I. Locator Information:

Instructor: Dr. Aydé Enríquez-Loya
Course # and Name: ENGL 345 Technical Writing
Semester Credit Hours: 3
Day and Time Class Meets: MWF 11-11:50 PM
Office Location: BU 388 A
Office hours: MWF 9-10, 12-1 pm, or T/R only by appointment
Office Phone: 672-2507
Total Contact Hours for Class: 45
Email address: aenrique@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Please check your campus email and Blackboard daily.

II. Course Description:

from the FSU's course catalog: “This course explores effective writing in technical genres, with a focus on adjusting content, organization and style for various audiences including peer, managerial, and lay audiences. Students will examine and produce various technical documents, such as instructions or manuals and reports, and engage in usability testing and revisions of documents. Prerequisite: ENGL 110 and ENGL 120.”

“Paranoia, Conspiracy Theories, or Reality: Chican@ and American Indian Writers Use of Trickster Rhetorics” - People of color have been deliberately silenced in order to preserve the hierarchy and control the forces of history by manipulating the information available to the public. But how do people of color begin to reclaim their voices, when someone else is in control of the information? How do Chican@s and American Indians reclaim their rightful place when nearly everyone refuses to recognize their kinship and their right to exist? This course examines this issue looking at Chican@ and American Indian writers’ use of conspiracy theory and the mystery novel as the language by which to undermine the grand narrative society has come accept as real and complete. This course interrogates the rhetorical distinction between what is real and what we believe to be true. This course includes mystery novels, short stories, and critical race & rhetorical theory by Chican@ and American Indian scholars and will culminate in a symposium presentation.

Hate speech, communication that attacks, denigrates, or criticizes a person or group based on prejudice on any grounds (sex, gender, race, nationality, religion, disability, class, etc.) against that person or group, will not be tolerated in this class – this includes class discussion and assignments.

III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
We all have different skills and abilities and these often affect how we learn and retain information. For example, some people need to be simultaneously read and listen to material in order to remember. Other people will need larger fonts or neutral colors on the overhead projections. Every possible effort will be made to accommodate students in a timely and confidential manner. Students should speak with me privately as soon as possible to ensure their success in the classroom. Additionally, students who request accommodations must be registered with the Center for Personal Development. The sooner you register the better.

Furthermore, if other life circumstances arise that may affect your performance and or participation in the classroom, like your glasses are broken/missing, you are having stomach issues, or you are expecting an urgent call, please email me to let me know what is going on. Depending on the circumstances, we will find ways to accommodate your needs. Your success in the classroom is important to me. Please let me know how I can be of service.

**Video & Audio Recording Policy:** Recording of any lectures, discussion, and/or activities is not permitted in this classroom for privacy and copyright issues. Furthermore, unless incorporated by the instructor into the lesson, all electronics must also be stored away for the entirety of the class to avoid disruptions. All lessons/lectures will usually be made available via handouts on blackboard. If you have a disability and may need to record to something to aid in your learning, you will need to provide documentation from the Center for Personal Development and we will need to speak privately prior to any recording. While you are free to download, save, and print any handouts provided for you, please be aware that all lessons, assignments, handouts, lectures, and other materials available in pdf or hard copy are my property, are intended for educational purposes, and they cannot be shared.

IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Dionne Hall  
  Licensed Professional Counselor  
  Spaulding Building, Room 167  
  (910) 672-2167  
  dhall@uncfsu.edu

- Ms. Linda Melvin  
  Director, Student Health Services  
  Spaulding Building, Room 121  
  (910) 672-1454  
  lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Title IX Coordinator  
  Barber Building, Room 242  
  (910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.
V. Textbooks & Supplies:
6. A series of other readings and materials will be made available via pdf on Blackboard. You can either print these or read them on a tablet or laptop. Reading them on your phones will not be productive for in-class discussions.
7. Loose leaf paper and writing utensils for in-class activities.
8. Daily access to a computer, internet, and printer.
9. There will be additional assigned readings in pdf format via Blackboard. You can either print these or read them on a tablet or laptop. Reading them on your phones will not be productive for in-class discussions.

*Students are required to bring all textbooks and other assigned readings to class every day.*

VI. Student Learning Outcomes: *Learning Goals for this course include, but are not limited to:*
- An ability to thoroughly engage conspiracy theories and narratives of paranoia and their role within the histories of communities of color.
- An ability to critically examine, discuss, and challenge the ways in which historical, political, social, and rhetorical events have and continue to affect how Mestiza, Chicanas, and American Indians choose to identify themselves.
- An ability to critically, responsibly, and rigorously engage Chicana and American Indian rhetorics and poetics through various readings, writing projects, and presentations.
- An ability to understand, participate, and actively engage in the Nahuatl language instructions embedded within the class.
- An ability to interrogate contemporary understandings of Chicana and American Indian rhetorics and poetics in order to generate a cohesive interpretation of these concepts exhibited through extensive ethical research and writing.

VII. Course Requirements and Evaluation Criteria:
A. Grading Scale—
All students begin the class with "0" (zero) points. Each assignment, activity, response, or other project is worth a select set of points. Assignment sheets, rubrics, and detailed information regarding points will be provided in writing for each of these items. Your participation in the class is calculated separately and students who fail to participate will be deducted up to 1 letter grade of your final grade for the course.
There are a total of 1,000 points you can earn by the end of the semester. Your daily average will be calculated based on the number of points you’ve earned divided the number of points you could have earned up to that point in the semester. At the end of the semester, your total earned points will be divided by 1,000 points. In general, the grade break down will look like this:
A / 1,000-900 points total; B 899-800 points; C 799-700 points; D 699-600 points; F 599-0 points.
*Please see me if you need further clarification on the grading for the class.*

Evaluation Criteria:
All work produced this semester will be evaluated according to the following criteria:
- Is complete (this includes meeting the required page length, amount of sources, and/or fulfilling all parts of the assignment).
- Adheres to assignment guidelines (purpose, structure, organization, and requirements)
- Is clear, concise, and organized
- Contains developed and focused ideas
- Displays complexity of thought
- Has a professional appearance and is edited and proofread for detail consistency and ease of language
- Is well documented with proper MLA parenthetical citations and a works cited page, when necessary
Paper is properly formatted according to MLA style
- Includes a strong, focused thesis statement

The “A” Paper Minimum Requirements
- Meets and/or exceeds all standards including required page length
- Conveys a superior understanding of audience, situation, and purpose analysis
- Employs an appropriate prose style
- Contains thorough, complete, and accurate information
- Is well developed and organized
- Contains appropriate examples, details, and/or supporting information
- Is thoroughly proofread and easy to read and understand

The “B” Paper Minimum Requirements
- Is a very good paper that meets the standards for the assignment and engages the reader
- Is well written with a solid understanding of audience, situation, and purpose
- Contains proper citations and examples and is sufficiently well developed and organized
- May contain some minor flaws that can be fixed without much trouble

The “C” Paper Minimum Requirements
- Is adequate in meeting standards but may fail to answer one or two major questions about the topic
- May contain errors in logic or miss important sources
- Sources may be handled awkwardly
- May not be sufficiently developed
- Does not necessarily engage the reader or stick in the reader’s mind
- May contain serious and repeated proofreading errors

The “D” Paper Minimum Requirements
- Forces the reader to do too much work to understand or read the paper because of incomplete information and/or serious grammatical problems
- Fails to meet an important requirement of the assignment

The “F” Paper Minimum Requirements
- Work not completed or paper does not address the assignment
- Paper is littered with very serious grammatical errors or is nearly illegible.
- Is plagiarized and will be reported to the Dean of Students

B. Attendance & Participation Requirements—The success of our class is largely dependent on our ability to build a strong sense of community early on. Because this classroom is a community and NOT a one person performance, a large portion of responsibility rests equally on everyone’s shoulders.

**Students who do not actively participate each and every day will be deducted up to a letter grade on their final grade.

Thus, all students are required and expected to:
- Be in class every single meeting day. Be on-time every day. And remain in class for the entirety of class.
- Be prepared to fully and actively participate each and every day. Complete all readings, watch all videos, and homework assignments prior to class.
- Have required textbooks and other classroom supplies (handouts, paper, pens, staplers, etc.) available each and every day.
- Refrain from eating, grooming, texting, searching your phone for whatever reason, having headphones and/or ipods anywhere in sight, talking to your neighbors, being disruptive/dismissive/crude to either the instructor or any other classmates, and/or not maintaining a proper classroom decorum throughout the class, etc.
- Unless incorporated into the lesson or activity all phones and other electronic devices must be stored during the entirety of the class period.
- Students who fail to comply with daily expectations will be penalized daily.
Once at the start of each class period on my attendance sheet. Attendance requires students to be in class for the entirety of the class. **If it becomes necessary to be absent, you have 6 absences allotted to you. If you are not in class when I take attendance, you're absent.** Use them wisely and only if absolutely necessary. Students participating in university sponsored athletics or other activities must provide proper documentation that must include dates/times of approved absences prior to their absences and must complete due assignments either before an scheduled absence is to take place and or via online when applicable. Students have no more than 7 days to submit documentation for excused absences in the event of an unforeseeable absence.

**There are no makeup online assignments, homework, quizzes, group work, or in-class activities.** No exceptions. Students who collect more than 6 unexcused absences will fail the course. No exceptions. Students are encouraged to submit any assignment before a foreseeable and inevitable absence.

**Excused absences**, those that are medically and or university excused and properly documented cannot exceed 6 absences beyond the first 6 that are allotted to you. As such, a combination of excused and unexcused absences cannot exceed 12 absences total for the semester (for classes that meet MWF). Exceeding the allotted number of excused and unexcused absences at 12 will result in automatically failing the class. Please note the following requirements for excused absences:

- **What constitutes an excused absence?** You (or a child in your custody) are very ill and you have a doctor's note authorizing your absence for the specific days you miss class. There’s a death in the family and you can document your absence. In other words, excused absences are those that are very serious/urgent in nature, are beyond your control, they cannot be delayed or rescheduled since you didn’t plan for them, were not caused by a failure of your own, and for which you can provide official documentation. Documentation cannot be in the form of a note from your parent, boss, other professor, advisor, or preacher.

- **What DOES NOT constitute an excused absence?** Your alarm didn’t go off, you were too tired, you scheduled a doctors’ appointment during class time, you could not find parking, you had a headache that required a nap, a flat tire, a family reunion, an early start or delayed personal vacation not university related, meeting with an advisor, or attending court for whatever reason, overtime at work, ect… I realize things can go wrong; I am NOT penalizing you for that. I need you to be in class. We will cover lots of information each day. I want you to be successful. Please remember that you have 6 absences that you can do what you want with. Please save these absences for when you need them. Assume something may go wrong.

- **Please note that excused absences require official documentation.** It is your responsibility to provide a copy of your documentation for your absence immediately prior to or up to 7 days following the excused absences. It is also your responsibility to check with me if you have been absent before your return to class for excused absences. I will need hard copies of all documentation to keep on file.

- **Please note the policy on submitting late assignments.** Having an excused absence does not excuse you from completing your work in a timely manner. This policy will be strictly enforced.

- **In case of absence, do not ask me what you missed (you missed class) or ask for class notes (they don’t exist).** Instead, exchange emails with at least two classmates to see what we covered and any notes they may have taken. If we covered something that does not make sense, come see me during office hours with a specific question in mind regarding what you did not understand.

- **In case of problems or issues that will affect your attendance and success in the class, please come see me during office hours.** Be honest with me and I’m more than willing to work with you. I don’t need to know your personal life, but if you make the effort to reach out to me, I too will do what I can to help with the class. We can make reasonable arrangements. The sooner you can get to me the better off. If you wait too long there might not be anything I can do. This will be handled on a case by case basis. Please note the policy on excused/unexcused absences and late assignments do not change.
Tardiness is incredibly disruptive and disrespectful to me as the instructor and to your classmates. I will take attendance at the start of class. If you are not in the classroom, then you are absent. If you are less than 5 minutes late, you will be marked tardy. I will lock the door after 5 minutes from the start of class. **Please do not interrupt the class by knocking.** Additionally, take care of all bathroom needs before the start of class. If you are tardy, you must make sure I change your absence to a tardy after class. These changes will only be made on the day in question and only at the end of class. It’s your responsibility to keep up with these tardies/absences. If you leave less than 5 minutes before the end of class, you will be marked “tardy.” If you are asked to leave because of your disruptive behavior, you will be counted absent for the day or “tardy” if it does not exceed 5 minutes. **If you gather 3 tardy notations, these will count as 1 absence.**

Leaving early is incredibly jarring and disruptive. Please avoid it whenever possible. If you leave more than 5 minutes before the end of class, you will be marked absent. I will make exceptions to this rule only if absolutely warranted at my discretion. If you do need to leave early, you need to inform me prior to class via email, phone, or in my office. Please make your exit out of the classroom as quietly as possible so as to not disrupt your fellow classmates.

I will do my best each and every day to finish the class on time. I will use each and every minute of class. I will very rarely if ever release you early or cancel class. **Do not start packing up your stuff before I’ve released you.** Doing so is disruptive and will only delay the time you are officially released because I will have to wait to finish until you are done being disruptive.

Do not schedule appointments during class time. If you’re absent for whatever reason (if you are ill, car breaks down, alarm didn’t go off), I’ll assume it was necessary. Do not contact me to get those excused. You are all adults and you don’t need my permission to be absent. As previously noted, you have **6 absences** allotted to you without any penalties; use them wisely. Expect something to go wrong. Also, keep track of your absences.

C. Graded Assignments and Values—
***All Assigned grades on all assignments are final and non-negotiable.***

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Approx. Due Dates</th>
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<tr>
<td>Minor Assignments (400 pts)</td>
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<tr>
<td>Discussion Posts</td>
<td>200 pts</td>
<td>3 per week</td>
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<td>Critical Responses (1 pg) (5)</td>
<td>150 pts</td>
<td>Week 2, 5, 8, 10</td>
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<td>Personal Narratives</td>
<td>50 pts</td>
<td>Week 3</td>
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<td>Major Project (600 pts)</td>
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<td>Topics &amp; Research Proposal</td>
<td>50 pts</td>
<td>Week 7</td>
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<td>Annotated Bibliography</td>
<td>100 pts</td>
<td>Week 9</td>
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<tr>
<td>Research Paper (4 drafts)</td>
<td>250 pts</td>
<td>Week 10-16</td>
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<td>Rhetorical Making</td>
<td>100 pts</td>
<td>Week 15</td>
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<td>Final Presentation</td>
<td>100 pts</td>
<td>Week 16</td>
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<td>1,000 pts</td>
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D. Daily Participation (Discussion/In Class Writing/Nahuatl Language Participation/Other)
There will be a series of in-class individual writing and other group work activities that will be used to garner discussion, ensure/enhance understanding of material, and help you complete your projects. This Senior Capstone Seminar will also include Nahuatl language instruction as a component of the class and will typically take place at the start of class on Mondays and will be practiced the rest of the week. Students will be asked to post discussion questions and/or observations based on the assigned readings the night prior to class and will have to complete an exit card at the end of the class that will consist of a short question that will be based on the readings and class discussion. You will need to read in order to complete these mini-assignments. Generally daily participation will be determined based on the following categories:
• **Attendance**—Student arrives to class on time daily. (Students who exceed 6 absences will automatically fail. Students who collect 3 tardies will earn 1 absence. Please review the attendance policy for this section).

• **Active Engagement**—Student fully participates to their full capacity in all lessons, lectures, and Nahuatl language instruction.

• **Preparation**—Student arrives to class fully prepared with all assignments completed and is fully prepared to participate by **having all textbooks** and other supplies on hand.

• **Contribution**—Student actively contributes to class discussion and group activities.

• **Professionalism**—Student arrives to class on time (and remains in class the entire class period), refrains from distracting/disrupting the class, and is a productive member of the class. (Please review the section *FSU Policy on Disruptive Behavior in the Classroom* for more information.)

I reserve the right to enforce reading quizzes at the start of class if I detect that students are not reading. My in-class quizzes are not fun at all. Please complete your reading and be ready to participate in class.

Students who do not actively participate in a manner that is positive, productive, and consistent each and every day of class and fulfill the components listed above will be deducted a letter grade (10%) from their final grade. In other words, you are graded for your participation because it is expected that you will participate as college students. You cannot get an “A” in this class if you have not fully participated all semester.

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**Extra Credit Options**

**Option 1: Attendance**

Students who maintain perfect attendance will be rewarded with up to 25 points extra credit added to their final grade. **Perfect attendance will be defined as no absences and no tardies.** Please review the policy on excused and unexcused absences. Students who have no more than 1 unexcused absence and no more than 1 tardy will be awarded 20 points. Students who have no more than 2 unexcused absences and no more than 2 tardies will be awarded 15 points. Please note that students will fail once they exceed 6 unexcused absences.

**Option 2: Attending/Responding to Major Speaking Events on Campus**

*Description:* Students are encouraged to attend major speaking events on campus as part of the university experience. I like to encourage my students to attend these events by providing 10 points extra credit and providing information about upcoming events. The extra credit points are added to your final grade in the course.

*Purpose:* It’s important for students to become aware and involved in the different events going on throughout campus. These events are highly informative and educational. Students are able to earn extra credit points upon completion.

*Instructions:*
1. You must attend one of the listed/approved/announced events.
2. You must bring a flyer from the event.
3. You must select a key phrase or comment made at the presentation that stood out to you for whatever reason and you must type up 250 word response it.
4. You must print it out and bring it to class on the following class date.

*Rules and Restrictions:*
- There is absolutely no late work accepted for this and submissions via email will not be accepted.
- All extra credit must be typed.
- You can attend as many events as you like but you can only submit for extra credit **twice** per semester.
- If you know of an upcoming event that you'd like me to consider, please send me the information.
- It has to be a free event, and I need at least a week notice prior to the event to announce it and make sure everyone has access to it.
E. Policy on Missed or Late Assignments—
Generally, there is NO LATE WORK allowed in this course for Minor Assignments (see below). All major assignments are listed above and in your course calendar. Any changes to that calendar will be announced in class. If you are late or absent, it's up to you to find out if anything is due upon your return to class. Please communicate with your fellow classmates to get information about missed homework.

However, late submissions will be allowed for the Major Assignments (anything individually worth 10% or more (this does not include minor assignments that add up to large percentage points)) but will be penalized 10% per day late including weekends, holidays, and snow days. All assignments will be turned in electronically so you can submit them even if you are not on campus. Please note that these assignments will only be accepted for 7 days past the original due date. Mock Symposium Presentations will be held on the last week of class (Date/Time tba). There are no exceptions or changes allowed on this presentation day.

All Assigned grades on all assignments are final and non-negotiable.

- Major Assignments will be defined as assignments that individually are worth 100 points or more of your final grade. (Please see the table above and ask questions as needed). In the event of university sponsored excused absences, all major assignments must be turned in before the absences take place. In the event of medically induced absences, students will be allowed to submit all missed work immediately on the day they return to class. However, this number cannot exceed 7 business days from the original due date. All late submissions will require official documentation beforehand. Late submissions will not be accepted without official documentation.

- Minor assignments, weekly online assignments, in-class activities and writing, group work, assignments announced/submitted in class, quizzes, or participation scores cannot be recovered. No late work will be accepted for minor assignments. No exceptions.

F. Text Requirements—
1. Type all homework. Un-typed homework assignments will not be accepted. Homework will not be accepted via email. Homework will not be accepted outside of class. (No Late Work).
2. All assignments must be completed using MLA format: type on 8 1/2” x 11” paper, double-spaced, using in Times New Roman (font 12), use 1” margins on all sides, and include a header at the top of each page (with your last name and page number).
3. Submit all assignments via Blackboard and or Turnitin through Blackboard for grading as indicated on the assignment sheets unless otherwise indicated.

G. Academic Integrity—
Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty may range from a lower or failing assignment or course grade to suspension or expulsion from the university, as explained in the Code of Student Conduct.

Plagiarism: According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat or plagiarize.

- Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.
- Please note that reusing old papers of your own that have been previously been submitted for credit in previous or current semesters even if the semester/course was not completed or passed at this or another institution still constitutes as plagiarism.
- All assignments that are plagiarized will not be accepted.
- Each case of plagiarism will be handled individually.
VIII. ACADEMIC SUPPORT RESOURCES:
For course materials, including our syllabus, your grades, and Smarthinking access, see Blackboard at https://blackboard.uncfsu.edu/. For writing center assistance, make an appointment at the Writing Center(http://www.uncfsu.edu/learningcenter/writingcenter/). Please feel free to make an appointment to call or see me during my office hours, especially when you have questions about the class, an assignment, or a letter of recommendation. Of course, you always can use your FSU email account to contact me. I generally respond to email within 48 hours during the work week (Monday through Friday, 9 am to 5pm). I generally avoid email in the evenings and over the weekend, but if I’m online and see your message, I will try to respond.

IX. COURSE EMAIL ETIQUETTE POLICY:
Please note that any email you send to me or any other professor should be thought through, proofread, and necessary. Keep the following information in mind:

- An email is not a text message, or Facebook/twitter/other social media post. No short hand or abbreviated phrases. Do not write in all CAPS.
- I cannot respond to an email that I do not understand or cannot read. An email to a professor is a professional document that warrants careful attention.
- All electronic correspondence/exchanges are never private and remain on the servers on which they were communicated. We do not own them. Do not send legally binding information, private information, or other inappropriate content. Do not email anyone when you are upset.
- I am not to be addressed as Ms., Mrs., Teacher, or by my first name. My title is Dr. or Prof. Enriquez-Loya.
- You are to identify yourself and the class you have with me. I have lots of students.
- Email me from your own Bronco email. Those sent from other non-Bronco emails are usually filtered into my junk mail.
- Make sure that there is a purpose to your email. And if you expect a response request one. A good way is to ask a question.
- Make sure that the information you are requesting is not on our syllabus, assignment sheet, or on blackboard already. I will direct you there instead of providing the information.
- Alert me of any attachments that you’ve included in the email. Emails without a message and only an attachment will not be opened.
- Please review the handouts on email professionalism provided on the first day of class.
- Once I’ve replied to you, make sure to indicate that you have received the response by replying.
- I generally respond to email within 48 hours during the work week (Monday through Friday, 9 am to 5pm). I generally avoid email in the evenings and over the weekend, but if I’m online and see your message, I will try to respond. If for some odd reason I have not replied and it’s been over 48 hours and its not a holiday or weekend, re-send it to me. I’m pretty consistent on this but I am human. I can accidentally overlook an email if too many came in at the same time and sometimes they do get filtered out into my junk mail.

X. FSU POLICY ON DISRUPTIVE BEHAVIOR IN THE CLASSROOM:
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.
The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

All electronic devices must be turned off and stowed away for the entirety of the class. If there is an emergency situation in which you must take a call, let me know beforehand, keep the phone on vibrate, and quietly step out of the classroom to take the call.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior:

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final grade by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.
7. Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Hate speech, communication that attacks, denigrates, or criticizes a person or group based on prejudice on any grounds (sex, gender, race, nationality, religion, disability, class, ect.) against that person or group, will not be tolerated in this class – this includes class discussion and assignments.

XI. Syllabus Compliance

Please note that your continued enrollment in this class signifies that you have read, understood, and will abide by the rules set forth in this syllabus. The Syllabus is electronically provided for you on the first day of class on our course Blackboard site. You will need to download and print your syllabus with accompanying calendar. During the first week of class, we will spend time reading over the syllabus and you will be given plenty of opportunities to ask questions. At the end of the first week of class, you will be given a 15 minutes Syllabus quiz that will be “open-syllabus.”

XII. Course Calendar and Assignment Schedule (TENTATIVE)

Note: All readings must be completed before class on the day they are listed. All major assignments are listed below. Periodically, there will be other readings and other assignments announced in class. Check with your classmates if you are absent to make sure you don’t miss anything. Speak with me in advance if you plan to be absent. If you have any questions or problems with the schedule, please speak with me after class or during office hours.

Lastly, this is a tentative schedule. I will do my best to maintain this schedule. There are situations that may arise that will require us to change the schedule. Any changes will be announced in class and posted on blackboard. You are responsible for keeping up with the changes. Check with your classmates for any changes that may be announced on days you are absent.
<table>
<thead>
<tr>
<th>Week # / Dates</th>
<th>Day</th>
<th>Assigned Readings</th>
<th>Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/18-8/20</td>
<td>Wed</td>
<td>“10 Most Popular Conspiracy Theories” by Santillano</td>
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<td></td>
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<td>“Conspiracy Theories” By Michael Shermer and Pat Linse</td>
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<td></td>
<td>Fri</td>
<td>John Ball, “Murder at Large”; “Of Conspiracy Theories”</td>
<td>Brian L. Keeley</td>
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<td>2 8/24-28</td>
<td>Mon</td>
<td>Maida/Spornick From “The Puzzle Game” Raymond Chandler</td>
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<td>“The Simple Art of Murder”; Edgar Allan Poe “The Murders in the Rue Morgue”</td>
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<td></td>
<td>Wed</td>
<td>“Working Definitions”; King “The Truth About Stories” (pdf); Zinn “What is Radical History?” (pdf)</td>
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<td></td>
<td>Fri</td>
<td>Gerald Vizenor “Aesthetics of Survivance”(pdf) Malea Powell, “Blood and Scholarship” (pdf)</td>
<td>Critical Response #1</td>
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<tr>
<td>3 8/31-9/4</td>
<td>Mon</td>
<td>Gloria Anzaldúa “La Consciencia de la Mestiza”; “To Live in the Borderlands”(pdf)</td>
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<td></td>
<td>Wed</td>
<td>Cisneros, From The House on Mango Street &amp; Momaday, “The Way to Rainy Mountain”</td>
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<td>Fri</td>
<td>Desert Blood, Gaspar de Alba</td>
<td>Personal Narratives</td>
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<td>4 9/7-9/11</td>
<td>Mon</td>
<td>Desert Blood, Gaspar de Alba</td>
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<td></td>
<td>Wed</td>
<td>Desert Blood, Gaspar de Alba</td>
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<tr>
<td></td>
<td>Fri</td>
<td>Desert Blood, Gaspar de Alba</td>
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<tr>
<td>5 9/14-18</td>
<td>Mon</td>
<td>Desert Blood, Gaspar de Alba</td>
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<td></td>
<td>Wed</td>
<td>Desert Blood, Gaspar de Alba</td>
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<td></td>
<td>Fri</td>
<td>Staudt “Violence at the U.S.-Border: Framing Perspectives” (pdf); Valdez, Selections from The Killing Fields, Harvest of Women</td>
<td>Critical Response #2</td>
</tr>
<tr>
<td>6 9/21-25</td>
<td>Mon</td>
<td>Andrea Smith “Indigenous Feminism Without Apology”; “Sexual Violence as a Tool of Genocide” (pdf)</td>
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<td>Wed</td>
<td>Adams, “At the Borders of American Crime Fiction”; Cox, “Mexican Indigenismo, Choctaw Self Determination, and Todd Downing’s Detective Novels”</td>
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<td>Fri</td>
<td>Ask a Police Man, Hinojosa</td>
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<tr>
<td>7 9/28-10/02</td>
<td>Mon</td>
<td>Ask a Police Man, Hinojosa</td>
<td>Topics &amp; Research Proposal Due</td>
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<td>Wed</td>
<td>Ask a Police Man, Hinojosa</td>
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<td></td>
<td>Fri</td>
<td>Ask a Police Man, Hinojosa</td>
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<td>8 10/05-11</td>
<td>Mon</td>
<td>Ask a Police Man, Hinojosa</td>
<td>Critical Response #3</td>
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<tr>
<td>9 10/12-18</td>
<td>Mon</td>
<td>Death at Solstice, Corpi</td>
<td>Annotated Bibliography</td>
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<td></td>
<td>Wed</td>
<td>Death at Solstice, Corpi</td>
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<td></td>
<td>Fri</td>
<td>No Class_Midterm Break</td>
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<tr>
<td>Week</td>
<td>Days</td>
<td>Assignments</td>
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<td>10/19-23</td>
<td>Mon</td>
<td>Death at Solstice, Corpi (Critical Response #4)</td>
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<td>10/19-23</td>
<td>Wed</td>
<td>Death at Solstice, Corpi</td>
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<td>10/19-23</td>
<td>Fri</td>
<td>Death at Solstice, Corpi (1st Draft Due Final Paper)</td>
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<td>10/26-30</td>
<td>Wed</td>
<td>Blood Land, Guthrie</td>
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<td>10/26-30</td>
<td>Fri</td>
<td>Blood Land, Guthrie</td>
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<tr>
<td>11/2-7</td>
<td>Mon</td>
<td>Blood Land, Guthrie (Critical Response #5)</td>
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<td>11/2-7</td>
<td>Wed</td>
<td>Blood Land, Guthrie</td>
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<td>11/2-7</td>
<td>Fri</td>
<td>Blood Land, Guthrie (2nd Draft Due Final Paper)</td>
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<td>11/11-11/15</td>
<td>Mon</td>
<td>No Class, Veteran’s Day</td>
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<td>11/16-20</td>
<td>Mon</td>
<td>Indian Killer, Alexie</td>
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<tr>
<td>11/16-20</td>
<td>Wed</td>
<td>Indian Killer, Alexie</td>
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<tr>
<td>11/16-20</td>
<td>Fri</td>
<td>Indian Killer, Alexie (Final Draft Research Paper)</td>
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<td>11/23-27</td>
<td>Mon</td>
<td>Indian Killer, Alexie (Rhetorical Makings Due)</td>
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<td>11/23-27</td>
<td>Wed</td>
<td>Indian Killer, Alexie</td>
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<td>11/23-27</td>
<td>Fri</td>
<td>No Class, Thanksgiving Holiday</td>
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<tr>
<td>11/30-12/02</td>
<td>Mon</td>
<td>Indian Killer, Alexie; Practice Presentations (Symposium Draft Research Paper)</td>
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<tr>
<td>11/30-12/02</td>
<td>Wed</td>
<td>Indian Killer, Alexie; Last Day of Classes (Final Presentations)</td>
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</table>

**XII. Teaching Strategies:** This course will utilize a variety of teaching strategies, including lecture, large and small group discussions; in-class writing assignments; and individual conferences.