and ex-prisoners differ
 - Student presentations
 - Assigned Readings:
- FOR* - Chpt. 6
 - Articles/Websites TBA
 - Assigned Viewing:
- Frontline documentary *Tutwiler* (<https://www.pbs.org/wgbh/frontline/film/tutwiler/>)

UNIT 3 - REENTRY PROCESS FOR WOMEN**Week 6—Sept. 27 - Oct. 3**

- researching what scholars and advocates have been saying over the last two decades about issues surrounding the reentry process for women
- Student presentations
- *FOR* - Chpt. 7
- *BMB* - Chpt. 11
- Articles/Websites TBA

Week 7—Oct. 4 - 10

- researching what scholars and advocates have been saying over the last two decades about issues surrounding the reentry process for women
- Student presentations
- Assigned Readings:
 - *FOR* - Chpt. 10
 - *BMB* - Chpts. 12-14
 - Articles/Websites TBA

Week 8—Oct. 11 - 17

- researching what scholars, advocates, and program developers currently interested in the needs of women in the U.S. as they are leaving prison and reentering society
- Student presentations
- Assigned Readings:
 - *FOR* - Chpt. 12
 - *BMB* - Chpts. 15-16
 - *WWP* - pp. xi-20
 - Articles/Websites TBA

Week 9—Oct. 18 - 24

- researching what scholars and advocates have been saying over the last two decades about issues surrounding the reentry process for women
- Student presentations
- Assigned Readings:
 - *FOR* - Chpt. 9
 - *BMB* - Chpts. 18-19
 - *WWP* - Chpts. 1-3
 - Articles/Websites TBA

UNIT 4 - REENTRY PROGRAM DESIGN AND DEVELOPMENT**Week 10—Oct. 25 - 31**

- Oct. 25-26 - *Fall Break*
- brainstorming and developing arguments for programs that could further assist and prepare women as they leave prison and reenter society
- brainstorming how to share information (through conference paper presentations) with scholars, advocates, program developers, and women in the U.S.--especially in Arkansas-- who are in the process of leaving prison and reentering society
- Student presentations
- Assigned Readings:
 - *FOR* - Chpt. 14A
 - *BMB* - Chpts. 20-22
 - *WWP* - Chpts. 5-9
 - "Learning to Teach by Traveling Inside" by Rachel Marie-Crane Williams (will be posted on Blackboard)
 - Articles/Websites TBA
 - Assigned Viewing: Documentary film *Grey Matter* (https://filmfreeway.com/grey_matter)

Week 11—Nov. 1 - 7

- In-class revision workshop on conference paper assignments
 - Assigned Readings:
- FOR* - Chpt. 8
 - BMB* - Chpts. 23-25
 - WWP* - Chpt. 8
 - Articles/Websites TBA

Week 12—Nov. 8 - 14

- ****Researched Conference Paper assignment due this week.****
 - In-class revision workshop on conference paper assignments
 - Assigned Readings:
- FOR* - Chpt. 14
 - BMB* - Chpts. 26-30

Week 13—Nov. 15 - 21

- Watch in class documentary film *What I Want My Words to Do to You*.
 - Confirm with instructor presentation topic (type of reentry program that will be proposed)
 - Assigned Readings:
- BMB* - Chpts. 30-33
 - WWP* - Chpts. 9-10
 - Article by Wendy Hinshaw and Tobi Jacobi: "What Words Might Do: The Challenge of Representing Women in Prison and Their Writing" (will be posted on Blackboard)

Week 14—Nov. 22 - 28

- Nov. 24 and 25 - *Thanksgiving Break*
 - Preparing for end-of-semester presentations
 - Student presentations (Monday)
 - Assigned Readings:
- BMB* - Chpts. 34-37
 - WWP* - Chpts. 11-12; 14-17; Afterword

Week 15—Nov. 29 - Dec. 5

- Final student presentations (Monday)
 - Preparing for end-of-semester presentations / revision workshop (Monday)
 - ****Final draft of original reentry program slides due from all students on Tuesday of this week.****
 - End-of-semester presentations begin (Wednesday)
 - Assigned Readings:
- BMB* - Chpts. 38-39
 - WWP* - Chpts. 19, 24, 25, and "Hope Is There" by Cree (p. 239)

Week 16 - Dec. 6 - Dec. 9 (Thurs.)

- End-of-semester presentations continue.

Dead Day - Dec. 10 (Fri.)

Final Exam Week—Dec. 13 - 17: In lieu of a final exam for this course, students will make presentations virtually during Week 15 and Week 16.

SEED 3993: Critical Studies in Literature for Adolescents

Instructor: Dr. Sean Connors

Email: sconnors@uark.edu

Course Description:

In *Literature for Today's Young Adults*, Nilsen and Donelson (2009) argue, "Young adult literature is not the whole of literature, but it is an increasingly important part. The future teacher . . . unfamiliar with young adult literature begins disadvantaged and, given the flow of the presses, is likely to remain so. To remain ignorant is to be professionally irresponsible with the result being a disaster for students who will miss out on the delights of reading for pleasure." This course examines topics and issues that are of interest to scholars and educators who work with young adult literature. Students will read a diverse range of young adult fiction and nonfiction for the purpose of examining how the genre mirrors and critiques contemporary social and political topics, and how it imagines the relationship between teenagers and the social institutions they experience.

Course Objectives:

- Students will construct a working definition of young adult literature that distinguishes it from literature for children on the one hand, and literature for adults on the other.
- Students will read and critique a wide assortment of books for teenagers to assess how the genre reproduces and resists single stories about gender, class, race, sexual orientation, and other identity categories.
- Students will examine young adult books through a series of critical lenses to relate the teaching of literature to current modes of literary criticism.
- Students will develop an understanding and appreciation of literature that meets the needs and interests of adolescents, including culturally and linguistically diverse students.
- Students will participate actively in in-class activities, including small group and whole class discussions, to deepen and complicate their understanding of the young adult literature they read.

Essential Questions: Our study of young adult literature will lead us to investigate the following essential questions:

- What distinguishes young adult literature from literature for children and literature for adults?
- How do individual works of young adult literature reproduce and/or resist single stories about race, gender, age, class, sexual orientation, and so on?
- What critical topics and issues are of interest to scholars and educators who write about and work with young adult literature?

Required Texts:

Craft, J. (2019). *New Kid*. New York: Harper.
De la Peña, M. (2009). *We Were Here*. New York, NY: Random House.
Hinton, S. E. (1967). *The Outsiders*. New York, NY: Penguin.
King, A.S. (2013). *Ask the Passengers*. New York, NY: Little, Brown.
Lockhart, E. (2008). *The Disreputable History of Frankie Landau-Banks*. New York, NY: Hyperion.
Smith, S. (2013). *Orleans*. New York, NY: G. P. Putnam's Sons.
Schreffer, E. (2012). *Endangered*. New York, NY: Scholastic.
Slater, D. (2017). *The 57 Bus*. New York, NY: Farrar, Strauss, Giroux.
Stork, F. (2010). *Marcelo in the Real World*. New York, NY: Arthur A. Levine.
Whaley, J. C. (2012). *Where Things Come Back*. New York, NY: Atheneum.
Zentner, J. (2016). *The Serpent King*. New York, NY: Ember.
Zoboi, I. (2018). *Pride*. New York, NY: Balzer + Bray.

Note: All supplemental course readings are available on Blackboard.

Course Policies and Expectations:

Digital Devices: To minimize our exposure to shared materials and resources during the pandemic, we'll work with Google documents and other digital applications this semester. As such, you're expected to bring a laptop, tablet, or smart phone to class each week. I appreciate the importance of having a phone available in case of an emergency. However, it is expected that students will use digital devices for class-related purposes only. With that in mind, please follow my lead by putting your mobile device on vibrate and monitoring it as infrequently as possible.

Submission of Assignments: During the semester you're expected to submit your work via a folder I'll create for you on Google Drive. I'll use the same folder to return your work with my feedback.

Late Assignments: Late work will result in a 5% reduction of the grade a student would otherwise have earned on an assignment. Written work submitted more than three days after the assigned due date will be evaluated upon request, but credit will not be granted.

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy," which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, room 104, and on the web at: <http://www.uark.edu/ua/csd/applications.htm> The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Classroom Behavior: Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Inclement Weather: In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting. In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I'll also provide guidance on alternative methods of delivering course content and completing class assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail regularly and that your contact information on UAConnect is up to date.

Incompletes: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an "E."

Course Requirements:

Attendance: Your attendance in class is required. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for some reason, it is your responsibility to e-mail me in advance and apprise me of your situation.

Quizzes: (60 points) This is a reading intensive course. As such, I'll administer three unannounced quizzes during the semester. The quizzes are not intended to be punitive. Rather, they are meant to ensure that you've completed the assigned readings and watched the instructional videos so that you're able to participate productively in class. As such, it is important that you take time to prepare for each class meeting. To avoid

losing credit for a quiz due to absence, you're required to email me in advance and schedule a time to take it remotely before we meet for class that night. Quizzes missed due to tardiness cannot be made up.

Virtual Book Clubs: (80 points) Social constructivist and cognitive constructivist theories of learning emphasize the important role that talking with other people plays in supporting learning. As such, throughout the semester you'll participate in a virtual book club in which you'll talk with a small group of classmates about the books you'll read. My expectation is that you'll *collaborate* with the other members of your group to initiate (and sustain) a thoughtful dialogue in which you work together to *critically interrogate* the books we read. It's expected that you'll also share responsibility for initiating discussions. To complete this assignment, you'll need to share your thoughts about the books you read and contribute an open-ended question for the rest of the group to wrestle with. As you would in a face-to-face discussion, it's expected that you'll also respond to at least one other person's ideas and ask questions of your own. Note that **the discussion boards will lock at 9:00 am on Tuesday morning** so that I can watch all of the videos and take notes prior to our meeting for class. If you haven't contributed to your group's discussion by that time, you'll be unable to do so. Please note that consistently waiting until Monday night to contribute to your group's discussion or neglecting to initiate discussions from time to time will result in negative grade consequences.

Critical Response Papers: (160 points) Over the course of the semester you'll compose two critical response papers. In the first, you'll examine how a young adult novel we read reproduces or resists what Chimamanda Adichie calls a "single story." In the second, you'll experiment with applying one of the critical lenses we examine to a second young adult novel we read. In writing these papers you're expected to support your assertions using excerpts from the novels and assigned readings and adhere to MLA or APA format.

Final Project: (100 points) To demonstrate your learning, you'll compose a final analytic paper in which you answer one of the three essential questions that frame our study of young adult literature. To illustrate your argument, you'll be expected to analyze a work of young adult literature beyond the titles you read for class. Further instructions for this assignment will be provide later in the semester.

Final Presentation (20 points) When we meet for our final class, you'll be expected give a short presentation in which you share your final project with your classmates. Additional information about the form the presentations will take will be provided as the assignment due date approaches.

- vi. Common assessments are unchanged
- vii. Field experiences unchanged.

e. Transition to DLT format: Not applicable

f. Changes to policies overseeing candidate quality

- i. The Praxis Core requirement for admission was eliminated to be consistent with DESE requirements.
- ii. Midpoint strategies unchanged
- iii. Exit requirements unchanged

5. Transition Plan: Due to availability of courses, these changes are being blended into the current program.