

ENG 468/G: Early Modern English Literature (3 credits)

Spring 2012 Online

Professor: Dr. Elizabeth Weixel

Online Office Hours: 1:00-3:00 p.m. W and 7:00-8:00 p.m. TH (subject to change)

(During online office hours, I will be available for immediate response to e-mails.)

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Required Course Prerequisite: ENG 100 and ENG 200 or any other course in Gen Ed Cat B1

Catalog Description

A study of the literature of early modern England, including the sixteenth and seventeenth centuries, giving particular attention to the embrace of English as a poetic language; the development and uses of genre and poetic forms; and political, cultural, and social contexts.

Important Dates

Drop/Add Deadline: January 30, 2012

Last day to drop with a W: March 16, 2012

FN¹ Deadline: April 2, 2012

Course Description and Goals

The sixteenth and seventeenth centuries produced some of the most well-known and influential writers of English literary history. This course presents a thorough introduction to the literature of that an era. It gives particular attention to the embrace of the vernacular as an expressive and creative medium; the development and uses of genre and poetic forms; and historical, political, and social contexts. Primary among these contexts are (1) the emergence of the professional writer in England, composing in myriad genres and forms, and (2) the political struggle between factions of English society, driven by religious fervor and new ideas about government, that led to civil war and regicide. In these tumultuous centuries, writers who claimed authority to write for and to England as a nation published literature in many forms—allegories, lyrics, sonnets, epics, romances, emblem poems, odes, tracts, prose narratives, and elegies—as they grappled with both the losses and opportunities presented by change.

Students in this course will complete:

- Independent reading of primary texts, secondary criticism, and online materials
- Online discussion of assigned topics and questions, including sharing ideas and responding to peers' ideas
- Analytical essays on aspects and themes of early modern English literature

After completing this course, students should be able to:

- Trace the evolution of English as a poetic language in the early modern period
- Identify and analyze common early modern poetic forms and genres
- Explain the role of writers and literature in early modern political and social contexts
- Find and critically analyze recent scholarship on early modern English literature
- Graduate students: Conduct advanced, original scholarly research in early modern English literature (incorporating pedagogy when appropriate)

¹ FN: Failure due to non-attendance (no semester hours earned and no quality points). Could result in required repayment of financial aid.

Course Materials

- *The Norton Anthology of English Literature. Vol. B: The Sixteenth Century and Early Seventeenth Century.* 8th ed. Ed. George M. Logan, Stephen Greenblatt, Barbara K. Lewalski, and Katharine Eisaman Maus. New York: Norton, 2006. Print. (ISBN: 978-0-393-92718-4)

This will be our main textbook. It is a required text.

- *Elizabeth I and Her Age: Authoritative Texts, Commentary, and Criticism.* Ed. Donald Stump and Susan M. Felch. New York: Norton, 2009. Print. (ISBN: 978-0-393-92822-8)

This text is packaged for free with our anthology. It offers a few required readings that I have included on the syllabus, and is otherwise primarily for further reference to supplement our unit on women writers.

- *Optional:* Access to Norton Online materials

Purchase of a new book in the Norton Anthology of English Literature series, including this one, includes one-year's access to online content available at www.wwnorton.com/literature. The necessary registration code is included with the book. Some of this content, including audio files, may be useful for this course.

If you use an older version of the text, volume 1 of the larger *Norton Anthology of English Literature*, or a used text that does not include a valid code, you can purchase access to the online material for \$5. Go to www.wwnorton.com/literature to do so.

Note: Materials used in this course may be subject to copyright protection. Copyright law prohibits any further reproduction, duplication, or distribution of these materials.

Graded Work

Final grades are comprised of work that totals 500 points. The chart below depicts the graded work, points, and portion of the grade which each assignment composes. See assignment descriptions below, assignment sheets, and instructions in relevant lessons for more detail on expectations.

Assignment	Points	Percentage of Grade
Five discussion postings (and 3 required response postings)	100	20 percent
Five quizzes	50	10
Poetry analysis essay	100	20
Theme analysis essay (Graduate students: Research paper)	150	30
Final exam	100	20

Online Postings

You will complete five original discussion postings all in response to questions or prompts posed by the professor, and three responses to others' postings. These are scheduled at specific times throughout the semester and are listed on the syllabus. Online postings in response to specific questions or assigned exercises allow students to reflect on their reading and share ideas.

See the grading rubric provided in Blackboard for details about how postings will be graded. In general, postings will be evaluated based on how well they:

- Answer the assigned question or fulfill the assigned task
- Give a complete and thorough, thoughtful and specific response (200-300 words)
- Engage directly with the text(s) in question
- Show engagement with the ideas expressed by others' postings (although encouraged for all postings, responses to others' ideas will be required for some)

Follow these general guidelines for *all* online postings and discussion:

- Read other postings before writing yours and avoid posting messages that simply repeat another posting. In this way you can contribute to the discussion and build upon others' ideas.
- Give your posting an informative or creative title; in other words, avoid titles like "Posting # 4." This will help everyone in the class follow discussions and find relevant postings.
- Be respectful in all online postings. This means disagreeing respectfully with other students and the instructor, and respecting the purpose and integrity of our studies. Postings should be relevant, to the point, and written with reasonable care (avoid typos, texting shorthand, etc.).

Quizzes

Five quizzes will be administered through the Blackboard Assessment tool. These quizzes will assess reading progress and comprehension, and skills in textual analysis. They are also meant to allow students to encounter the types of objective questions which will comprise 60 percent of the final exam.

Written Assignments

Written assignments compose 50 percent of the course grade and include two formal papers: a poetry analysis essay, and a theme analysis essay (or research paper for graduate students).

Poetry Analysis Essay: All students will choose from among a handful of passages and write a four- to five-page literary analysis of the text based on close reading. Before the final due date, students will e-mail the instructor with their proposed thesis for feedback and guidance.

Theme Analysis Essay: Undergraduate students will choose from among a selection of themes important in the early modern period and write a six- to eight-page analytical paper that examines the chosen theme in two different works.

Graduate Students will write a research paper on a topic of their own choosing relevant to early modern literature. The paper should incorporate original analysis with secondary criticism. This assignment will be accomplished in stages that are submitted over the course of many weeks: a proposed topic and bibliography, a preliminary thesis statement, an annotated bibliography with a thesis paragraph, and the final essay. Rank I and Rank II students may incorporate pedagogy into their research paper as necessary.

Final Exam

The final exam will be comprised of 60 percent objective questions (multiple-choice, matching, true/false, or fill-in-the-blank questions) and 40 percent writing, spread across a passage significance paragraph (10 percent), an essay in response to a specific question (20 percent), and a personal reflection (10 percent). The exam will be proctored and completed online at the conclusion of the course, but you will need to register for the exam in advance. For more information, see below and see our Blackboard course site (under "Course Materials").

Lessons

Lessons are usually comprised of reading study notes and assigned readings in the text, and they may include listening to audio clips online, viewing pictures in the text or online, discussion board postings, and/or quizzes. On some weeks, written work is due. Keep an eye on the course schedule and be aware of the reading load and work due as the weeks progress so that you are not caught off guard.

The study notes for each lesson supplement the editorial content provided by the *Norton Anthology* and are meant to offer guidance to your reading that is specific to our goals in this course. I recommend reading the notes before reading the primary texts and then coming back to the study notes and study questions (when they are provided) to think about the issues raised by them.

All your work will be completed with the text, the Norton Online site, and/or our Blackboard course site. You will submit written work through the course site. Take the necessary time to become familiar with Blackboard, how its tools work, and how to navigate around it. For example, note that as you progress through the study notes, the pages open in separate windows (so you cannot use the "Back" button to go backward).

Tips for Reading

- Study the course materials carefully and critically. Interact with the material in whichever way works best for you. For example, underline important or striking passages, take notes in the margins, converse with others about what you read, and/or write down questions and ideas. In other words, think about what you've read, and be prepared to share your questions, ideas, and opinions.
- Keep up with the reading and give yourself plenty of time to complete each lesson's assigned reading. Don't fall behind. The texts we're reading are challenging and too difficult to skim.
- Read difficult passages aloud.
- Read difficult passages more than once. Each time you read a poem, for example, you grasp more of it and see something new in it you didn't notice before.
- Ask for help if you need it! Don't give up if you're having a hard time.

Resources

The Learning Center

The Learning Center (DUC A330) provides free supplemental education programs for all currently enrolled WKU students. TLC offers one-on-one tutoring in over 100 general education subjects by appointment or walk in and hosts a branch of the English Department's Writing Center. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a 32-machine computer lab. TLC has satellite locations in Douglas Keen Hall and Pearce Ford Tower that provide computer and print service, tutoring, and study areas. For hours, more information or to schedule an appointment, call TLC at 745-6254 or log on to www.wku.edu/tlc.

Writing Center

Take advantage of free one-on-one conferences with English graduate students, in person or over e-mail, to improve your writing. Even the best writers benefit from another's perspective and another set of eyes. The Writing Center has locations in Cherry Hall 123 (main location) and Cravens Library (4th floor, near the elevators). You can bring a draft, or even go there without one if you'd like help brainstorming what to write. Drop-ins are welcome (though may not get a session during high volume times, such as the end of the semester), so appointments are recommended. Make an appointment online, in person at Cherry 123, or at 745-5719. The Cherry Hall location has regular hours Monday-Friday; the Cravens location is open evenings. **You can also get feedback on your paper drafts over e-mail. For more details, go to the Writing Center website: www.wku.edu/writingcenter/index.php.**

ADA Notice

Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Course Schedule

Lesson modules run from **Monday** through **Sunday**. All assignments (unless otherwise noted) are due by **11 p.m. Sunday** at the end of the week in which they are assigned. Lessons, learning activities, and assignments will refer to the readings and assume a student's familiarity with assigned texts.

Lesson 1: January 23-29

Topic: Introduction to Early Modern England: History, Language, Literature

Learning Activities:

1. Ungraded Post 1: Introduce yourself: Post an introduction about yourself and your interest and experience with early modern literature (required)
2. Read
 - The entire Syllabus
 - Study Notes for this lesson
 - In the textbook (in the order given): "The Sixteenth Century" (introduction only, pages 485-86), "The Reformation" (490-93), "Surprised by Time" (511), "The Early Seventeenth Century" (introduction only, pages 1235-37), and "Tudor Style: Ornamentation, Plainness, and Wonder" (500-06)
 - Flip through: Appendix: Literary terminology (A41-59)
3. Ungraded practice quiz: The Early Modern Period in England

Unit 1: Henrician Literature

Lesson 2: January 30-February 5

Topic: Henrician Literature: Rise of the Poetic English Vernacular

Learning Activities:

1. Read
 - Study Notes for this lesson
 - "Renaissance Humanism" (488-90)
 - John Skelton: "Mannerly Margery Milk and Ale," "With Lullay, lullay, lullay, like a child," and excerpt of "The Tunning of Elinour Rummung" (514-18)
 - Sir Thomas More: Intro (518-21) and selections from *Utopia*, Book 2: beginning (545-48); "Their Cities, Especially Amaurot," "Their Occupations," "Social Relations" (548-56); and "The Religions of the Utopians" and concluding narrative (579-590)
2. View: Sir Thomas More (plate C10)
3. Quiz 1

Lesson 3: February 6-12

Topic: Henrician Literature: Poetry and the Court

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Assignment instructions: literary analysis paper
 - "The Court and the City" (486-88)
 - Wyatt: Intro (592-94) and 8 poems: "The long love that in my thought doth harbor," "Whoso list to hunt," "My galley," "Madam, withouten many words," "They flee from me," Tottel's version of the poem, "The Lover Showeth How He is Forsaken of Such as He Sometime Enjoyed," "Forget not yet," and "Blame not my lute"
 - Surrey: Intro (607) and 5 poems: "The soote season," "Th' Assyrian's king, in peace with foul desire," "So cruel prison how could betide," "Wyatt resteth here, that quick could never rest," and "Martial, the things for to attain"
2. Listen: Recitation of Wyatt's "They flee from me" on Norton Online
3. Posting 1 (initial post due Thursday; response required by Sunday)

Unit 2: The Vogue for Sonnets

Lesson 4: February 13-19

Topic: The Vogue for Sonnets: Form

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Sidney: Intro (953-54) to and excerpts from *The Defense of Poesy*: “Poetry, Philosophy, History” (959-63), “Answers to Charges Against Poetry” (967-68); Intro to (975) and sonnets from *Astrophil and Stella*: 1, 7, 34, 54, 69, 71, 94, 108
 - Spenser: Intro to (902-03) and poems from *Amoretti* and *Epithalamion*: Sonnets 1, 34, 37, 67, 68, 74, 75; *Epithalamion*
2. View: “Portrait of a Melancholy Young Man” (plate C11)
3. Listen: Recitation of Spenser’s sonnet 75 on Norton Online
4. Due: Draft introduction and thesis, Paper 1 (due **Friday**, 2/17, by 11 p.m.)

Lesson 5: February 20-26

Topic: The Vogue for Sonnets: Flexibility

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Wroth: Intro to (1451) and sonnets from *Pamphilia to Amphilanthus*: 1, 40, 68, and 103 (1457-61)
 - Shakespeare: Sonnets Intro (1060-61), from *Sonnets*: 3, 18, 19, 20, 29, 55, 65, 73, 87, 116, 128, 129, 130, 135, 138
 - Donne: From *Holy Sonnets*: 1, 5, 7, 9, 10, 14, 17, 19
2. Posting 2
3. Due: Final Draft of Paper 1

Unit 3: The Professional Writer

Lesson 6: February 27-March 4

Topic: Professionalization and Patronage

Learning Activities:

1. Read
 - Marlowe: “The Passionate Shepherd to His Love” (1022)
 - Raleigh: “The Nymph’s Reply to the Shepherd” (917)
 - Spenser: Introduction to (714-16) and excerpts from *The Faerie Queene*, Book 3 (867-902)
 - From *Elizabeth I and Her Age*: “Elizabeth as the Fairy Queen,” including excerpts from both Raleigh and Spenser (593-99)
2. Quiz 2
3. Listen: Recitation of Marlowe’s “The Passionate Shepherd to His Love” on Norton Online
4. View: “Lucy, Countess of Bedford” (plate C21)

Spring Break (March 5-11, 2012)

Lesson 7: March 12-18

Topic: Professionalization and the Theater

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “The Elizabethan Theater” (506-11) and “Patrons, Printers, and Acting Companies” (1243-46)
 - Marlowe: *Dr. Faustus* (1023-55)
 - Jonson: Introduction and *The Masque of Blackness* (1326-34)
2. View: Illustration of playhouse (A80), video clips of play-going from *Henry V* and *Shakespeare in Love*
3. Quiz 3

Lesson 8: March 19-25

Topic: Professionalization and Print

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Writers, Printers, and Patrons” (498-500) and “Jacobean Writers and Genres” (1246-50)
 - Bacon: Intro (1550-51) and excerpts from *Essays*: “Of Truth,” “Of Superstition,” “Of Masques and Triumphs,” “Of Studies” (1625 version) (1552-63)
 - Jonson: Introduction (1324-26), and poems from *Works*: “To My Book,” “On Something, That Walks Somewhere,” “On My First Daughter,” “To John Donne,” “On My First Son,” “Inviting a Friend to Supper,” “To Penshurst,” “Song: To Celia,” “Still to Be Neat” (1427-44)
2. Posting 3 (initial post due Thursday; response required by Sunday)

Unit 4: Early Modern Women Writers

Lesson 9: March 26-April 1

Topic: Early Modern Women Writers

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Women in Power” (662); “The Gender Wars,” Swetnam and Speght (1543-49)
 - From *Elizabeth I and Her Age*: Bell, “Elizabeth Tudor, Poet” (712-28)
 - From *Elizabeth I and Her Age*: “The Doubt of Future Foes” (171-72), “I Grieve and Dare Not Show My Discontent” (309-10), Speech to the Troops at Tilbury (390-92), and The Golden Speech (503-05)
2. View: “Elizabeth I in Procession” (plate C14)
3. Graduate students: Due: Proposed topic and preliminary bibliography for research paper

Lesson 10: April 2-8

Topic: Early Modern Women Writers

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Lanyer: From *Salve Deus Rex Judaeorum* (1313-24) (including addresses to reader and queen, “Eve’s Apology in Defense of Women,” and “The Description of Cookham”)
 - Wroth: From *The Countess of Montgomery’s Urania* (1453-56)
 - Cary: Intro and excerpt from *The Tragedy of Miriam* (1536-42)
 - Philips: “A Married State” (1691), “Upon the Double Murder of King Charles” (1691-92), and “On the Death of My First and Dearest Child, Hector Philips” (1695)
 - Cavendish, “The Hunting of the Hare” (1775-77)
2. View: “Lady Sidney and Six of Her Children” (plate C20)
3. Quiz 4
4. Posting 4 (initial post due Thursday; response required by Sunday)

Unit 5: Crisis: Metaphysical and Cavalier Poets

Lesson 11: April 9-15

Topic: Personal Crisis: Metaphysical Poetry

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Faith in Conflict” (616-17)
 - Donne: Intro (1260-61), seven poems from *Songs and Sonnets*: “The Flea,” “The Good-Morrow,” “The Sun Rising,” “The Cannonization,” “Air and Angels,” “The Bait,” “A Valediction Forbidding Mourning” (1263-76); and from *Devotions Upon Emergent Occasions*: Meditation 17 (1305-06)
 - Herbert: Intro (1605-06) and 9 poems from *The Temple*: “The Altar,” “Redemption,” “Easter Wings” “Prayer (1),” “Jordan (1),” “Denial,” “Jordan (2),” “The Bunch of Grapes” “The Collar” (1605-1620)
2. View: “John Donne” (plate C19)
3. Listen: Recitation of Donne’s “A Valediction Forbidding Mourning” on Norton Online; Herbert’s “the Collar” and Donne’s Holy Sonnet 9
4. Due: Proposed theme, works, and secondary research source for Paper 2 (due **Friday**, 4/13, 11 p.m.)
5. Graduate students: Due: Annotated bibliography and thesis paragraph (due **Friday**, 4/13, 11 p.m.)

Lesson 12: April 16-22

Topic: Political Crisis: Cavalier Poetry

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Literature and Culture, 1640-60” (1254-57) and “Crisis of Authority” (1737-38)
 - Vaughan: From *Silex Scintillans*: “The World” (1632-33), “The Waterfall” (1638-39)
 - Crashaw: “Music’s Duel” (1640-43) and “To the Noblest and Best of Ladies, the Countess of Denbigh” (1649-50, and accompanying emblem on 1648)
 - Herrick: Intro (1653-54), and “The Argument of His Book,” “The Vine,” “Delight in Disorder,” “His Farewell to Sack,” “Corinna’s Going A-Maying,” “To the Virgins, to Make Much of Time,” “The Hock-Cart, or Harvest Home” (1654-61)
 - Carew: “An Elegy upon the Death of the Dean of Paul’s Dr. John Donne,” “To Saxham” (1666-72)
 - Suckling: Intro (1676): “A Ballad upon a Wedding” and “Out upon It!” (1676-81)
 - Lovelace: From *Lucasta*: “To Lucasta, Going to the Wars,” “To Althea, from Prison” (1681-84)
2. View: “Charles I on Horseback” (plate C23) and “The Penitent Magdalen” (plate C24)
3. Due: Introduction and thesis, Paper 2 (due **Friday**, 4/20, by 11 p.m.)

Unit 6: The Later Seventeenth Century

Lesson 13: April 23-29

Topic: The Later Seventeenth Century: Restoration

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Marvell: Intro (1695-97), from *Poems*: “The Coronet,” “To His Coy Mistress,” “The Mower Against Gardens,” “Damon the Mower,” “The Mower to the Glowworms” “The Mower’s Song” (1697-1710) and, from *Upon Appleton House*, stanzas 61-97 (1728-36)
 - Milton: Introduction (1785-89) and short poems: “On the Morning of Christ’s Nativity” (1789-96), *Lycidas* (1805-11), “When I Consider How My Light is Spent” (1828)
2. Quiz 5
3. Due: Paper 2
4. Graduate students: Due: Final draft of research paper

Lesson 14: April 30-May 6

Topic: The Later Seventeenth Century: New Directions and Expanding Horizons

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Milton: Intro to (1830-31) and excerpts from *Paradise Lost*: Book 1 (1830-50), from Book 9 (lines 179-1033; pages 1977-95), and from Book 12 (lines 552-649; pages 2053-55)
2. View: “The Expulsion from Paradise” (plate C16) and “The Garden of Eden with the Fall of Man” (plate C22)
3. Posting 5

Lesson 15: May 7-11

Final Exam

Policies

Grading: A “C” is equivalent to basic fulfillment of requirements; to achieve a grade higher than a “C,” a student must perform beyond the basic requirements. These are general guidelines:

A = Achievement that is *outstanding and unique*

B = Achievement that is *significantly above* the level necessary to meet the requirements

C = Assignment meets the *basic requirements* in every respect

D = Assignment meets *only some of the requirements* and is worthy of credit

F = Assignment *does not substantially meet the basic requirements*

You are the only person responsible for your performance in this course and your resulting grade. You are also responsible for all information in this syllabus and all policies it refers to. If you have questions, ask me.

Participation: You are expected to complete every required course activity. Students are responsible for all material and assignments missed or late. If health or personal crises arise that prevent you from completing activities on time, it is your responsibility to contact me immediately. Circumstances which justify extensions, makeup work, or instructor consideration include illness as verified by a doctor’s note, death in the immediate family, jury duty, military service, and religious holidays. They do not include vacations, transportation problems, or employment. You should notify me ASAP in the case of an excused circumstance, but not later than 24 hours after the activity or assignment is due.

Late Assignments: An assignment grade will be lowered one letter grade for every day an assignment (posting, essay component, etc.) is late. I do not accept assignments more than one week late; these assignments receive an F.

Incompletes: Incompletes are not typically granted. If you have extenuating circumstances—for example, if you are in the military and are deployed toward the end of the course, or if you have a personal or medical crisis that comes up toward the end of the course—contact me about your situation and I will consider an incomplete. I only consider an incomplete for students who are in good standing in the course.

Scholastic Dishonesty: Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of instructors, depriving another of necessary course materials, and sabotaging another’s work. Scholastic dishonesty is grounds for failure on an assignment or in the course.

Plagiarism: Plagiarism, or representing someone else's intellectual work as your own, can result in a failing grade for the assignment, and may result in a failing grade for the course. Plagiarism can include submitting a paper:

- written by someone else as your own
- written by means of inappropriate collaboration
- purchased, downloaded, or cut-and-pasted from the Internet
- that fails to properly acknowledge its sources through standard citations

Ask me if you are unclear about plagiarism or unsure of how to go about an assignment! If you have questions such as "Can my friends help me with an assignment?" or "How do I use this information in my paper?" it's better to ask first than to unintentionally commit plagiarism. Please ask if you are unsure.

Resolving Grade Complaints: The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Director of Composition, who will assist the instructor and the student in reaching a resolution. Students or instructors unsatisfied with that outcome may appeal to the Department Head, and so on. See the Student Handbook, available online at <http://www.wku.edu/handbook/2009/>, for the full policy.

Registering for the Final Exam: The final exam will be proctored and can be taken online from the computer of a proctored testing center of your locality. You can also take the exam at the DELO Testing Center on WKU's Bowling Green campus. It is your responsibility to register for the final exam, and you will need to do this early in April at the latest. If you plan to take the exam outside Bowling Green, it is also your responsibility to arrange for a location and proctor approved by DELO. Begin making arrangements early in the semester; I will not be able to offer extensions and will not grant incompletes to allow you to take exams after WKU's scheduled finals week.

E-mail Communication: When you e-mail me, appropriate etiquette for professional e-mails is expected. Use correct grammar (including punctuation and capitalization) and a tone that is to-the-point, but respectful. Don't take offense if I respond to a poorly written e-mail with a request for you to revise it and send it again. The Purdue OWL (Online Writing Lab) provides a useful set of guidelines for composing professional e-mails at <http://owl.english.purdue.edu/owl/resource/636/01/>.

I will usually respond to e-mails within 24 hours, or if received over the weekend, by the end of the day Monday, and I expect you to do the same. I may not answer e-mails late in the evening, and you should not e-mail me about urgent class matters (including deadlines) the night before. Aim to make a good impression with all your interactions, including e-mail communications.

Questions?

Take a moment now to write down questions you have about the syllabus and the course, especially about course expectations, required work, grading, and policies.

Send your questions by e-mail to Dr. Weixel at beth.weixel@wku.edu. Please remember to follow the guidelines of professional e-mail (above).