

Patricia Gillikin  
 Pronouns: she, her, hers  
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***Times when I'm available to talk with you and support you--"Office Hours":***

- Tuesdays and Wednesdays, 12 to 1, at the Writing Center at the Valencia Campus
- In Zoom or by phone at these times and at many other days and times

Email me and I will send you a Zoom link or we will arrange to talk on the phone. (Note: I do not own a cell phone, only a landline, so I can't text.)



**Spring 2023**

*16 weeks January 17, 2023 -  
 May 7, 2023*

**ENGLISH 1410:  
 Introduction to Literature**

**Section 501, CRN: 50018, Hybrid  
 Tuesdays 10:30 am to 11:45 am**

**Land Acknowledgment**

The following is quoted and paraphrased from UNM-Albuquerque's website, with my own added thoughts: <https://diverse.unm.edu/about/land-acknowledgement.html>

“Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia.” This refers specifically to UNM-Albuquerque. The statement goes on to identify “The original peoples of New Mexico – Pueblo, Navajo, and Apache.”

The purpose of statements like this is to recognize the significance of Indigenous peoples' histories and presence in our state and to our university. The statement goes on to say:

“We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.”

While that first sentence is specific to the campus in Albuquerque, we are at UNM-Valencia and so there is more to it than that. The major novel we are going to read in this course, which takes place in New Mexico, will give us all an opportunity to learn more.

**Course Description**

In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will identify common literary elements in each genre, understanding how specific elements influence meaning.

### Student Learning Outcomes

1. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts

**NOTE:** One theme of this course will be storytelling; we may find/create others as we read together. What the official description and outcomes, above, call “literary elements,” “conventions,” and “themes” we will sometimes refer to as “tropes.” Meanwhile, literature will not be restricted to mean only fiction, poetry, and drama as you may think of them, in print: film, performance, and video-games will count as well.

### Credit-hour Statement:

This is a three credit-hour course. Class meets once a week Tuesdays from 10:30 a.m. to 11:45 a.m. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

### Course Materials

*The following text is required and may be purchased at the UNM-Valencia Bookstore or acquired otherwise (see email from me):*

NOTE this is the ONLY thing you have to buy for the class: I’ll get you the rest in links or digital documents. There is a possibility you’ll want to buy something else for yourself related to the research project, but library borrowing and other ways of accessing things will work fine, and I won’t require you to buy anything else.

Silko, Leslie Marmon. *Ceremony*.

**The Importance of Mistakes/Writing and Reading/Resources and Support Available to You:** Informal writing you do in this course—and you will do a lot of it!—is PRACTICE, and will be evaluated accordingly. You need to and are expected to make many different kinds of mistakes in this writing. Why? I can think of at least two reasons: first, you and I need to know what sorts of mistakes you make, so you can then know what you need to learn in order to revise and edit final drafts of formal papers (you’ll do one of these in this class); second, and more important, making mistakes is how you learn. If you never make any mistakes, you’ll never learn from them. All of us have many, many things to learn about writing, and so we have lots of mistakes to make.

This means I do NOT grade informal in class writings for spelling, usage, grammar, structure, paragraph unity, or even whether they make any sense. I do ask that you do them, and that you try to make them readable. You may want to read repurpose them later in the formal paper.

**If you do the work of the course and turn it all in on time, and if you participate in figuring out what it is you need to learn, talk with me and your tutors about that, and work to learn it, you have a strong chance of completing this class successfully. The course is designed so that by doing the work, you practice what you need to learn.**

Finding writing and reading to be challenging tasks is normal, because they are both often tough. (Note: the rest of this is going to focus on writing, but it applies to reading too.) I still find writing tasks to be difficult sometimes, and I always will—it's the nature of writing. If you struggle with writing tasks in this class, then you are being a writer and engaging fully with your learning as a writer, and that does not mean you won't accomplish your own goals with writing and the goals of the class.

You already have inner resources to do the writing in this class: you communicate out loud and online to many different audiences for many reasons and you hone your language skills as you do so. You also now have the resources that college students have: your teacher, your classmates, and Writing Consultants in the Writing Center.

Let me break that down:

I (and all your teachers) are resources for you to learn. We want you to reach out to us, to meet with us during drop-in (or “office”) hours. I encourage you to email me with questions you have and to let me know how I can support you. **I care about your growth as a reader and a writer and you as a person, and I want you to experience being well-supported in this class.**

Your classmates are a resource: you will get to talk with the students in our class in small groups during class sessions, and you will be part of workshops in which all students respond to drafts-in-progress. You will get ideas from the writing choices your classmates make—and you will in turn inspire them with your own work.

Writing Center Consultants are also there for you. They are students like you who have learned how to tutor writing by listening and asking questions. They don't have all the answers. They can be there with you as you wrangle with writing. Some people think seeking support from a tutor is a weakness. In fact, it's a superpower to ask for help and to make use of all the resources available to you. In this class, you'll meet with consultants as part of the process of composing your major projects, and you can meet with them additionally to that—and there are extra credit points in it, though I hope you'll mainly do it because you have developed the skills of seeking assistance and of expanding your methods of strengthening your writing, which include talking things through with others and sharing drafts with others.

### **Grading Policy**

Attendance, participation, weekly directed responses to readings, and other informal assignments (this will be the total grade in Canvas at the end of the semester):

60%

Research presentation(s) (this will get a letter grade separate from the assignments in Canvas, though you will get points in Canvas for turning in rough drafts, etc.):

20%

One major project (this will get a letter grade separate from the assignments in Canvas, though you will get points in Canvas for turning in rough drafts, etc.):

20%

### **Course Outline Overview:**

Details on what is due throughout the semester will be available in Canvas, in this form: Week One (Two, etc.) and then the dates for that week (I do Mondays through Sundays).

The following is a VERY ROUGH outline of what we'll be reading and doing; it is almost certainly going to change, but the basic order of our major readings will likely look like this.

Anzaldua, poem and essay

Sheridan Blau on reading

Ceremony—half semester or more

Smoke Signals

Goblin Market

Research projects/presentations on narrative in games, comics, and other topics relevant to the course and your interests

Possible additional poetry and fiction

Weekly Prompts, Projects/presentations, 1 formal assignments adapted from weekly responses: rewriting of story we experience with reflection/analysis

### **Writing**

**NOTE: Save ALL the writing you do during the semester.** You never know what may prove useful during a revision or what I may require you work with or turn in.

### **Drop Policy**

Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. **Always talk to your instructor** before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- If you, your instructor, or the Dean of Students initiates a drop after the third week, you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

When deciding whether or not to drop a course, consider the outcomes of earning a not passing grade as opposed to a W.

### **Academic Integrity and Plagiarism**

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

### **Types of Plagiarism**

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person.

**Plagiarism most often occurs because students aren’t aware of how to properly cite sources, or because students become overwhelmed and desperate. However, in this class you will have lots of support when you have to cite sources formally using MLA (the system we use for citing sources)—you aren’t alone in figuring this stuff out. Most of the writing you will do in this class will be informal, and the main thing you do for that is use quotation marks accurately when you quote what we read (and you’ll be doing that a lot). Make sure you quote the exact words while you are at it!**

If you are concerned about how you are doing in this course or about a looming deadline you aren’t sure you can meet, please talk with me instead of considering academic misconduct. **You are very capable of meeting my expectations for your writing in this course.**

*Here’s some new language we just got that partially restates the above but adds some very current wrinkles:*

**“Respectful and Responsible Learning:** We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. You can only learn the course material if you complete and submit your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).”

**Deadlines:** I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible.

**Attendance Policy:** Attendance is extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities.

I may drop students who miss class sessions without being in touch with me, or who do not keep up with the work, or who fail to do the make up assignments (see below). Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, or by not doing silent in class work, you may be dropped.

The bottom line: if you have missed four or more class sessions without keeping in touch with me AND making arrangements with me, you are likely to be dropped. If you miss a few sessions and keep in touch/keep up, but then miss several more without keeping in touch and keeping up, adding up to four overall, you may be dropped.

An exception to the above: In the first three weeks of the course, you may be dropped for missing two class sessions without contacting me, or for failing to keep up with the work.

**“Extra Credit” or ALTERNATE Credit:** I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning some credit in alternate ways. The main/best way is for you to work with a Writing Consultant (tutor) in the Writing Center on one of your writings for this class, including weekly responses (I will also have you work with Writing Consultants as part of assignments/for regular credit/points).

I am also open to other ways you can earn alternate credit: if an assignment doesn’t work for you or you need to make up some stuff, we can talk about a different way of doing that than the assignments that are already part of the course.

**Children on Campus:** According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

**Caregiver Responsibilities Policy:** I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

**If we ever need to meet class in Zoom, the following policies apply:**

**How to Do Zoom:** It is helpful for me and your classmates to see you during our synchronous meetings in Zoom. If you are able to turn on your video, please do so. When using video, you can use a virtual background; if you don’t, make sure your actual background protects your privacy and is respectful to other classmates. If you are unable to turn on the video, or if you have internet connectivity problems when your video is on, you are welcome to leave it off. (I am going to have to turn my own camera off sometimes because my wifi from home is awful.) I encourage you to upload a picture of yourself if you need to turn off your camera. This will help me get to know you.

**Relevant to the policy above:** I do not have any problem if your children, accidentally or on purpose, ending up joining our Zoom class. We are all mixing our personal and academic lives



right now, and I completely get it if you need to step away to attend to something during Zoom class, including kids. If they or anyone/anything else is especially high volume, it can be good to mute, or I might mute you.

**Zoom Adorable Pet Policy:** This next is not REQUIRED, exactly, but is an issue worth considering: if you have a cat or dog or other animal, and that animal happens to photo-bomb your Zoom, that is not only acceptable, it is a kindness you do for all of us. If I notice, I may or may not (I totally will) interrupt what I'm saying in Zoom to appreciate your cat or dog etc.



**Respect, Difference, and Class Community:** We are all going to read and write together and get to know each other fairly well this semester, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn, from each other.

In this class, different perspectives, experiences, and identities are valued as a source of strength. These differences include ones based in culture, race, class, gender identity, ability, language, and others.

To be clear: I work from a strengths-based, not a deficit, approach. This means that I focus on the strengths you bring because of who you are. And I do this for all your classmates as well. If you have struggled because of systemic injustices in our society (systemic racism or classism or ableism or ageism or misogyny, etc.) then you bring perspectives that can give you powerful things to say about the stories we will experience together and in your writing. If your original language is not English, then you bring us linguistic wealth. If you are neurodivergent, you see things some of the rest of us may not. The ways we are all different are precisely the sources of how we can learn from each other, as readers and writers and people.

I would ask especially that we respect each other's writing and interpretations of the stories we experience together, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you write a specific informal weekly response to what we are reading and find you don't want to share it in Discussions, you can email it directly to me and I'll still give you points. If you have written a rough draft for a workshop (we'll do a major piece of writing where this will apply) and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

**EQUAL OPPORTUNITY AND NON-DISCRIMINATION:** The following statement is from UNM Main Office of Equal Opportunity:

“Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.”

In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based in gender—which can include stalking, and which may have occurred on or off campus—then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access. (Ignore the part of the statement above about TAs and GAs—those are just folks who can be your teachers once you are taking Albuquerque Campus classes.)



**SAFEZONE:** I have been Safe Zone trained by the LGBTQ Resource Center at UNM-Main. This means I have some knowledge of issues and terminology for folks who are lesbian, gay, bisexual, transgender, and/or queer/questioning (that’s what the acronym stands for), I am familiar with resources and support available, and I am committed to being a support and advocate.

**Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website: <http://undocumented.unm.edu/>.



**DREAM TEAM:** I have also participated in a two day training at UNM by students who are part of the New Mexico Dream Team. This means I have some knowledge of issues faced by people who are undocumented and their families, I am familiar with resources and support available.

**Accessibility and Universal Design**



Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact the coordinator for Equal Access Services at UNM Valencia, Sarah Clawson, [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about these, the earlier we can work together to form a plan for your academic success, such as discussing possible adjustments or alternative arrangements as needed in assignments or in the classroom.

## Campus Resources:



### PASOS Resource Center

(505) 925-8546, [pasos@unm.edu](mailto:pasos@unm.edu). The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

Contact: (505) 925-8546, [pasos@unm.edu](mailto:pasos@unm.edu)  
<https://valencia.unm.edu/campus-resources/pasos/pasos-resource-center/index.html>

### Technical Support:

- For UNM Canvas Technical Support: (505) 277-0857 (24/7).
- For UNM-Valencia IT Support: (505) 925-8911. If you don't reach them directly, you can leave a message or create a support ticket <http://valencia.unm.edu/campus-resources/technology-support/contact-ts.html>. For assistance with creating a support ticket or reaching IT, email Kristie Martinez, Administrative Assistant, [kmartinez8@unm.edu](mailto:kmartinez8@unm.edu).
- For UNM Web Conference Technical Help: (505) 277-0857



## Learning Commons: Tutoring Services—and specifically, the Writing Center

Tutoring is available to you in math, science, *writing*, and other subjects through the Learning Commons: Learning and STEM Centers and **Writing Center**. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: [Learning Commons Bookings](#)

If you are making an email appointment with the Writing Center, email your draft to [tutor@unm.edu](mailto:tutor@unm.edu) after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email [tutor@unm.edu](mailto:tutor@unm.edu). You'll get answers during business hours Monday through Friday.

The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

***Covid info you are going to see in EVERY syllabus. If you have questions or need support figuring out how to get vaccinated, I am happy to help and connect you with people who can help:***

COVID-19 Health and Awareness. UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you do need to stay home, please communicate with me at [gillikin@unm.edu](mailto:gillikin@unm.edu); I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

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