ENGL 2363 Summer 2025

Full Online Course

BECOMING AMERICAN

Contact Information

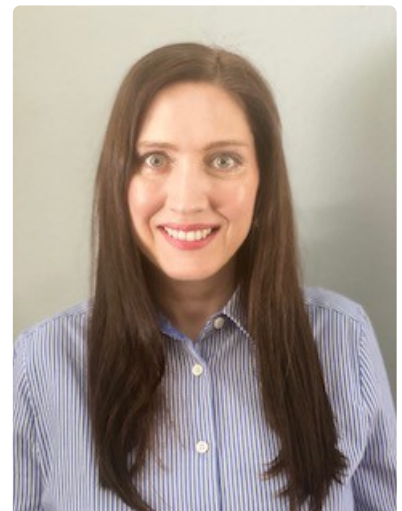**Instructor:** Natalia Menkina Snider

Email: nmenkina@uttyler.edu

Office: CAS 241

Phone: 903-566-6316

Student hours: Zoom (days and time will vary depending on students' request and availability). In-person meetings are available as well, depending on the instructor's location.

Delivery: full online, asynchronous course

WELCOME!

Welcome to ENGL 2363 World Literature since the Renaissance: Becoming American course! I am Natalia Menkina Snider (Prof. Snider), and I am excited to have you as my students this semester. I emigrated from Russia in 2009, and I have been teaching for UT Tyler since 2012. Despite being here for quite a long time, I am still assimilating and adjusting to my second home. When I started teaching in a different country, I felt the same nervousness, fear, and frustration as some of you may feel now. But I also felt excitement and a sense of accomplishment, and I hope by the end of this semester you will feel these things too. I am a former athlete in volleyball, running, and basketball, I have three rescue dogs and a cat, and I love watching movies. I am looking forward to working with you this semester!

Course Description

The course includes texts written by multigenerational authors with multiethnic backgrounds that include Eastern and Western Europe, the continent of Asia, and Latin America. Readings primarily from the late 19th through the middle 21st centuries range from a graphic novel to memoirs, autobiography, poetry, and prose fiction and explore the few of the immigrant voices from around the world that have contributed so much to unique American literature.

Course Objectives

As the semester progresses, the successful students will:
- broaden their knowledge about and apply analysis to the rich multicultural tradition of American literature and to the world around them
- implement effective literary techniques to analyze a piece of literature across various genres in online discussions and writing assignments
- identify and compare and contrast the ways writers express ideas and themes related to immigration from different periods and countries

- value difference among people and express an appreciation of cultures (language, religion, philosophy, family and community structures, and material culture)
- refine research and digital skills presenting contexts related to immigration

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Communication with Instructor

The best way to contact me is via UTT email or Canvas message. Per the UT Tyler email policy, which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems," I will not reply to emails sent from non-UTT email addresses. The same policy is applied to **Zoom office hours.** While you can use any device (iPad, computer, or your phone), **you must use your UTT credentials/patriot's account.** If you are not familiar with Zoom, you can use Canvas 101 which offers Zoom tutorials and guidelines on how to use Canvas.

Additionally, be sure that every email related to the course has "ENGL 2363." Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (along with "ENGL 2363").
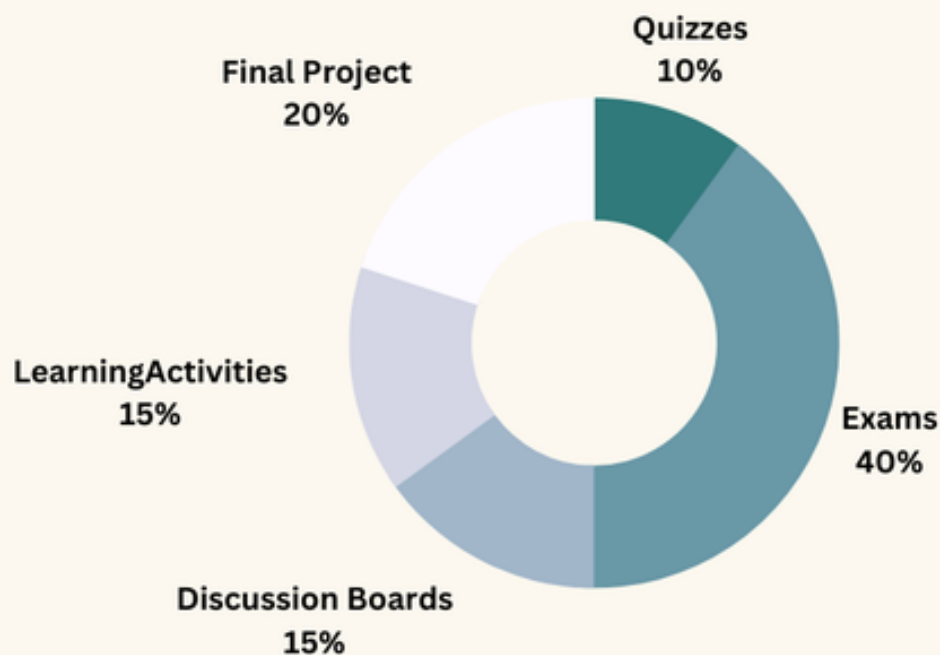
Finally, emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you would use in a text to your friends. **I will not respond to emails without a proper professional address.**

Required Texts

- *The Buddha in the Attic* by Julie Otsuka (ISBN: 978-0-307-74442-5)
- *The Complete Maus* by Art Spiegelman (ISBN: 0679406417) - can be also purchased as two volumes
- Selected works (accessible via Canvas)
- **Note:** all required readings should be available at UT Tyler book store

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Grade Distribution

**Final Project
20%**

**Quizzes
10%**

**LearningActivities
15%**

**Exams
40%**

**Discussion Boards
15%**

Grading Scale:

90-100 - **A** - demonstrates exceptional competence
80-89 - **B** - demonstrates competence
70-79 - **C** - demonstrates promise of competence
60-69 - **D** - demonstrates probability of incompetence
<60 - **F** - demonstrates incompetence

Course Activities & Policies

Weekly Navigation Videos

At start of each week, you will be supplied with a navigation video. The purpose of these videos is to explain each week's agenda, readings, and assignments. You are expected to watch these videos to be aware of what you have to pay attention to when you are reading the assigned texts and what the assignments' expectations are. This is my way of staying in touch with you. Each vied is supplied with captions (use watch on YouTube option).

Discussion Boards - 15%

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its

rewarding parts. Therefore, student participation in online Discussion Boards is required. **Each Discussion Board activity is worth 100 points (50 points for your primary post (PP) + 50 points for responding/reacting to your peer's post/s or a value added comment (VAC).** Please note that responding to your peers is as significant as generating your own ideas. Make sure to not limit your response to your peer's post/s to "I like your post," but instead offer a more critical response that fully demonstrates your position (agreement or disagreement) regarding your peer's perspective. I offer the 3C + Q method: a Compliment (e.g., "I like how…"; "I like that…"), a Comment (e.g., "I agree that… because…"; "I disagree that… because…"), a Connection (e.g., "I also have read/seen/heard/thought that…"), and a Question (e.g., "I wonder why/how/who/what/when/where…").

Quizzes - 10%

There will be several comprehension quizzes based on the video lectures I offer. The purpose of these quizzes is to check your understanding of the material introduced in these lectures.

Learning Activities (Short Writing Assignments) - 15%

This writing activity will ask you to apply your knowledge and understanding of the course readings. There will be two leaning activities per week (ten total). Make sure to be critical and creative here. While for short assignments I will not grade grammar, please make sure to review for flow, clarity, and cohesiveness. Late activities will not be accepted. Each activity is worth 100 points.
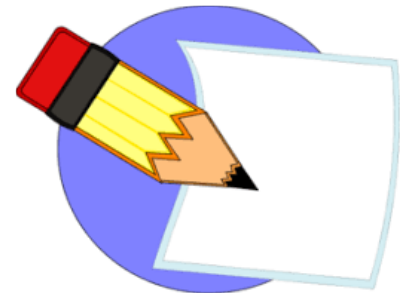
Exams - 40%

This course includes **2 exams**, each worth 20% of your final grade, which are given in the end of Unit 1 and Unit 2. These tests measure not only knowledge and comprehension but also higher level of thinking skills such as analysis and synthesis. Each exam includes 2 parts: 1) a **350-500 words** essay over the texts we cover for the unit; and 2) an essay over the skills you are learning in the course. A thorough study guide for each exam will be offered. Students who miss the exam without prior excuse (and appropriate documentation), will receive **a zero** on the exam. Upon the student's request, it is the professor's prerogative whether or not to permit the unexcused student to take a make-up exam. Students **cannot revise and rewrite** any exams.

Final Project - 20%

This is the end of the semester project that asks you to design and deliver a presentation which discusses immigrant experience exemplified in a reading of your preference that we cover throughout this course. The purpose of this project is to offer the context (social, cultural, political, historical, etc.) that surrounds the reading of your choice so that the audience could better understand immigrant experiences discussed there. More detailed guidelines can be found in Canvas.

Participation & Workload

It is important to set your expectations for success early on. Regular engagement and class participation is as vital in an online class as it is in a traditional classroom. Your presence will be counted not by taking roll but by your regular contributions to discussions and participating in optional weekly Zoom office hours. Participation in this online course also involves regularly logging into the course (at least 3-4 times per week, if not daily) and checking email and announcements, watching weekly navigation videos, completing assignments, and contributing regular posts to the discussion board. As in an on-ground class, any student who has missed more than two weeks will fail the course. However, if you choose to drop the course, you will need to do so officially through Admissions and then notify your instructor. Please note that instructors cannot drop students from classes.

As research shows, for every hour spent in class, additional 2 to 3 hours outside of class reading, studying, planning, and completing assignments is required to achieve success. Therefore, an in-person 3-credit course requires another 6 to 9 hours of work a week. Because this is an online class, a typical workload is between 15 and 20 hours a week. Of course, not all students work at the same pace, and reading and conducting a literary analysis can be challenging. I suggest you should develop your own working schedule to make sure you do not miss any assignments and deadlines. Be patient with yourself and work often, if not daily, and you can succeed.

Submitting Assignments

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in Microsoft Word or PDF. There is a free copy of Microsoft Office for all UT-Tyler students. If I cannot open your work, it is late. Please do not zip your files.
Please do not email me your assignments. Note that **late work will not be accepted**.

Make-Up Policy

Because this is an online course, students must accept a greater degree of responsibility for remaining on top of their assignments and due dates. Every effort should be made to take quizzes and exams on time and complete all writing assignments by their due date. In cases of emergency (i.e., death in the family, serious illness, etc.) supported by appropriate documentation, such as a doctor's note, however, you will be allowed to make-up assignments; but missing assignments does not ensure you will be able to make them up; such a decision is ultimately the professor's prerogative. Please note that a family vacation is not an emergency situation that should allow you to skip the course work. Be sure to contact me as soon as possible if you miss something for an emergency and we will work out the details.

Netiquette

Netiquette is a set of guidelines for professional behavior in an online environment. It is etiquette for the Internet, and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines below are ones that are especially important in our online classroom.

1. Participate. Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.

2. Respect. Be respectful to other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues. People have a variety of viewpoints, experiences, backgrounds, and worldviews. Use no language that is—or that could be construed to be—offensive toward others: personal jokes, critiques, derogatory and/or sarcastic comments towards others. We all come with different perspectives, so please be respectful and resist the urge to tell anyone they are wrong. In other words, it is okay to disagree, just make sure to acknowledge their right to have their own perspective. Understand that your peers might have different life experiences and all of our world views are simply different.

3. Help others. We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.

4. Edit and proofread before posting. The academic environment expects a higher-order language. We have lots of posts to read, so yours need to be as clear as it can be. It should be organized and written in standard English. Not fixing misspellings and other errors tells your readers that you don't value their time and you don't care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.

5. Don't shout. TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Please, don't do it.

The same can be said of repeated exclamation marks!!!!!!!!!

6. Use emoticons sparingly. Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so do not overdo it. :-)

7. No flaming. "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the virtual classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in Discussion Board is permanent, so you must think very carefully about your tone before submitting a post. If you do not, that mistake might haunt you for the rest of the semester.

Canvas/Internet Access

You will need internet access for various tasks, including but not limited to accessing online texts, performing independent research, and downloading course materials. In the event of personal problems accessing any required websites/readings, according to UT Tyler policy, you are responsible for Internet access.

Extra Credit Assignments

I do not give work for extra credit. As you will see, there are plenty of assignments (minor and major) throughout this course. Improving one's grade average requires improving performance on regular assignments. I strongly encourage students worried about grades to contact me to discuss their concerns.

AI Statement

AI-Assisted Writing vs. AI-Generated Writing

With the rise of AI (artificial intelligence) writing assistants, students must take special care to ensure that they use this new technology ethically and honestly. In our class, we will distinguish between 'AI-assisted writing' versus 'AI-generated writing'. AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a collaborative tool to help the student with the development and advancement of their own writing process. Collaborating with an AI writing assistant can include brainstorming, outlining, and drafting, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI. 'AI-generated writing' means

there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI. The goal of using AI-assisted writing in this class is to help students develop their writing process and critical thinking, not to replace or substitute for either. Therefore, using an AI to generate writing or compositions without substantial original contribution from a student is neither acceptable nor allowed.

Important: if a student's written response on any course activity (learning activity, discussion board, exam, final project, etc.) includes the information (events, characters, authors, etc.) and citations (direct quotations) that do not come from the assigned texts, then this assignment will receive a "0." Multiple misusage of AI will be reported.

Acceptable	Not Acceptable
AI-Assisted Writing	AI-Generated Writing
• Use AI-assisted writing to brainstorm • Explore new topics/ideas with AI-assisted writing • Use AI-assisted writing to explore potential counterarguments/ opposing points of view • Resee your writing by taking suggestions from your AI assistant to make improvements	• Offload the majority of the writing & research process to AI • Generate large chunks of text with little or no input from you as an author • Trust something the AI has generated at face value • Use AI-generated text as a substitute for research or critical thinking

University Resources & Policies

UT-Tyler Resources for Students

- UT-Tyler Writing Center (903.565.5995), CAS 212, is a place for undergraduate and graduate students, faculty and staff to work on their writing projects and writing skills.
- UT-Tyler PASS Tutoring Center (903.565.5964), LIB 401, is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students who need help with accounting, biology, chemistry, engineering, mathematics, nursing, or physics.
- UT-Tyler Mathematics Learning Center, (903.565.5839), RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT-Tyler Counseling Center (903.565.5746). The 24 hour Crisis Line can be reached by calling 903.566.7254 during regular business hours as well as nights and weekends.

University Policies and Procedures

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UTTyler, please follow this link:

http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper; using during a test materials not authorized by the person giving the test;
- failing to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained

by such conduct;

- and misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to:

- the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

"Collusion" includes, but is not limited to:

- the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to:

- altering or assisting in the altering of any official record of the university or the University of Texas System,
- the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System.
- Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

UT-Tyler AI Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see above) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Scheduling adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy.

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources.

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance.

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities.

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement.

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation.

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Important Dates of the Semester

- **July 7** - Classes begin
- **July 10** - Census Date; deadline for all registrations and schedule changes
- **July 29** - Last day to withdraw from one or more courses
- **August 9** - End of Summer II session

Course Calendar (Subject to Change)

WEEK	WEDNESDAY	SUNDAY
ONE 7/7 – 7/13	Due 7/9 by 11:59 p.m. • DB Getting to Know Each Other • Syllabus Quiz, Skills inventory • Quiz over Unit 1 introduction video • LA and DB over Duggin's and Ferrarelli's poems	Due 7/13 by 11:59 p.m. • *Maus* by Spiegelman • LA and DB over Maus
TWO 7/14 – 7/20	Due 7/16 by 11:59 p.m. • LA and DB over Pupin's and Papashvily's texts\ • **Final Project proposal**	Due 7/20 by 11:59 p.m. • DB over Gillan's and Puzo's texts • LA over Antin's text • **Unit 1 Exam**
THREE 7/21 – 7/27	Due 7/23 by 11:59 p.m. • Quiz over Unit 2 introduction video • DB over Far's and Tan's texts • LA over poetry of Angel Island	Due 7/27 by 11:59 p.m. • DB over Lahiri's texts • LA over "I Worry"
FOUR 7/28 – 8/3	Due 7/30 by 11:59 p.m. • DB and LA over Uchida's and Yamada's texts	Due 8/3 by 11:59 p.m. • DB and LA over Otsuka's novel • **Unit 2 Exam**
FIVE 8/4 – 8/9	Due 8/6 by 11:59 p.m. • DB over Zitkala-Sa's text • LA over Hughes's and Cofer's texts	Due 8/9 by 11:59 p.m. • DB over Perez's and Gutierrez's texts • LA over Rodriguez's text • **Final Project**

Natalia Menkina Snider
Natalia is using Smore to create beautiful newsletters