



Department of Literature and Languages

Study Abroad to Peru

ENGL 5368 Literary Settings and Influences (3 Credits)

Short Summer 2026: 05/11/2026 to 5/30/2026

Pre-travel class meetings: 5/11-15/ 2026 M-F 6:30-8:30pm CT (10 contact hours)

Soules College of Business Rm. 111

Travel Dates 5/19/26-06/01/26 (35+ contact hours)

ENGL COURSE DESCRIPTION

Studies contexts and sites, physical and virtual, associated with writing and literary works, including regions that influenced writers' literary development and writing production, including collections of manuscripts and other relevant artifacts. This course may be repeated once when the topic changes.

Course Delivery Method: Lecture; face-to-face and online/ Travel, face-to-face

CONTACT INFORMATION

Instructor Name: Brandon Goodale

Office Location: CAS 245

Phone Number: (903) 565-7373 (main office)

Email: bgoodale@uttyler.edu

Best way to contact: bgoodale@uttyler.edu

Office Hours: by appointment.

STUDENT LEARNING OUTCOMES

Upon successfully completing this course, students will:

- Demonstrate an increased ability to engage respectfully with Peruvian communities through homestays, markets, and cultural workshops.
- Analyze how Incan and colonial histories are represented in major archaeological sites and urban centers such as Lima's historic district.
- Explain the significance of Peru's distinct ecosystems in shaping cultural and economic practices.
- Identify traditional Andean practices and evaluate how they connect past and present cultures.

- Contrast the social, architectural, and cultural features of Lima, Cusco, and smaller towns in Peru.
- Demonstrate the ability to connect literary texts (in translated into English) to their geographic and cultural contexts through site visits to locations associated with Peruvian authors, literary development, and archival collections.
- Reflect critically on their own cultural assumptions and articulate how study abroad experiences have impacted their perceptions.
- Maintain detailed notes from the excursions abroad to lead and facilitate discussions with undergraduate students enrolled in ENGL 4368. Take notes on these discussions and compare them among discussion leaders and the instructor.
- Journal about their experiences.
- Create an On-the-Go grammar and vocabulary list.
- Produce a creative short story (minimum 5 pages) that takes place in Peru.

COURSE RESOURCES

Required Textbook: NA

All material will be provided by the instructor of the course.

COURSE POLICIES

Attendance Policy: Attendance is mandatory, if you cannot attend pre-travel class meetings in person, you must be present online and active in the conversation.

Minimum Technical Expectations: To successfully complete this course, in addition to the requirements listed in your syllabus, you will need to have access to:

- Reliable internet connection (High-speed internet connection preferred)
- Required computer and browser for Canvas

Canvas:

[Basic computer specifications](#)

[Browsers that support Canvas](#)

Minimum Student Skills: You should be able to use the features of your browser, download files, and attach files. Basic conversational Spanish.

Etiquette Expectations:

- Standards of courtesy and respect must always be maintained here and abroad.
- Name-calling and personal attacks are not permitted.
- Any violation of the standards of appropriate behavior will be reported to the Office of International Program and the Dean of Students and appropriate disciplinary action will be taken by the college, including being sent back to the US.

AI is Permitted in this Course:

The use of AI is encouraged while abroad to further learning. AI is only permitted for pre-travel assignments that instruct students to use AI to complete the assignment.

METHOD OF EVALUATION:

100-90	A
89-80	B
79-70	C
69-60	D
59 and below	F

Grade Distribution

In class discussions/activities	30%
Abroad discussions/activities	30%
On-the-Go book	20%
Creative Short Story	20%

Check “Grades” in Canvas regularly for your grades. If you have questions about any grade, contact your professor immediately.

Expectations for Out-of-Class Study: Beyond the time required 10 contact hours pre-travel, the remaining 35 contact hours are accounted for by active participation in the events abroad. Once abroad, students enrolled in this course should expect to spend at least an additional **6 hours** per week of their own time on course-related activities, including studying their On-the-Go books and journaling about their experience.

EXPLANATION OF COURSE COMPONENTS

Descriptions of major assignments and examinations:

- **In class discussions/activities:** This includes doing the required readings, coming prepared to discuss topics, and active participation in activities.
- **Abroad discussions/activities:** This includes arriving on time for activities, actively listening to faculty and guides, participating actively in discussions with content related comments and questions, respecting your homestay families, avoiding contention with classmates and locals, and journaling about your experiences and sharing some of these thoughts during group discussions.
- **On-the-Go grammar & vocabulary book:** This includes creating the initial On-the-Go grammar book prior to departure and adding new vocabulary and grammatical structures encountered abroad.

- **Creative Short Story:** Produce a creative short story (minimum 5 pages) that takes place in Peru. This short story must include significant character development and an engaging plot rooted in one or more locations visited in Peru.

COURSE CONTENT & CALENDAR

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Brandon Goodale

Pre-Departure Course Plan (10 Hours): May 11-15, 2026

Date	Activity	Contact Hours
May 11	<p>Orientation & Travel Prep (1.5 hr)</p> <ul style="list-style-type: none"> • Introductions • Overview of the itinerary (Lima, Paracas, Cusco, Sacred Valley, Machu Picchu). • Discussion: “What expectations do you have for Peru?” • Assignment: Students research one site on the itinerary and prepare a brief intro. <p>Cultural First Impressions & Identity (.5 hr)</p> <ul style="list-style-type: none"> • Discussion: how Americans are perceived abroad, tips for cultural humility. • Mini-lecture: food, festivals, gestures, daily life in Lima vs. Cusco. 	2
May 12	<p>Grammar Review Part I (1 hr)</p> <ul style="list-style-type: none"> • Present tense, question words, ser vs. estar. <ul style="list-style-type: none"> ◦ Students develop sentences they believe will be useful, we translate them and include them in the cheat sheet. • Commands (formal/informal), other ways to be more polite (conditional, present tense as questions e.g., ¿me das...?) <ul style="list-style-type: none"> ◦ Students develop sentences they believe will be useful, we translate them and include them in the cheat sheet. • Interactive practice with travel situations. 	2

	<ul style="list-style-type: none"> ○ Role-play: buying in a market, asking for help, talking to a host family, ordering food, asking for directions, greetings with tú/usted. • Peruanismos: https://www.youtube.com/watch?v=ZzODcMbFb8E <p>Grammar Review Part II (1 hr)</p> <ul style="list-style-type: none"> • Past tense (preterite vs. imperfect) <ul style="list-style-type: none"> ○ Students develop sentences they believe will be useful, we translate them and include them in the cheat sheet. • Present and Past subjunctive <ul style="list-style-type: none"> ○ Students develop sentences they believe will be useful, we translate them and include them in the cheat sheet. • Interactive practice with travel situations. <ul style="list-style-type: none"> ○ Role-play: tell your Peruvian family about your day, ask how their day was. Tell them about something that surprised you or that you doubted (subjunctive). • Create first draft of “On-the-Go Spanish Phrase Cheat Sheet.” 	
May 13	<p>Literature & Lima (2 hr)</p> <ul style="list-style-type: none"> • Read and Discuss “Lima Nights” (only available in English) • Group 1 Reads: Chapter 1 from Marie Arana’s <i>Lima Nights</i>. • Group 2 Reads: Chapter 2 from Marie Arana’s <i>Lima Nights</i>. <ul style="list-style-type: none"> ○ Groups 1&2 compare chapters ○ Answer the questions provided. • Discussion: Connect themes of Lima’s urban life to itinerary stops (Plaza Mayor, Barranco). 	2
May 14	<p>Film Session</p> <ul style="list-style-type: none"> • Watch Documentary "Perú: Tesoro escondido" (2017, directed by Luis Ara) https://www.youtube.com/watch?v=LhTsWQnvsI8 • As you watch, think of questions you could ask to learn more about what you are seeing. (in Spanish) • Share these questions in groups, develop AI prompts (in Spanish) that could help you learn possible answers to these questions. Share what you learn with the class. 	2

May 15	<p>Cusco & Sacred Valley Culture (1 hr)</p> <ul style="list-style-type: none"> • Introduce weaving, agriculture, Quechua language influence on Spanish. <ul style="list-style-type: none"> ○ Weaving: https://www.youtube.com/watch?v=pQTiNn7a2MU ○ Agriculture: https://www.youtube.com/watch?v=qXKoJQ5Nx6s ○ Quechua language: https://www.youtube.com/watch?v=KIXj28dXPAU ○ Quechua words in Spanish: https://www.youtube.com/watch?v=XrlydrQfM00 • Read: Chapter 6 El Zumbayllu from José María Arguedas “Los ríos profundos” (<i>Deep Rivers</i>). • Activity: analyze the setting, plot, and the vocabulary borrowed from Quechua. <p>Integration & Reflection (1 hr)</p> <ul style="list-style-type: none"> • Review all key grammar, phrases, and cultural notes. • Finalize the On-the-Go Cheat Sheet <p>Closing activity: “One question I want answered in Peru.”</p>	2
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Abroad Course Plan (35 Hours)

Contact Hours Breakdown: Spanish Immersion in Peru

Program Dates: May 19 – June 1, 2026

Date	Activity	Estimated Contact Hours	Notes
TBA	Program Meeting	1	After minimum enrollment is met
TBA	Pre-Departure Orientation	1	3-4 weeks before departure
May 20	Welcome briefing + Lima city tour incl. Aliaga House	3	Orientation, historical sites
May 21	Larco Museum + Barranco tour	3	Pre-Columbian art, cultural history

May 22	Paracas Reserve	3	Natural and ecological exploration
May 23	Ballestas Islands tour + sandboarding	3	Biology, conservation, cultural experience
May 24	Group discussion	1	During free morning, before departing for Lima
May 25	Dinner at Homestay	1	Cusco family home
May 26	Saqsayhuaman ruins + Chocolate Museum workshop	4	Archaeology + cultural activity
-	Dinner at Homestay	1	Cusco family home
May 27	Awanakancha Center + Písaq Market	3	Textile and artisan practices
May 28	Moray Terraces, Maras farm visit, Chincheros weaving community	4	Agricultural science and cultural exchange
May 29	Willoq village + Ollantaytambo fortress	3	Incan civilization and social anthropology
May 30	Guided tour of Machu Picchu	4	Archaeological and historical content

Total Estimated Contact Hours: 45

This includes 10 instructional hours pre-departure and approximately 30 hours of structured instruction abroad and 5+ hours of cultural immersion and informal learning¹ abroad through homestays and program briefings.

STUDENT RESOURCES

Resources to assist you in the course:

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)

¹ Informal learning: Breakfasts meetings prior to itinerary activity, group discussions during transportations or between activities, and scavenger hunts during free time.

- [Upswing \(24/7 online tutoring\)](#) - covers nearly all undergraduate course areas
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services \(pay or set up payment plans, etc.\)](#)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

UNIVERSITY POLICIES AND INFORMATION

Withdrawing from Class: Students, you are allowed to [withdraw](#) (drop) from this course through the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, and speak with your advisor, and visit the One-Stop-Shop (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career². The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#).

² Students who began college for the first time before 2007 are exempt from this law

CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course.

CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

Artificial Intelligence Statement: 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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete all the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy: Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa: To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.

- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA: UT Tyler follows the [Family Educational Rights and Privacy Act \(FERPA\)](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities: This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays: This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students: This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry: We respect the right and privacy of students 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>.