

**Campus Name**

**School of Languages and Literature**

Wayland Baptist University Mission Statement**:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# **Course Name: ENGL 3322-Marginalized Voices**

**Term and Year: Fall 2- 2022**

**Full Name of Instructor: Dr. Maria O’Connell** [maria.o’connell@wbu.edu](mailto:maria.o'connell@wbu.edu) **(alternatively** [maria.oconnell@wbu.edu](mailto:maria.oconnell@wbu.edu)**)**

**Office Phone and WBU Email Address: (home and cell phone optional): Text: 806-224-8234**

**Office Hours, Building, and Location: Available by text or email**

**Class Meeting Time and Location**: WBU online

**Catalog Description:** A study of literary works and/or films produced by or featuring people of color, women, underrepresented ethnic or religious minorities, indigenous people or otherwise marginalized American authors and literature.

**Prerequisite:** Advanced Standing

**Required Textbook and Resources**:

# Anaya, Rudolfo *Bless Me, Ultima*

# Cisneros, Sandra *Woman Hollering Creek*

# Vasquez, Richard *Chicano*

# Online links and other materials as needed.

The books are all available online in the course.

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. discuss a selection American authors outside of mainstream literature and discuss them with appropriate understanding of cultural, historical, literary and other influences on their work.
2. identify cultural, philosophical, historical, and/or religious influences on the selected pieces of American literature;
3. identify and situate the literature into various cultural, literary, or theoretical movements in American literature
4. analyze, interpret, and evaluate selected pieces of literature outside the mainstream of American letters;
5. conduct college-level research on a selected work of literature about or by a marginalized person.
6. use above research to complete a well-written and correctly documented essay of appropriate length.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements**: The course will take place entirely online. You must have a functional Blackboard account and be able to access the WBU library website, as well as articles and other material provided through proprietary databases available via the WBU library website. You also must have an active WBU email address. Your WBU email address is the usual way that I will contact you. You are strongly encouraged to visit the Blackboard login page and test your browser for Blackboard compatibility, as well as take the Blackboard Tutorial if you are not familiar with how the service works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the Blackboard login page

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

Plagiarism and Conduct Statement

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's writing or ideas as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.

Paraphrasing the ideas presented in any source or oral discussion without appropriate citation.

Using the evidence and conclusions of any source as the controlling framework for one’s own paper.

Recycling work from a previous or current course, whether your own work or another student’s work.

Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute appropriate citation of any source:

Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.

Placing borrowed text directly from another source within “quotation marks.”

Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).

Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.

If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to

the university executive vice president/provost, as per university policy. ALL CASES OF

ACADEMIC DISHONESTY WILL RE REPORTED.

Per university policy as described in the Wayland Academic Catalog, second offenses

WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.

In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Grade Appeals

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly

Course Requirements and Grading Criteria**:** Students will provide evidence of successful completion of the course outcome competencies by:

**Semiweekly Responses to Study Prompts 1: 30%**

1.) Regarding “Responses to Study Prompts”: these are decidedly not “essays,” merely a page or two of organized thought per prompt. Select one of the possible prompts for each date and submit your considered response by Tuesday and Friday midnight of each course week. There is no order in which to answer the prompts and you might cite freely but meaningfully—by extending or challenging ideas—from your colleagues. Borrowings, of course, require in-text acknowledgments, whether of word or idea.

**Threaded Peer Review of Responses: 10%**

2). Respond to any of the posted responses from your colleagues—one from the Tuesday submissions or one from the Friday submissions. Each review should consist of a single, well-developed paragraph (you will touch on your peer’s argument, question, and critique). This must go beyond, “I agree” or “good job” to really engage your peers. Ask questions, bring up ideas, or explain WHY you agree/disagree. Submit your considered reviews by Saturday midnight of each course week.

**Paper Presentation: 10%**

3.) This will be a powerpoint presentation “teaching” the concepts of your final paper. Should include your thesis and your sources.

**Paper proposal: 20%**

4.) Midterm proposal for final paper: 2 page outline with thesis and tentative works-cited list proposing your final paper.

**Final paper 30%:**

5). Final paper: **4-8 pp** should be an extended argument about Chicanx literature, its development, and its effect on American literature. You may bring in other books, movies, etc to help develop your argument. The focus should always be on the literature itself and how it is a response to how American identity is perceived and performed by various marginalized groups.

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Tentative Schedule:

**Schedule is subject to change!**

**Week 1: Chicano/Chicanx/Mexican-American**

**Week 2: Histories and Background**

**Week 3:**

**Reading *Chicano* Part 1**

**Week 4:**

**Reading *Chicano* Part II**

**Week 5: Reading *Bless Me Ultima***

**Paper Proposal due**

**Week 6:**

**Reading *Woman Hollering Creek***

**Week 7: Reading *Woman Hollering Creek***

**Week 8 Identity matters**

**DB 1: Your paper presentation (as a powerpoint)**

1. **DB2: What concepts do you take away from this class? Be as specific and clear as possible.**
2. **How does thinking about Chicanx literature affect your idea of “American novels” and the production of American writers? How does the literature bring forward voices that might not have been heard in the past?**

**Final Paper due**