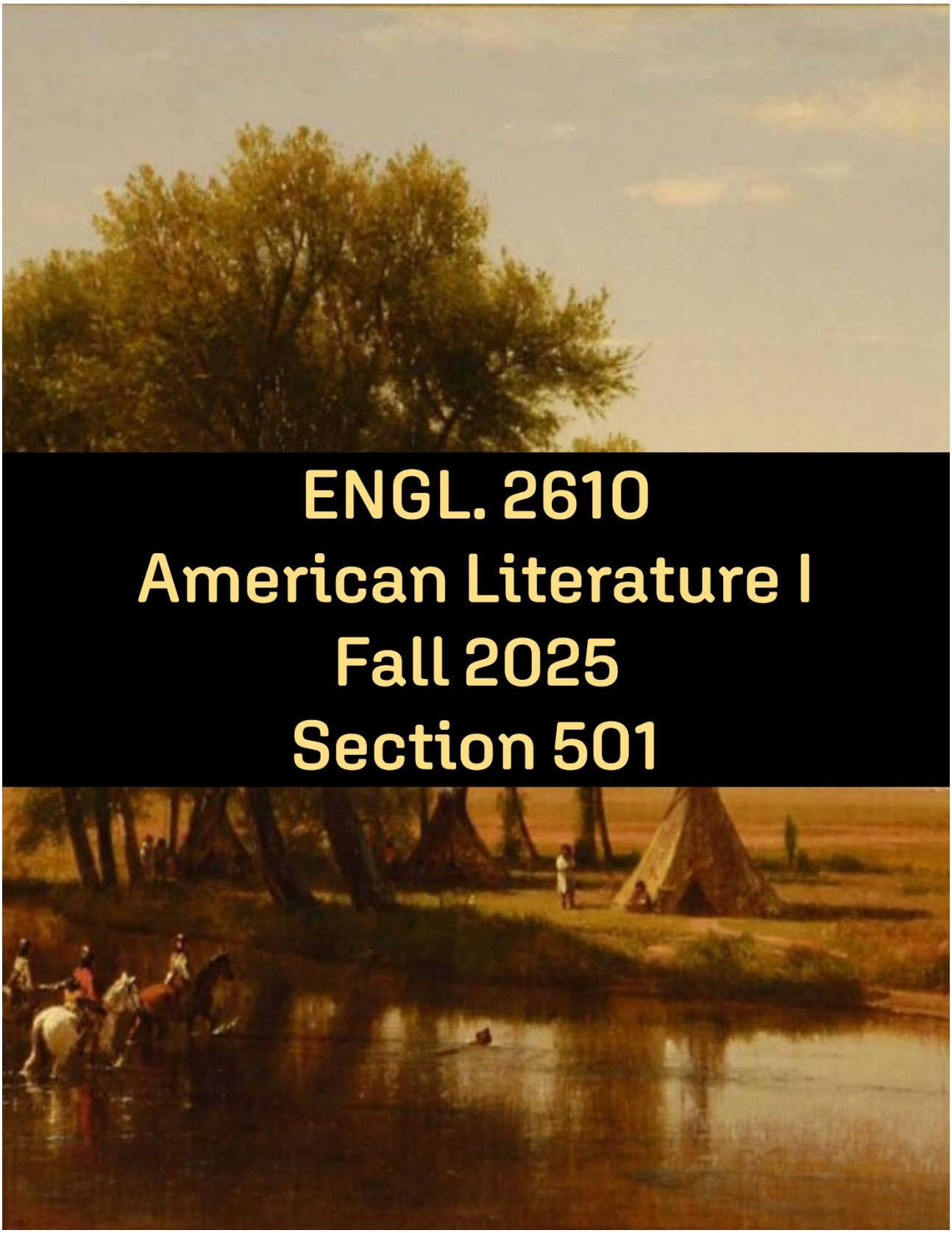


ENGL. 2610
American Literature I
Fall 2025
Section 501

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Figure 1. From Left: Head Navajo Chief Barboncito (c. 1820 – 1871), Aztec Emperor Moctezuma Xocoyotzin, also known as Moctezuma II (c. 1466 – 1520), Christopher Columbus (1451 – 1506)

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 Office Hours:** Wednesdays and Thursdays 12:00 PM – 1:30 PM or by appointment
    - Join my office 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 and Fri: 8:00 AM – 5:00 PM
    - Phone: 505-925-8500

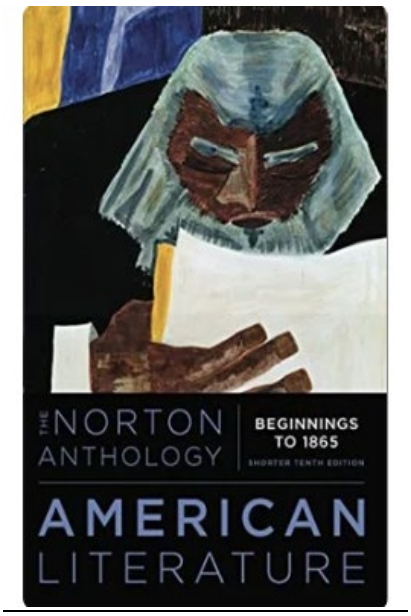
Required Textbook: *The Norton Anthology of American Literature: Beginnings to 1865*. Shorter 10th edition. Edited by Martin S. Levine. New York: W.W. Norton, 2023. [ISBN: 978-0-393-88617-7].

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 C**ontinue to Checkout** to proceed with the purchase.

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,** pictured below**.**



Course Description

What makes American literature *American*? How did the many voices of early America—Indigenous storytellers, enslaved writers, immigrant authors, political thinkers—shape the way we see ourselves as a nation? In this course, you'll explore these questions as we journey through American writing from the Pre-Colonial era to the Civil War. We'll get to know major literary movements like Puritanism, Transcendentalism, and American Gothicism, and discover how different genres—poetry, speeches, slave narratives, short stories, and more—reflect the hopes, struggles, and debates of their time. Along the way, you'll see how events like the Revolutionary War, the fight against slavery, and the building of a new nation left their mark on the words people wrote and spoke. You'll encounter a wide range of voices: the oral traditions of Native American nations, Anne Bradstreet's Puritan poetry, Edgar Allan Poe's innovation of the short story form, Frederick Douglass's powerful autobiography, Elizabeth Cady Stanton and Sojourner Truth's calls for women's rights, and many others.

Through readings, discussions, multimedia lessons, and your own analysis, you'll explore how these works wrestle with timeless human questions about freedom, identity, faith, justice, and belonging. By the end

of the course, you won't just know the milestones of early American literature—you'll better understand how these stories connect to the world you live in today and to your own experiences. Whether you are an aspiring writer, a future educator, a history enthusiast, or simply curious about the cultural forces that shaped early America, this course will provide you with valuable insights and skills that extend far beyond the realm of literature.



Figure 2. From Left: John Smith (1579 – 1631), Powhatan Confederacy Chief Wahunsenacah, also known as Chief Powhatan (c. 1547 – c. 1618), Anne Bradstreet (16 12 – 1672)

Course Goals

This course aims to foster your growth as readers and thinkers by inviting you to:

- Forge personal connections with American literature,
- Hone your critical analysis skills,
- Refine your written and oral expression,
- Explore the relationships between literature, history, and society.

Course Objectives

- Through your active engagement and participation in this course, you will be able to:
- Recognize and describe the key literary genres, literary devices, narrative elements, and themes that emerged in early American literature.
- Identify the historical and cultural contexts relevant to early American literary texts, recognizing significant events, movements, and cultural influences that shape and are reflected in the literature
- Evaluate the aesthetic principles and philosophical ideas that characterize different literary periods from the Pre-Colonial to the Civil War periods.

- Analyze how the historical, cultural, and social contexts of the various literary periods shaped the development of American literature.
- Construct well-supported literary analyses that demonstrate critical thinking, effective research, and clear written communication skills.
- Reflect on connections between the themes, conflicts, and perspectives in early American Literature and your own ideas, backgrounds, and contemporary experiences.



Figure 3. From Left: Mary Rowlandson (1637 – 1711), Phillis Wheatley (1753 – 1784), Alexander Hamilton (1755 or 1757 – 1804)

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 2025 semester: Monday, August 18 – Sunday, December 7. To make the most of your learning experience, **please plan for a minimum of 6 hours per week to engage with course materials and complete assignments. On average, expect to read 10 – 25 pages in our textbook per week in addition to engaging with required media, such as videos, multimodal presentations, and podcasts**.

To maximize your learning potential and reduce stress, consider adopting a strategy of consistent daily engagement with the course material. This approach not only helps reinforce your learning but also builds valuable time management skills that will serve you well beyond this class. Remember, success is a process, and you have numerous resources at your fingertips to support your growth:

- Explore the tips for student success on each module's overview page in our course.
- Use the weekly suggested schedules available in each module, assignment deadlines and course material 'to do' dates in Canvas to help plan your week.
- Participate in weekly extra credit challenges that are geared to help you build long-term habits for success

- Take advantage of the wealth of resources for reading, writing, editing, and research available in the Course Resources Module.
- Utilize campus resources to support study skills and time management available through Student Learning Assistance

By regularly utilizing these tools, you will not only enhance your ability to manage your time effectively but also deepen your learning experience and consistently produce your best work. Remember, every step you take in this course is an opportunity for personal and academic growth.



Figure 4. From Left: James Fenimore Cooper (1789 – 1851), Caroline Stansbury Kirkland (1801 – 1864), Henry David Thoreau (1817 – 1862)

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 and posted in weekly announcements.

Drop Procedure for This Course

If your plans have changed, and you will not be able to take this course, **you are responsible for self-dropping 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), on the Course Schedule for this class, and in our class's weekly announcements. If you need to drop the course after the last day to drop deadline has passed, you may reach out to me and request that I drop you from the course.

Students who have not submitted course assignments for a two-week consecutive period are in danger of being dropped from the course. I will send two drop alerts through UNM email, and if you have not responded within seven days of receiving the second drop alert, you will be dropped from the course.



Figure 5. From Left: Edgar Allan Poe (1809 – 1849), Frederick Douglass (1818 – 1895), Elizabeth Cady Stanton (1815 – 1902)

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, the UNM Valencia and main campus libraries, the UNM Valencia Learning Commons, and main campus's Computer Pods.



Figure 6. From Left: Sojourner Truth (1797 – 1883), Yellow Bird, or John Rollin Ridge (1827 – 1867), Walt Whitman (1819 – 1892), Emily Dickinson (1830 – 1886)

Web Conferencing

Zoom will be used in this course for all instructor office hours. For office 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 Valencia and main campus bookstores, 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

If you experience technical problems in the course, please contact **UNM Canvas Support** as they have access to individual user accounts and can easily see what's going on in the course on your end (instructors don't have this kind of access on Canvas). You have options for contacting UNM Canvas Support:

- Call their 24/7 hotline: 505-277-0857, Toll Free: 1-877-688-8817
- Create a Support Ticket on the Canvas Info website

- Click on the **Help Button** on the **Global Navigation Menu** (far left) in Canvas



Figure 7. "Columbus map", drawn c. 1490 in the Lisbon mapmaking workshop of Bartholomew and Christopher Columbus. From Marco Polo et le Livre des Merveilles, p. 37.

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

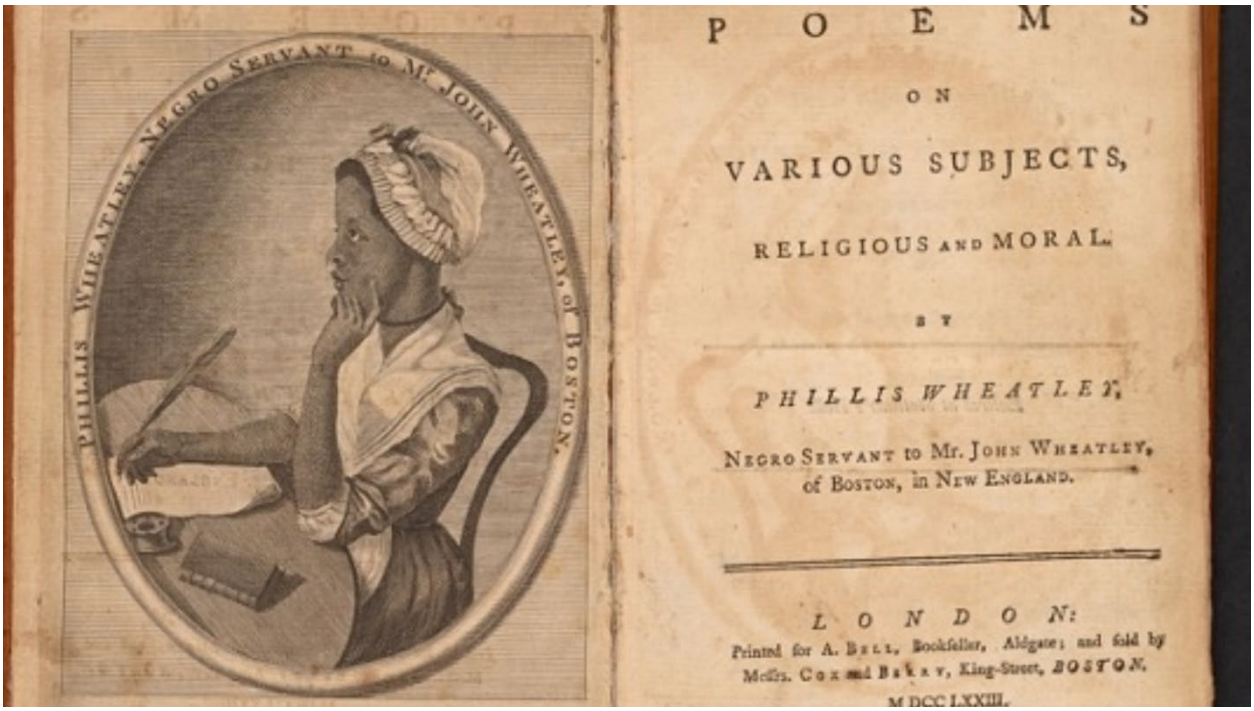


Figure 8. Frontispiece and Title Page of Poems on Various Subjects, Religious and Moral by Phillis Wheatley, the first published African American poet

COURSE WORK AND PARTICIPATION

Instructor Response Time

I routinely check for Canvas Inbox messages, UNM email, and postings in the Class Question Board, 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 five units of weekly modules. All weekly modules in a unit will unlock on the first day of the unit. 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. A re-submission can be submitted up to seven days after the date you received the original grade. Please notify me immediately of your re-submission.**

Late Policy

Please do your best to submit assignments by the due dates as it is extremely easy to fall behind in online courses. **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. 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 13 – No Exceptions. All assignments in the course will lock promptly at 12:00 AM (Midnight) on December 14.**



Figure 9. Illustration of "Transparent Eyeball" by Christopher Cranch (1836). *The term "Transparent Eyeball," coined by Ralph Waldo Emerson in* Nature, *captures a key tenant of American Transcendentalism: a universal connectivity between all things.*

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, in office hours, or through email and Canvas messages. 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 Active Engagement and Participation

I have high expectations for your engagement and participation because, as your instructor, I believe in your potential to excel in this course. To make the most of your learning journey, I challenge you to pursue the following opportunities for academic growth:

- Dedicate at least 6 hours per week to immerse yourself in course materials and foster your knowledge and skills.
- Explore and master Canvas to enhance your technological proficiency and make your online learning experience smoother.
- Stay connected and informed by regularly checking course announcements.

- Cultivate professional communication habits by using your UNM email or Canvas inbox.
- Practice open communication by keeping the instructor informed of any challenges you face that is hindering your academic progress.
- Strengthen your troubleshooting abilities by addressing technical issues promptly.
- Contribute to a positive learning community by consistently practicing course netiquette and upholding our community agreements.

Academic Support Resources

College work can be demanding, and this course is no exception. There will be times when the course material is difficult, or you are expected to juggle multiple deadlines. This is a normal experience of academic work, and you can totally handle it. Be proactive and regularly use the diverse set of resources available at UNM **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

COURSE CONTENT AND ASSIGNMENTS

Content and Organization

The course content is divided into five units; each centered around a significant historical era of American literature from the late 19th century to the 21st century. We will read from many genres including autobiographies, essays, historical documents, letters, novel chapters, oral stories, short fiction, speeches, and poetry. In addition, we will engage with media resources each week, such as videos, multimodal presentations, and podcasts that will provide further context about the authors, historical eras, literary movements, and texts. Each weekly module also includes a reading guide and optional resources to enhance your understanding. You are free to use these resources in your course assignments.

Weekly Required Readings

You can expect to read at least one reading selection from our textbook each week. The specific readings are listed in the course schedule and on the weekly module overview pages. In addition, reading guides are provided in the weekly modules that summarize key information to pay attention to while reading. To maximize your understanding and engagement with the texts, it is crucial to practice active reading techniques. Some effective strategies include annotating the text as you read, highlighting key passages, jotting down questions or reactions in the margins, and summarizing main ideas in your own words. Additionally, consider creating a reading schedule or referring to the weekly sample schedules provided

in each module to ensure you allocate sufficient time for each assignment. It is highly recommended that you complete the readings by Friday, the deadline for initial posts for weekly discussions. By approaching the weekly readings with these active learning methods, you will not only fulfill course objectives but also develop critical thinking skills and a deeper appreciation for American literature.

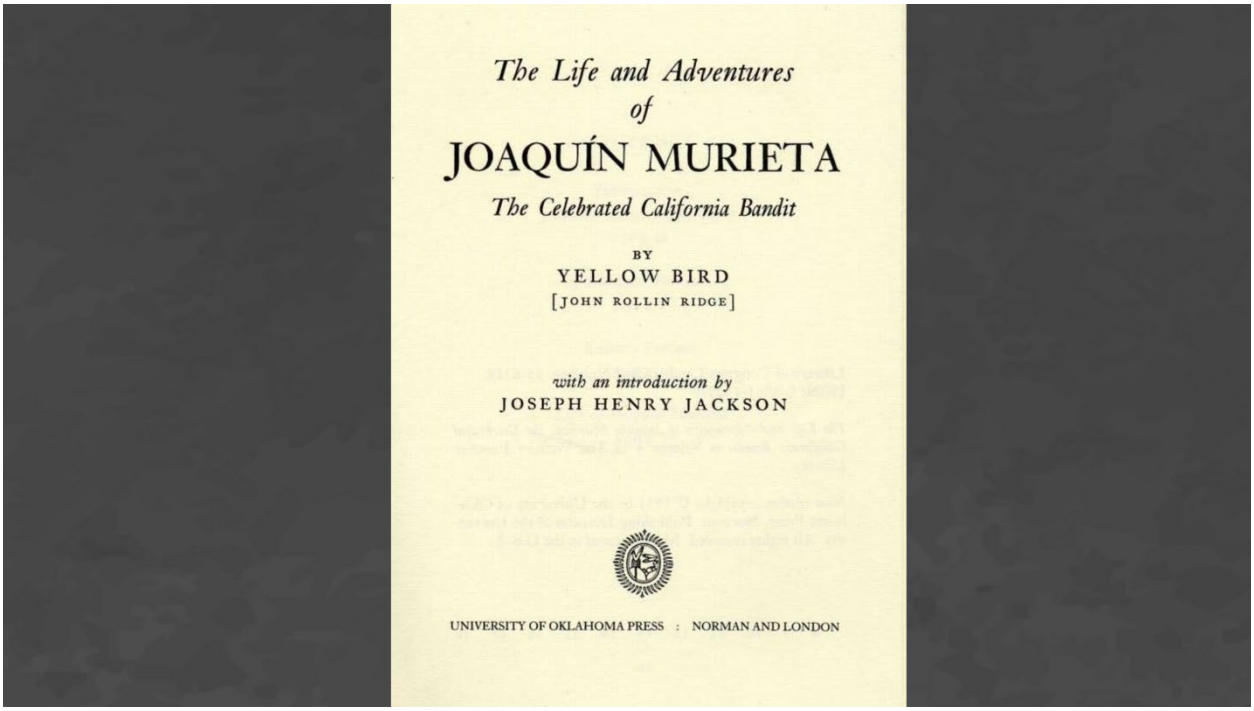


Figure 10. This is considered both the first novel written in California and the first novel written by a Native American. Its publishers identified author John Rollin Ridge by his Cherokee name, "Yellow Bird."

Weekly Required Media and Media Note-taking Guide Assignments

In addition to the literary texts, you will be assigned various media to engage with each week. The specific media are listed in the course schedule and on the weekly module overview pages. You can access these videos, presentations, and podcasts in the weekly modules. The purpose of engaging with media content about the readings is to increase your understanding of how characters, themes, and symbolism are rooted in cultural and historical contexts and how authors innovated or challenged the conventions of their time. While you are engaging with this required media, you will complete a note-taking guide that will help you focus on important content and help prepare you for the weekly knowledge checks. The goal of the required assigned media and accompanying note-taking guides is to transform the reading, viewing, and listening of course materials from a passive activity into an engaging intellectual exercise that connects us with the past and informs us of our present.

Weekly media note-taking guides are worth **10 points each** and are **due by 11:59 PM on Sundays**. However, I encourage you to complete these earlier in the week so that you can use the guides while completing the weekly knowledge checks. **Please note that there is no media note-taking guide assignment the final week of class (week 16).**

Weekly Discussions

We will have weekly discussions to engage with the literary works, synthesizing our ideas and making connections between texts, their contexts, and our own ideas and experiences. These discussions are critical for deepening our engagement with the texts. Exploring multiple interpretations, analyzing themes, characters, and literary devices, and relating these works to our own experiences helps us move beyond surface-level understandings to develop critical thinking skills essential for literary analysis.

Initial posts are due on **Fridays by 11:59 PM** and **2 peer replies** are due on **Sundays by 11:59 PM**. Each discussion is worth **20 points (10 for writing the post and 10 for responding to peers). Please note that we will not have discussions during the week of Fall Break (Week 8) nor during Thanksgiving Break (Week 15).** Refer to the instructions for the post and peer replies in each discussion. Use the criteria for success checklist located at the end of each discussion prompt to check your work. For a model of a successful post and peer reply, refer to the example discussion post and reply in the Course Resources module and linked in each discussion.

Weekly Knowledge Checks

Each week you will complete a knowledge check to demonstrate that you have engaged with and understood the week's readings and media (videos, presentations, podcasts). The knowledge checks will reinforce core concepts, challenge your critical thinking skills, and give you a chance to reflect on key takeaways or questions you have about the week's materials.

You have **unlimited attempts** to complete each knowledge check, and the highest score will count towards your final grade. There is **no time limit,** and all knowledge checks are **open book/open notes**. **Each knowledge check is worth 15 points and is due by 11:59 PM on Sundays.**

Literary Analysis Projects

You will **submit two literary analysis projects.** The overall goal of the literary analysis projects in ENGL 2610 is to provide you with an opportunity to closely engage with the texts we are reading in this course, and to develop and support an interpretive argument or creative interpretation 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 or creative reinterpretations about literary texts
3. Build skills in literary research, using secondary sources and effective MLA citation and documentation.

For each literary project you may choose to create the literary analysis as an academic essay, a creative re-interpretation, or as a multimedia 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: Guided 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**. **Literary Analysis Project #1 is due by 11:59 PM on Sunday, October 19 (Week 9) and Literary Analysis Project #2 is due by 11:59 PM on Friday, December 12 (Finals Week).**

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 **65 points**, and **all are due on Sunday, August 24 by 11:59 PM**.

Course and Syllabus Scavenger Hunt

This activity will orient you to the online course environment and ensure that you understand the course expectations and policies outlined in this syllabus. There are **unlimited attempts**. The Course and Syllabus Scavenger Hunt is **worth 30 points.**

Community Agreements

The class will create community agreements to uphold during all student-to-student and instructor-to-student interactions. The purpose is to create a space where we all feel safe, supported, and encouraged to participate actively. In an online environment, building a sense of community can be challenging, but community agreements can help by creating a shared sense of purpose, promoting respect for diverse perspectives, and holding us accountable for our contributions to the learning community.

You will post your agreements on a Padlet, and I will add them to the Course Resources Module and link them to every discussion. The assignment is **worth 20 points**.

Introductions Discussion Board

We will introduce ourselves on an introductory discussion board to help establish a sense of community which can increase our comfort level and set the foundation for more meaningful exchanges in our weekly discussions. The introductions discussion is **worth 20 points (10 points for the initial post and 10 points for two peer responses)**.

Weekly Extra Credit Challenges

Boost your success with our weekly Extra Credit Challenges! in each weekly challenge, you'll explore a short reading or video on a proven strategy to help you lower anxiety, stay organized, manage your time, limit distractions, and avoid last-minute cramming. Your challenge is to try out the activity during the week and submit a short reflection to earn 3 extra credit points. You can complete every challenge (up to 48 extra credit points total!) or choose the ones that match the skills or habits you most want to strengthen. You'll find the Extra Credit Challenges linked in each week's module.

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……300 pts.

13 Weekly Discussions @ 20 points each……260 pts.

15 Weekly Knowledge Checks @ 15 points each……225 pts.

14 Weekly Media Guides @ 10 points each……140 pts.

3 Orientation Assignments……70 pts.

=1000 points

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 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.**

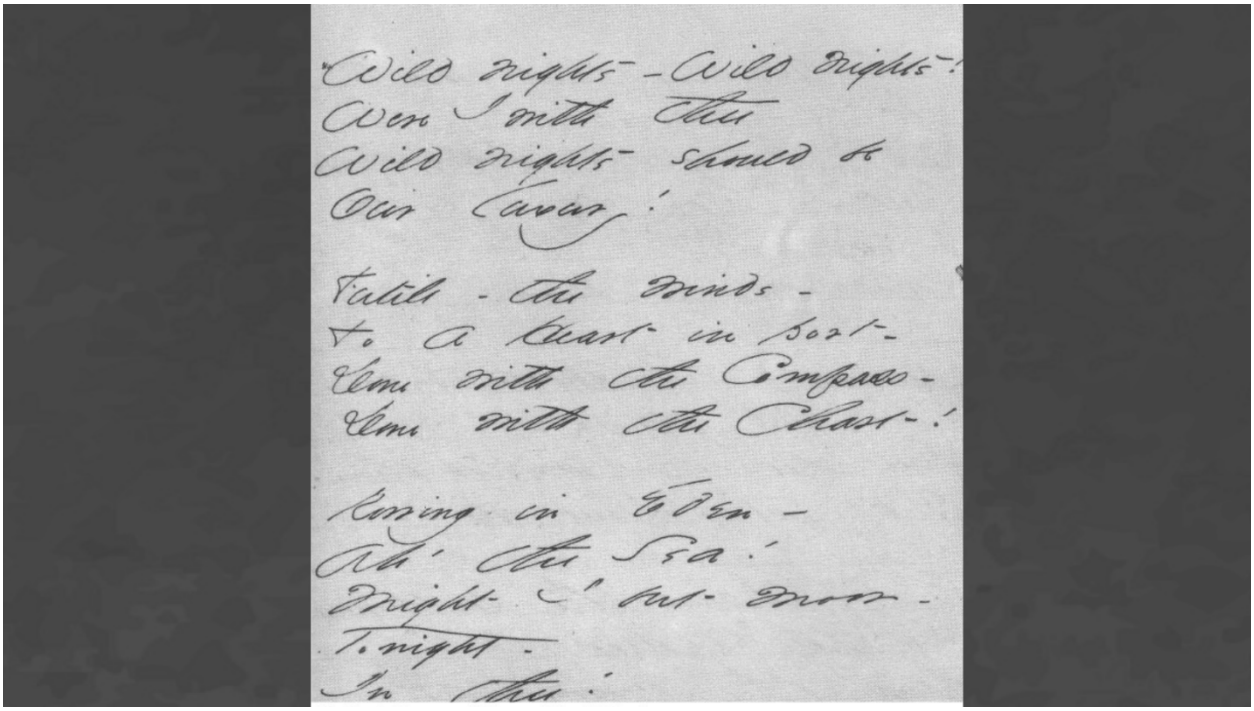


Figure 11 Poem 269 of Fascicle 11, from vol. 1 of The Manuscript Books of Emily Dickinson (1981), ed. R. W. Franklin, reproduced with the permission of Harvard University Press.

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 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 Office Hours

My Zoom Office 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 am here to support your journey and growth in this course. Remember, learning is a process, and I am here to guide you through it. You do not 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 Office Hours this semester are Wednesdays and Thursdays, 12PM – 1:30 PM. 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 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 am here to help you succeed. I look forward to seeing you at my Zoom Office Hours!

Feedback Turn-Around Time

I will do my best to provide feedback and grades on all assignments and discussion activities two weeks (14 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 grave 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. You must write this paragraph, not the AI!

Ensure accuracy: AI is a powerful tool, but it is fallible. 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/AIinEducation. 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

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 at arcsrvs@unm.edu or 505-277-3506.



Figure 12. Frederick Douglass's The North Star was the first abolitionist newspaper created and written by African Americans.

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. To know your rights and more resources, visit Undocumented: Campus Climate | The University of New Mexico

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 acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history. Resource: Division for Equity and Inclusion.

Religions and Faith Traditions

The University of New Mexico promotes respect for all religions and faith traditions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day

because of the observance of a major religious holiday or cultural observance, or due to related travel, is encouraged to speak with their instructor about an excused absence and opportunities to make up, without unreasonable burden, any work that has been missed.

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.

Thriving and Finding Support

tudents are especially successful at UNM when they take advantage of support and get involved in campus and academic life. Your MyUNM login page provides direct links to wellbeing resources, including financial capability, mental health, food, jobs, and resource centers. MyUNM will help you identify academic resources like peer tutoring and opportunities like study abroad. You can contact academic advisors and resource advisors for information and guidance via Student Hub on MyUNM. I look forward to providing you with information about academic opportunities related to our class and to helping you find support

resources.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.

UAP 2720 and 2740

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

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.

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: vcfinancialaid@unm.edu and Phone: 505-925-859