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English 2610:
American Literature I
Fall 2024
Section 501

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Figure 1. Photograph of a Navajo Woman Weaving a Loom. Source: Library of Congress

INTRODUCTION TO THE COURSE

Course Information

Instructor: Dr. Natalie Kubasek

UNM Email: nkubasek@unm.edu

Email Preference: Please send me a message via the Canvas Inbox

Dr. Kubasek's Zoom Drop-in Hours:

- Tuesdays, 10AM – 11AM,
- Wednesdays, 12:00 PM – 1:00 PM,
- Thursdays, 3PM – 4PM,
- or [by appointment](#)

Join my Zoom Drop-in hours by clicking on **Zoom Meetings** from the **Course Navigation Menu** on Canvas.

Note: I work remotely for UNM, so I do not have a campus office or telephone number.

UNM Valencia Humanities Division Contact Info:

Office of Academic Affairs

Hours: M-Th 7:00 AM – 5:30 PM

Fri: 8:00 AM – 5:00 PM

Phone: 505-925-8500

Required Textbook: *The Norton Anthology of American Literature: Beginnings to 1865*. Shorter 10th edition. Edited by Martin S. Levine. New York: W.W. Norton, 2023. [ISBN: 978-0-393-88617-7]

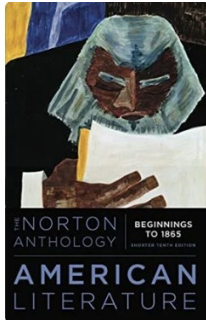


Figure 2. Cover of *Norton Anthology of American Literature: Beginnings to 1865, Shorter, 10th Edition*.

Where can I purchase the textbook?

New and used print versions of the textbook are available for purchase at the [UNM Valencia Branch Campus Bookstore](#).

1. Click on the link to the UNM Valencia Campus Bookstore (above).
2. From the search menu, click on **Department** and select **ENGL** from the drop-down menu.
3. From the search menu, click on **Course-Section-Instructor** and select **2610-501-KUBASEK** from the drop-down menu.
4. Click on **View Your Materials**.
5. Select to purchase the book New or Used.
6. Click on **Add to Cart**.
7. Click on **Continue to Checkout** to proceed with the purchase.

You can also purchase the print textbook or kindle version from [Amazon](#) or you can purchase or rent the textbook from [Chegg.com](#). Feel free to purchase the textbook from other third-party retailers, **but please make sure you are purchasing the correct edition and volume: Shorter 10th edition, Vol. 1.**

[Course Description](#)

What defines American literature? How did the diverse voices of early America shape our national and cultural identity through the power of written and oral narratives? This survey course will guide you through an exploration of literature from the Pre-Colonial Period through the Civil War as we grapple with these pivotal questions.

We will identify the major genres, styles, and themes that emerged during this transformative period, evaluating the philosophical ideas and aesthetic movements of literary periods like Puritanism, Transcendentalism, and Romanticism. Through multimedia lessons, we will analyze how historical and cultural contexts including Indigenous traditions, slavery, the Revolutionary War, and nation-building profoundly influenced these groundbreaking works.

Together we'll discuss our analyses and understandings of the diverse perspectives represented, from Native American oral storytelling to Anne Bradstreet's Puritan poetry to Frederick Douglass's searing slave narrative to the innovative poetry of Emily Dickinson and much more in between. We'll explore how this literature played a vital role in constructing the evolving American identity and negotiating cultural

debates central to the American experience. By examining how the origins of American literature resonated with the human condition across class, ethnic, gender and racial lines, you will uncover connections between these powerful texts and your own identity and experiences.

Course Objectives

By the end of the course, you will be able to:

- Identify and describe the key literary genres, styles, and themes that emerged in early American literature.
- Evaluate the aesthetic principles and philosophical ideas that characterize literatures from the Pre-Colonial to the Civil War periods.
- Analyze how the historical, cultural, and social contexts of literary texts shaped the development of American literature.
- Synthesize an understanding of the diverse perspectives and experiences represented in early American literature, and how they reflect the evolving American identity.
- Construct well-supported literary analyses that demonstrate critical thinking, effective research, and clear written communication skills.
- Reflect on connections between the culture, history, and literature of Early America and your own experiences, ideas, and identity.

Credit-Hour Statement and Expected Workload

This is a three-credit-hour course delivered in an asynchronous online modality over 16 weeks during the Fall 2024 semester: August 19 – December 8. **Please plan for a minimum of 6 hours per week to learn course materials and complete assignments. On average, expect to read 10 – 20 pages in our textbook per week in addition to viewing required videos and lectures.** I highly recommended practicing time management skills by tackling a bit of course work daily rather than leaving things until the last minute. Refer to the tips for student success which can be found on each overview page in the course modules on Canvas. You can also find an array of resources for reading, writing, grammar, and research in the Course Resources Module. Using these course resources regularly will help you manage your time, enhance your learning, and ensure you are turning in your best work.

Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

Drop Policy

This course falls under all UNM policies for last day to drop courses, etc. Please see the [UNM Course Catalog](#) for information on UNM services and policies. Please see the [UNM academic calendar](#) for course dates, the last day to drop courses without penalty, and for financial disenrollment dates. You can also find these dates on the Course Schedule for this class.

Drop Procedure for This Course

If your plans have changed, and you will not be able to take this course, you have the option to [self-drop the course](#), however, please be aware of semester deadlines when attempting to drop a course. **Students may not self-drop courses after the last day to drop without the Dean's permission.** Semester deadlines are posted on the UNM Academic Calendar (linked in the paragraph above) and on the Course Schedule for this class.

Students who have not logged on to the course on Canvas for a two-week period or who have not submitted course assignments for a two-week period are in danger of being dropped from the course. If I notice a student has not logged on to the course or has not submitted assignments for a period of one week, I will send a first warning to the student's UNM email. After the first warning, if a student still has not logged on to the course or still has not submitted assignments by Wednesday of the second week, I will send a second warning. If a student has not logged on to the course or submitted assignments by Sunday of the second week, I will drop the student from the course and send a notification to the student's UNM email.

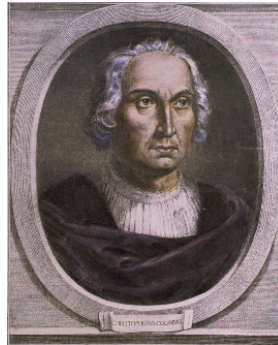


Figure 3. Portrait of Christopher Columbus preserved in the Library of Congress of the United States of America – 19th century copy from an engraving by Aliprando Caprioli . Source: Library of Congress.

TECHNICAL SKILLS AND TECHNICAL REQUIREMENTS

Technical Skills

To participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use Canvas effectively (help documentation located in “Help”>”UNM Canvas Help Site” link on left course menu, and also at [Online Student Documentation](#)).
- Use email – including attaching files, opening files, and downloading attachments.
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Download and Use Microsoft Office applications (free [Office 365 and Adobe Creative Cloud](#) available to students)
 - Create, download, update, save and upload MS Word documents.
 - Download, annotate, save, and upload PDF files.
- Use the in-course web conferencing tool (Zoom)

Technical Requirements

Computer

- A high-speed Internet connection is highly recommended.
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet

connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).

Web Conferencing

Zoom will be used in this course for all instructor office hours (called Zoom Drop-in hours). For the Zoom drop-in hours with your instructor, you will need:

- Headphones and a computer mic OR a headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.
- A high-speed internet connection is highly recommended for these sessions. Please test your wireless Internet connection for audio and/or video quality prior to web conferencing.

Tracking Course Activity

Canvas automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics.

Canvas Outage Protocol

Unexpected Canvas system outages are rare but, if they occur, I will advise everyone by UNM email on how to proceed.

[Technology Resources](#)

UNM Canvas Technical Support

Canvas 24/7 Hotline: 505-277-0857

Toll Free: 1-877-688-8817

Create a Support Ticket on the [Canvas Info website](#).

UNM-Valencia Technical Support

- Location: Learning Resource Center Building
- Hours: M-F 8:00 AM – 5:00 PM
- Phone: 505-925-8911

UNM Web Conferencing Technical Help

Phone: 505-277-0857

Websites:

- [UNM Web Meetings Support Site](#)
- [Canvas Info Zoom Page](#)

Other Useful Links:

- [Detailed Supported Browsers and Operating Systems](#)
- [Online Services](#)
- [UNM IT](#)
- [UNM-Valencia Educational Hotspots](#)



Figure 4. Sketch of Chief Powhatan from *Lives of Famous Indian Chiefs* by Norman B. Wood., 1906 . Source: Britannica.com

COURSE WORK AND PARTICIPATION

Instructor Response Time

I routinely check the course for postings or emails, Monday–Friday (9AM-5PM). **You can anticipate a 24-to-48-hour response from me, Monday – Friday between 9AM and 5PM.** I will respond to all weekend (Friday after 5PM to Sunday) emails and postings on Mondays.

Procedures for Completing Coursework

Course content is organized into six units of weekly modules. All weekly modules in a unit will unlock on the first day of the unit. Assignments are due on Mondays by 11:59 PM with exceptions due to holidays and breaks when UNM is closed. These exceptions are listed in the Course Schedule and on Canvas. Work must be submitted on time, meaning prior to 11:59 PM on the due date. All work must be submitted on Canvas from the correct assignment submission link. Please do not email assignments. If you are not satisfied with your efforts or grade on any assignment, you may re-submit the assignment for up to 10 points (*note: your original grade will determine how many points you can earn on a resubmission*). A re-submission can be submitted up to seven days after the date you received the original grade.

Late Policy

Please do your best to submit assignments by the due dates as it is very easy to fall behind. **There is a 24-hour window for which you can submit a late assignment without penalty. After 24 hours, late assignments will incur a 5% penalty for each day they are late. Absolutely no late assignments will be accepted 7 days after the due date.** I understand that unexpected circumstances can interfere with course work, so I am always willing to be flexible with extensions on a case-by-case basis. If you are falling behind in the course, please reach out to me via the Canvas inbox so that we can create a plan to get you back on track. The final deadline for submitting all late work in this course is **11:59 PM on Saturday, December 14 – No Exceptions.**

Netiquette

To build community and create expectations of interactions, we will work together in creating a set of community agreements during Week 1 that I expect all of us (me included) to uphold when interacting with each other—whether in discussion activities or through correspondence. My general expectations,

as the instructor, are for us to keep in mind that we come to this course with a diverse set of knowledge, experiences, identities, cultures, communication styles and learning styles, and to engage in conversation with respect and kindness. Please do not use offensive, hostile, or threatening language. It will not be tolerated. Please continually refer to UNM's [Netiquette Policy](#) and our community agreements throughout the course.

Expectations for Participation

To successfully participate in this course, you should expect to:

1. Spend at least 6 hours per week on course work.
2. Learn how to navigate Canvas.
3. Keep abreast of course announcements.
4. Use your UNM email or the Canvas inbox as opposed to a personal email address.
5. Keep the instructor informed of problems that may prevent you from full participation.
6. Address technical problems immediately.
7. Always observe course netiquette and uphold our course community agreements.

Academic Support Resources

College work can be demanding, but it also presents opportunities for growth. I encourage you to regularly use the diverse set of resources available on campus even when you are not struggling with your courses. Integrating these resources as a normal part of your academic experience can help you thrive in your courses and beyond:

UNM Libraries

- [UNM Main Campus Libraries](#)
- [UNM Valencia Library](#)

Academic Support

- [CTL Learning Strategies, Consultations, and Workshops](#)
- [UNM Online Writing Lab](#)
- [UNM Valencia Academic Support Services](#)
- [UNM Valencia Learning Commons](#)
- [UNM Valencia Writing Center](#)



Figure 5. Frontispiece for *An Account of Anne Bradstreet: The Puritan Poetess, and Kindred Topics*, edited by Colonel Luther Caldwell (Boston, 1898). Source: American Antiquarian Society, Worcester, Massachusetts.

COURSE CONTENT AND ASSIGNMENTS

The course content is divided into six units, each centered around a significant historical era of early American literature from Early Colonial Encounters to the Civil War. We will read from many genres including written accounts of oral stories and speeches, autobiography, epistolary (letters), essays, poetry, and short fiction. In addition, we will view video lectures, and educational documentary episodes that will provide further context about the historical eras, authors, and texts. Each weekly module also includes an optional reading guide and optional resources to enhance your understanding. You are free to use these resources in your course assignments.

Literary Analysis Projects

You will **submit two literary analysis projects**. The primary purpose of the literary analysis projects is to provide you with an opportunity to closely engage with the texts we are reading in this course to develop and support an interpretive argument about the material. The objectives of each literary analysis project are to:

1. Closely analyze literary texts by identifying and interpreting key details, stylistic elements, and rhetorical devices used by the author.
2. Develop and support interpretive arguments about literary texts.
3. Build skills in literary research, using secondary sources and effective MLA citation and documentation.

By completing each literary analysis project, you will gain the following knowledge and skills that are directly transferable to careers and that can deepen your own personal growth as a learner:

- **Develop Critical Thinking Skills.** The process of literary analysis requires you to closely examine a text, identify key details and literary devices, and analyze how those elements contribute to the overall meaning and themes. This analytical approach strengthens critical thinking skills, leads to improved problem-solving as well as decision-making, and boosts creativity and innovation.
- **Enhance Communication.** Producing a well-structured literary analysis demands proficiency in communication skills like crafting a clear point of view, organizing ideas logically, integrating evidence effectively, and articulating complex ideas coherently. Improving communication offers you a versatile toolkit that can facilitate academic excellence, foster meaningful connections, boost employability, and cultivate personal growth and leadership potential.
- **Promote Personal Growth.** Exploring literature exposes you to diverse perspectives, contexts, and human experiences, cultivating empathy and self-awareness. The reflective nature of literary analysis can facilitate personal growth by allowing you to grapple with complex themes, emotions, and your own narrative identities.
- **Build Research and Synthesis Skills.** To contextualize your analysis, you will need to research relevant historical, biographical, or critical sources and synthesize that information into your analyses. This process strengthens research abilities and the capacity to evaluate and integrate diverse perspectives.

For each literary project you may choose to create the literary analysis as a traditional academic essay, a creative re-interpretation, or as a multimodal video/recorded PowerPoint presentation. More information about each option will be available in Canvas. We will take a scaffolded approach to creating

these projects, meaning that each literary analysis project will be broken down into mini assignments that comprise steps leading up to a final draft. These mini assignments are:

- Step 1: Choose your text(s) and Project (5 points)
- Step 2: Prewriting Workshop (20 points)
- Step 3: Create the First Draft (25 points)
- Step 4: Revise and Submit the Final Draft (100 points)

The final draft of a Literary Analysis Project is 100 points and the mini assignments for each project total 50 points, for a total of 150 points per project.

Midterm Exam and Final Exam

You will take a midterm exam that covers Units 1-3 (Weeks 1-8) of course content and a final exam that covers Units 4-6 (Weeks 9-16). The Midterm and Final are **100 points each**. Both exams are **open book/open notes**. You will have **1 attempt and no time limit** to take each exam. **The Midterm exam is due Monday, October 14 by 11:59 PM (week 9) and the Final exam is due Friday, December 13 by 11:59 PM (finals week)**. Study guides for both exams will be provided in the course.

Reading Logs

Throughout the semester, you will complete ten reading logs based on the assigned readings. The reading logs are designed to enhance your understanding, appreciation, and critical analysis of the assigned literary works and generate ideas for the literary analysis projects. Each reading log is divided into three parts: Summary, Analysis, and Reflection. By engaging deeply with the texts through each part in a reading log, you will develop essential skills for literary analysis. You can choose to type your entries or create video/audio logs. Reading logs will be due on **Mondays by 11:59 PM**. Each log is worth **15 points each**, totaling **150 points**. There are no reading logs due during the weeks that have unit discussions.

Unit Discussions

There will be six Unit discussions where we will engage with the unit's literary works, synthesizing our ideas and making connections between the texts. Unit Discussions will take place in small groups that will change in Week 9. **Initial posts and 2 required peer replies** will be due on **Mondays by 11:59 PM**. Each discussion is worth **20 points (10 for writing the post and 10 for responding to peers)**. Please refer to the instructions and criteria checklist in each discussion. For a model of a successful post and reply, refer to the example discussion post and reply in the Course Resources module and linked in each discussion.

Unit Quizzes

At the end of Unit 1, Unit 2, Unit 4, and Unit 5, you will take a quiz to demonstrate that you have read and understood the unit's materials. These quizzes will also help prepare you for the Midterm and Final. You will have **three attempts** to complete each quiz and the highest score will count towards your final grade. There is **no time limit** for the quizzes and all quizzes are **open book/open notes**. **Each quiz is worth 30 points. Unit quizzes are due by 11:59 PM on Mondays. There is no quiz for Unit 3 and Unit 6 as the Midterm and Final exam are scheduled at the end of these units.**

[Orientation Assignments](#)

During the first week, you will complete **three assignments** to get oriented to the course and build community. Together, these three assignments are **60 points**, and **all are due on Monday, August 26 by 11:59 PM**.

[Syllabus Quiz](#)

This quiz ensures that you understand the course expectations and policies outlined in this syllabus. There are unlimited attempts. **The quiz is worth 20 points**.

[Community Agreements for Professional Netiquette](#)

The class will create community agreements to uphold during all student-to-student and instructor-to-student interactions. You will post your agreements on a padlet and I will add them to the Course Resources Module. **The assignment is worth 20 points**.

[Introductions Discussion Board](#)

We will introduce ourselves in an introductory discussion board. The discussion is worth **20 points (10 points for the initial post and 10 points for two peer responses)**.

[Extra Credit Opportunities](#)

There are several opportunities to earn extra credit. Film guides are included with each documentary episode. Complete a film guide for 2 points extra credit. In addition, each unit includes an assignment titled 'Unit Extra Credit Opportunities.' For this assignment, choose and complete only one of the assignment options described on the submission link to earn up to 5 extra credit points. Links to extra credit activities can be found under **Optional Activities and Materials** on the weekly overview pages in each module. The final deadline for submitting all extra credit assignments in this course is **11:59 PM on Saturday, December 14 – No Exceptions**.

[Assignment Points Breakdown and Grading Scale](#)

The following is a breakdown of all course assignments, totaling 1000 points and UNM’s grading scale

Assignment	Points
Two Literary Analysis Projects @ 150 points each.....	350 pts.
1 Final Exam @ 100 points and 1 Midterm @ 100 points.....	200 pts.
10 Weekly Reading Log Entries @ 15 points each.....	150 pts.
6 Unit Discussions @ 20 points each.....	120 pts.
4 Unit Quizzes @ 30 points each.....	120 pts.
3 Orientation Assignments.....	60 pts.
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 1000 pts.

Grading Scale

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Pro-Tips for Success in Online Courses:

To ensure a healthy work/life balance while taking this course, consider adapting one or more of these time-management strategies:

- Schedule time for schoolwork and other priorities. Keep track of your schedule on a calendar or planner.
- Read and work on assignments throughout the week rather than cramming before the deadline. Slow and steady wins the race!
- Prioritize major projects and start working on them at least two weeks before they are due.
- Work in 45 minutes to 1-hour chunks; then take a break to avoid burn-out.
- Show yourself compassion if you fall behind (it happens!) and make a plan to get back on track.
- Always reach out to your instructor or to a campus resource for help.

When in doubt, remember this mantra for student success:

- 1. You belong here.**
- 2. You are enough.**
- 3. You can do this.**

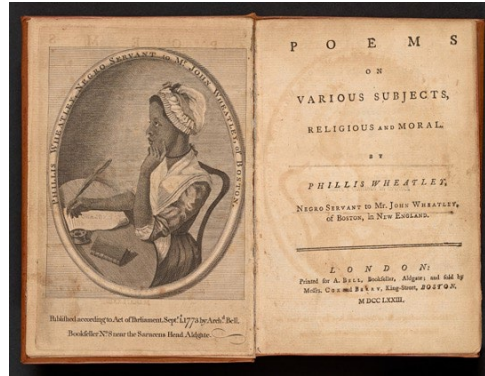


Figure 6. Frontispiece and Title Page of *Poems on Various Subjects, Religious and Moral* by Phillis Wheatley. Source: Smithsonian Institution, National Museum of African American History and Culture

GRADING PROCEDURES, DROP-IN HOURS, AND COURSE POLICY ON ACADEMIC DISONESTY AND AI

Grading Procedures

Grades will be determined by students' demonstrated effort, adherence to assignment instructions and assessment criteria, proper use of MLA formatting (when applicable), and timeliness. For all assignments, you can expect me to provide students with either a checklist of criteria for success or an assessment rubric. I will use these to assess and grade your work, and I encourage you to use them to check your work before submitting it. This will ensure that you are submitting your best efforts.

Zoom Drop-in Hours

My Zoom Drop-in Hours are dedicated times for you to connect with me outside of class. Whether you have specific questions or just want to chat about your progress, I'm here to support your journey and growth in this course. Remember, learning is a process, and I'm here to guide you through it. You don't need to have a specific question to join. Feel free to drop in to discuss how your semester is going or any thoughts you have about the class. This is a space where you can express your thoughts and challenges. Together, we can explore strategies to enhance your learning experience.

My Zoom Drop-in hours this semester are Tuesdays, 10am – 11am, Wednesdays, 12pm – 1pm and Thursdays, 3pm – 4pm. If you can't make these times, feel free to make a Zoom appointment with me on my [bookings page](#). These hours and the link to my bookings page are also listed on pg. 4 of this syllabus and on the **Course Home** page in Canvas. To join a Zoom session, click on the **Zoom Meetings** link on the **Course Navigation Menu** to the left of the **Course Home** page.

Remember: Your growth is important, and I'm here to help you succeed. I look forward to seeing you at Zoom Drop-in Hours!

Feedback Turn-Around Time

I will do my best to provide feedback and grades on all assignments and discussion activities one week (7 days) after an assignment due date. If I fall behind on grading, I will provide updates to the class on my progress in announcements on Canvas.

Course Policy on Academic Dishonesty and Use of AI

There are several reasons why we might resort to academic misconduct, including performance anxiety, peer pressure, or difficulty with time management. If you have concerns or are struggling to complete an assignment, **please speak with me** instead of considering academic misconduct. **You are very capable of meeting the expectations for this class.**

If you are not sure how to avoid plagiarism (passing the work or words of others off as your own work or words), or other forms of academic dishonesty, please ask for help as academic dishonesty can result in serious consequences. **Talk with me about your concerns or needs for academic flexibility**, or talk with support staff at one of our [student resource centers](#), before you do something that may endanger your career. Plagiarism or other academic dishonesty will result in a failing grade for the course, so please be careful to cite all outside sources and to do your own, original work. When in doubt, cite! If you are not sure how to cite something, refer to the MLA documentation and citation resources linked in this syllabus and in the Course Resources module.

Using AI

As technology continues to evolve, the use of Artificial Intelligence (AI) in academic settings has become increasingly common. Therefore, it is important to establish guidelines and expectations to ensure that the use of AI such as ChatGPT is both ethical and effective.

Guidelines:

Use AI such as ChatGPT as a tool, not a substitute: The use of AI is meant to be an aid in completing assignments, not a substitute for critical thinking or original work. To do so risks violating our academic integrity policies and may result in consequences aligned with our academic misconduct policies. **Students who use AI such as ChatGPT are expected to use it to supplement their own knowledge and ideas, not to provide complete answers to assignments.**

Acknowledge the use of AI: If using ChatGPT or any other AI tool, students must clearly acknowledge their use of this tool. It must be cited as an outside source, and you must include a paragraph that explains what you used the AI for and what prompt(s) you used to get your results. This paragraph must be written by you, not the AI!

Ensure accuracy: AI is a powerful tool, but it is not infallible. Students are responsible for ensuring the accuracy of any information. You will need to refine your prompt to obtain a good outcome. Assume numbers, facts, and quotations are wrong unless you have checked with yourself through a valid source. You will be responsible for any errors or omissions.

Avoid plagiarism: Using AI to generate content that is identical or like another source without proper attribution constitutes plagiarism. Students must ensure that any material generated by AI is properly cited, and that any paraphrasing is done in accordance with academic standards.

Follow the course objectives: Students who use AI must do so in a manner that is consistent with the course objectives. Assignments should be completed in a way that demonstrates an understanding of the course content and learning objectives, with AI serving as a tool to aid in that process, not as the main mechanism for completing the assignment.

As always, our academic policies still apply. Your work must be your own and adhere to UNM's policy of academic misconduct (described below).

University of New Mexico Libraries. <https://libguides.unm.edu/AlinEducation>. CC by 4.0

Student Resources on acceptable use of AI

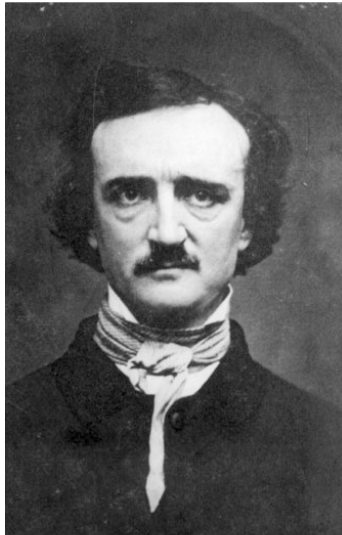
Here are additional resources to help you understand how to use AI productively. **These are also available in the Course Resources Module:**

- [AI for Education's Quick Guide for Students: Should I use AI?](#)
- [Bernard's Student Guide to Generative AI](#)
- [UNM's Guide to citing AI in Education](#)

Resources to use instead of AI

If you need assistance with writing, editing and research, consider using these free resources instead of AI. **These resources are also available in the Course Resources Module:**

- For Grammar and Editing
 - [Grammarly](#) (free version)
 - [Microsoft Editor](#)
- For Research and accurate MLA source documentation and citations:
 - [Purdue OWL's Guide to MLA](#)
 - [UNM English Library Guide](#)



Library of Congress

Figure 7. Edgar Allan Poe. Daguerreotype, 1848. Source: Library of Congress

UNM POLICIES

In alphabetical order

Accommodations

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. 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/>.

Connecting to Campus and Finding Support

UNM has many resources and centers to help you thrive, including [opportunities to get involved](#) in campus life, [research experiences](#), [mental health resources](#), [academic support such as tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), [jobs on campus](#) and [financial capability](#) support. Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. 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. Resource: Division for Equity and Inclusion.

Respectful Conduct Expectations

I am committed to building with you a positive classroom environment in which everyone can learn. I reserve the right to intervene and enforce standards of respectful behavior when classroom conduct is inconsistent with university expectations [and/or classroom community agreements]. Interventions and enforcement may include but are not limited to required meetings to discuss classroom expectations, written notification of expectations, and/or removal from a class meeting. Removal from a class meeting will result in an unexcused absence. [Insert number] or more unexcused absences may result in permanent removal and a drop from the course (see attendance policy). The University of New Mexico ensures freedom of academic inquiry, free expression and open debate, and a respectful campus through adherence to the following policies: [D75: Classroom Conduct](#), [Student Code of Conduct](#), [University Policy 2240 – Respectful Campus](#), [University Policy 2210 – Campus Violence](#).

Responsible Learning and Academic Honesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves presenting material as your own that has been generated on a website, in a publication, by an artificial intelligence algorithm (AI), by another person, or by otherwise breaking the rules of an assignment or exam. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource (such as an AI, article, a friend's work, or a website) in work submitted for this class, document how you used it and distinguish between your original work and the material taken from the resource.

Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and other resources, including support on how to cite a source, are available through [Student Learning Assistance](#) at the Center for Teaching and Learning.

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNM-VC registrar: (505) 925- 8580.

Student Support

UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help connect you. Take advantage of the support services and resources available to you on campus. Students who frequently utilize campus resources have a higher chance of achieving their academic goals and graduating. To contact a support service, refer to the list of resources at the end of the syllabus and available in the Course Resources Module.

Title IX: Gender Discrimination

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in

understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's [website](#).

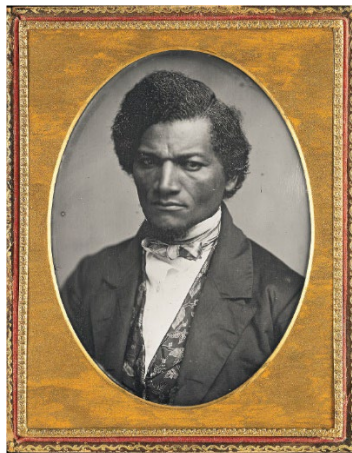
If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. UNM's lactation stations are marked on the [UNM campus map](#).

Wellness

If you are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at nkubasek@unm.edu and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

Student Support: [Student Health and Counseling](#) (SHAC) at (505) 277-3136; [TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support); [LoboRESPECT Advocacy Center](#) (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.



Major Acquisitions Centennial Endowment.
The Art Institute of Chicago; 1996.433

Figure 8. Frederick Douglass, 1852. Source: Major Acquisitions Centennial Endowment. The Art Institute of Chicago; 1996.433.

LIST OF STUDENT SUPPORT SERVICES

Accommodations

- **UNM Valencia Equal Access Services:** Phone: 505-925-8910
- **Accessibility Resource Center (Main Campus)** Email: arcsrvs@unm.edu and Phone: 505-277-3506

Career Resources

- **UNM Valencia Career Services:** Hours: M-F 8:00 AM – 3:00PM. To make an appointment, call:

505-925-8560

- [UNM-VC Career Services Website](#)
- [Job & Internship Opportunities](#)

Citizenship/Immigration Resources

- [On Campus Resources](#)
- [Community Resources](#)
- [Legal Support](#)
- [Know Your Rights](#)

For Military-Connected Students

- **Veteran and Military Resource Center:** Location: 608 Buena Vista Dr. NE BLG 20A. Hours: 8AM – 5PM (M-F). Email: vcr@unm.edu and Phone: 505-277-3181/3184

Even More Student Support Services

- [LoboRESPECT](#)
- [PASOS:](#) Email: pasos@UNM.edu and Phone 505-925-8546
- [SSS-TRIO:](#) Email: valenciatriosssp@unm.edu
- [Student Health and Counseling \(Main Campus\):](#) Phone: 505-277-3136
- [UNM Valencia Financial Aid Office:](#) Email: vfinancialaid@unm.edu and Phone: 505-925-859



Figure 9. Daguerreotype of Emily Dickinson, c. early 1847. Source: Amherst College Archives and Special Collections