

ENG 301 - Literary and Visual Culture in 18th Century Britain
Semester, year
Section, Time, Room #

Your name and Phone Number
Office and Office Hours
E-Mail address (and Course Web Page address if available)

COURSE GOALS

In the process of completing English 301 you will learn how to:

Find and assess information
Think critically
Choose and distinguish between reliable and unreliable sources
Organize and develop an argument
Persuade people in different circumstances by being aware of rhetorical contexts
Revise, edit, and proofread your own and others' work
Work collaboratively
Use technology for research and text production

By the end of the course, you should be able to demonstrate an authoritative understanding of a subject based on research, evaluation, and analysis.

PREREQUISITES

Before taking English 201, you must have successfully completed English 102 and you normally should have sophomore standing or above.

TEXTS AND MATERIALS

Guide to Academic Writing and Research. 9th ed. Eds. Racine & Dadisman. 2001.
Textbook?
Handbook?

COURSE POLICIES & EXPECTATIONS

This class will involve you directly in writing, responding, and reporting on reading and writing processes. English 301 encourages collaborative learning through small and large groups, formal and informal writing activities, and peer response workshops. Because the course depends on your active preparation for every class and your active involvement during every class period, regular (and on time) attendance and participation are critical to your success in this class.

Absences:

More than three absence from a **M-W-F class** will compromise your grade; for a **T-TH class**, more than two absences will compromise your grade. **In summer session**, more than one absence from a summer session class will compromise your grade.

If you have three absences in a **M-W-F class** before midterm (or two absences in a **T-TH class** before midterm), you will receive a mid-term F. **In summer session**, you will receive a mid-term F if you have two absences before midterm.

Six or more absences from a **M-W-F class** will normally result in a failing grade; four or more absences from a **T-TH class** will normally result in a failing grade. **In summer session**, three or more absences from a summer session class will result in a failing grade.

Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your job as a student involved in learning, planning, drafting, discussing samples, or practicing strategies. Situations may arise that, on a rare occasion, make it impossible for you to be in class. Remember, however, that's why one absence is allowed; please reserve it for an emergency. If you do have to miss class, you are responsible for obtaining any handouts or assignments you may miss. If you are worried about meeting a deadline or missing a class, make sure you talk with me *in advance*.

Participation. Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is suitable, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. Lateness will hurt your grade because it is an unnecessary interruption and because latecomers are likely to miss valuable information.

Late work. Late work hurts everyone. If you miss a draft deadline, you've missed a crucial chance for feedback on your work in progress. If you aren't ready with a response to a group member's draft, you're letting down someone who is counting on you for help. If you aren't prepared for class, you limit your own voice and your contributions to the class and the community of writers. For all these reasons, late work is unacceptable. If you ever have a problem with an assignment, talk to your instructor ahead of the deadline and you may be able to negotiate some special arrangement. Deadlines are not negotiable after you've missed them.

Special needs. If you have a learning disability, hearing or vision problems, or any other special need that might affect your performance or participation in class, please be sure to talk to me. Also, please be aware of the support services available to you through Disability Services, located in room G 30 of the room.

Social Justice. English 101 supports the commitment to social justice. (Please see p. iv in *Connections* for the full University statement.) The classroom community will work to create a positive learning environment based on open communication and mutual respect. We welcome your suggestions.

Office Hours. Office hours provide an opportunity for students to meet one on one with their instructors. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course.

Intellectual Property and Academic Honesty. The English 202 community assumes your honesty. So we're clear on what is considered cheating and plagiarism, the following definitions are from the West Virginia University Undergraduate Catalog. Please see the section on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

Plagiarism: material that has been knowingly obtained or copied in whole or in part, from the work of others. . . , including (but not limited to) another individual's academic composition.

Cheating: doing academic work for another student, or providing one's own work for another student to copy and submit as his/ her own.

Scholastic dishonesty involves misrepresenting as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all instructors concerned; depriving another student of necessary course materials; interfering with another's work.

Plagiarism and cheating are serious offenses. Clear cases will result in an unforgivable F for the course and appropriate academic discipline. If you have any question about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk to your instructor.

GRADES

You will receive comments on your writing to give you a sense of your work in progress. Your final grade will be based on the following percentages:

Participation? Readings? Notebooks? Conferences?
Portfolio? **AND/OR** List of Assignments/Papers (With individual values?)?

GRADING CRITERIA

A (91-100%). A superior assignment demonstrates originality and initiative that goes beyond the requirements. An assignment at this level is one that shows a clear, connected sense of audience, purpose, genre, and development. It is a well-edited, well-written, well-argued, and well-documented text. The writer is able to analyze his or her research and writing processes, reflect on them, and respond accordingly. The assignment takes risks that make the paper more effective.

B (81-90%). A strong assignment succeeds in meeting its goals in terms of audience, purpose, and genre without the need for further major revisions. The assignment shows a facility with incorporating source material into the argument and an understanding of documentation conventions. The writer is able to reflect on his or her writing and research and make choices about building a convincing argument. The writer takes risks, although they may not all contribute to the effectiveness of the text.

C (71-80%). A satisfactory assignment meets the basic requirements, yet would benefit from further revisions of purpose, development, audience or writing style/mechanics (or some combination). The writer composes with some superficial revision. The central idea is apparent and the writer has tried to use research in the development of an informing idea, but the assignment may lack adequate documentation, successful use of source material, or successful structures of persuasive writing.

D (61-70%). A weak assignment does not fully meet the basic evaluative standards. The text generally requires extensive revision to purpose, development, audience, and/or writing style and mechanics. The text may lack a coherent argument and a clear line of development. The writer has encountered significant problems choosing, interpreting and or/integrating source material appropriately. The writer does not appear to understand the conventions of documentation.

F (60% or below). An unacceptable assignment exhibits persuasive problems with purpose, development, audience or writing style/mechanics that interfere with meaning. The text may be incomplete or not represent the writer's own, original work.

ASSIGNMENT OVERVIEWS

Brief descriptive paragraphs that explain the purpose and focus of each assignment, page length, draft date, final due date, and percent of grade (or how it contributes to the portfolio or the progression of the class).

SCHEDULE OF WORK DUE

A week-by-week schedule of topics, reading and writing assignments, etc.