

ENG 381: Survey of English Literature I, Sec. 700 (Online)

Spring 2015 3 credits

Professor: Dr. Elizabeth Weixel

Office Hours

Email: 12:15-1:15 p.m. Monday and 2-3 p.m. Friday (subject to change)

Email: beth.weixel@wku.edu Skype office hours by appt.



Catalog Description:

A study of selected works by representative major authors reflecting the chronological development of English literature to 1798.

Required Course Prerequisite: ENG 200

Course Description:

This course provides a survey of British literature from the earliest extant texts through the eighteenth century. Its nature as a survey course means that we will be swiftly introduced to major texts covering one thousand years of literary history, but this course is not an introductory course in the sense of “beginner’s” course; it is an upper-division literature course. Because much of what we will read will seem foreign in its language, history, and cultural distance, this course can be challenging. The reading is often heavy and difficult. But it is also rewarding and fun: we’ll read about warriors and monsters, pilgrimages with quirky travel companions, tavern antics, love lost and gained, devils, friends, spiritual struggle and triumph, a cosmic war, and the fall of humankind. We’ll cover the literary texts and history of the Anglo-Saxons, the medieval period, the English Renaissance, and the seventeenth and eighteenth centuries.

In addition to reading a breadth of texts, we will place particular emphasis on the historical, social, and cultural contexts of the literature we read; the features of early poetic forms; the conventions of genre; and changes in the concept and practice of literary production, all of which constitute an evolution of language and literature.

After completing the course, students should be able to:

- confidently read, comprehend, and analyze early English literary works
- recognize the works and characteristics of major writers during the periods covered
- understand the conventions of a variety of early English literary genres (e.g., lament, epic, romance, tragedy, sonnets, and lyric)
- identify and explicate the poetic forms common to early English poetry (e.g., ballad form, blank verse, iambic pentameter, sonnet forms)
- consider early literature in light of history and culture of England (e.g., patronage, printing, theater)

Text:

The Norton Anthology of English Literature, vol. 1, 9th ed., 2012 (ed. Greenblatt, ISBN 9780393912470). It is available at the WKU Bookstore and elsewhere. If you already own an earlier edition of the anthology, check with me; if it includes the assigned texts and similar editorial material, you may be able to use it.

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

Important Dates

Classes begin: January 26

Drop/Add Deadline: February 2

Spring Break:

Last day to drop with a W:

March 9-13

March 20

Last day for 50% refund: February 8
Last day for any refund: February 15

FN¹ Deadline: April 6
Final Exams: May 11-15

See the WKU Office of the Registrar's [2015 Spring Semester term calendar](#) for more dates and details.

Warning about Online Courses

Students do not often realize the special challenges of online courses, and many students struggle and drop out. **You must be self-motivated, disciplined, and good at time management to do well in this course.** You must also be willing to ask for help when you need it. If this is your first online course, ask yourself “Am I self-disciplined enough to do the work and keep up, even though I won’t see the prof or attend class?” To test the match between your personality and the reality of online courses, check out:

- [Is Distance Learning for Me?](#)
- [Orientation for Online Learners](#)

Finally, you must have reliable computer access on a daily basis for this class.

Make Sure You Know How to Use Blackboard

If you have not used Blackboard a lot, or if this is your first online class, I highly recommend signing up for and completing the optional Blackboard Student User Training. These are topical modules that are helpful even if you feel you are familiar with Blackboard.

To sign up, go to Blackboard and sign in. Click “IT Training” on the red banner (top, toward the right). Then look for IT: Blackboard Student User Training. You will gain instant access upon signing up.

Work Load

You should expect to spend at least 8-9 hours per week on this course. This is comparable to taking a 3-hour face-to-face class and then allowing the usual study and reading time of 6 hours.

What's Expected of You:

- Complete each lesson and assignment, and keep up with the coursework.
- Encourage others to participate: respect others and their ideas and words, disagree with each other respectfully and tactfully, and keep an open mind.
- Follow all expectations outlined in WKU’s policies on academic integrity.

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 sheets for more detail on expectations.

Assignment	Points	% of Grade
10 quizzes	50	10 percent
Discussion postings	125	25
Paper 1: Close Reading	100	20
Paper 2: Theme Analysis	125	25
Final exam	100	20
TOTAL	500	100%

¹ FN: Failure due to non-attendance (no semester hours earned and no quality points) at the 60% point of the semester. Students who stop attending before this date will be assigned the grade of FN instead of F. Students in online courses who do not submit substantial work after the FN deadline could receive a failing FN grade, which could result in required repayment of financial aid.

Quizzes

There will be ten quizzes during the semester. Quizzes assess reading progress, comprehension, and skills in textual analysis, and they may cover more than one week's reading. They also allow students to encounter the types of objective questions that will appear on the exam.

Ungraded Practice Quiz: During the first lesson, there is a required but ungraded practice quiz covering Lesson 1 and the syllabus; **you must pass this quiz with a score of 100% to gain access to the rest of the course.**

You may take this quiz as many times as necessary to achieve this score.

Discussion Postings

You will complete discussion postings in response to questions or prompts posed by the professor or on topics of your own choice (see instructions for each posting), as well as 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, 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:

- Postings should be relevant, to the point, and written with reasonable care (avoid typos, texting shorthand, etc.).
- 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.

Written Assignments

Written assignments include two formal papers: a close reading essay and a theme analysis essay. See the assignment sheets for each paper for more detail. Please note:

- Please submit papers as Microsoft-compatible text/word files (e.g., .doc, docx, or .rtf) uploaded to Blackboard (look for the link "Submit Paper Assignments" on the menu). Emailed papers will not be accepted unless arrangements are made with me. Allow enough time to deal with technology problems and to submit work on time. You are responsible for the safe delivery of your assignments to me; keep copies or backups of all assignments.
- Papers that are not appropriately documented in MLA style will not be graded.
- You will submit your papers through Blackboard's SafeAssignment tool, which is a plagiarism safeguard. SafeAssignment checks submitted work against its database of sources to detect source material used inappropriately or recycled from other courses. It generates a report that both you as the student and I as the professor can view.

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; you will need to register for the exam in advance. For more information, see below and see our Blackboard course site.

Lessons

The lessons in this course are organized weekly, and the weeks run from Monday to Sunday. Work will be due on various days throughout the week. Most assignments (unless otherwise noted) are due by 11 p.m. **Sunday** during the week in which they are assigned. You may turn in work early.

All your work will be completed with the text, our Blackboard course site, and/or in the Internet. 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.

Lessons are usually comprised of reading study notes in Blackboard and assigned readings in the text, and they may include listening to audio clips online, viewing pictures in the text or online, and completing discussion board postings and/or quizzes. On some weeks, written work is due. Keep an eye on the course schedule (the syllabus, week-by-week summary, and “Learning Activities” page of each lesson all list details) and be aware of the reading load and work due as the weeks approach so that you are not caught off guard.

The study notes for each lesson supplement the editorial content provided by the Norton and are meant to offer guidance to your reading that is specific to our goals in this course. I recommend reading the notes, reading the assigned texts, and then coming back to the study notes to think about the issues raised by them.

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.
- I *really* encourage you to mark up your books. For example, highlight or put an asterisk next to passages mentioned in the Study Notes, write questions directly in the margins, and mark confusing passages. Students who make a habit of doing this often do better on the passage ID section (a major portion) of the final exam.
- 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. Spread your reading over the course of the week.
- 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 or understand before.
- When audio readings are provided in the study notes, listen to them and follow along in the text as you listen. Listen to them as frequently as you like.
- Ask for help if you need it! Don’t give up if you’re having a hard time.

Resources

WKU Distance Learning Student Resource Center

The [Student Resource Portal](#) includes information on online learning, online tutoring, and online writing help.

The Learning Center

The Learning Center (DUC A330 on the Bowling Green campus) offers to all WKU students free one-on-one tutoring in over 100 general education subjects by appointment or walk-in and also 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 services, tutoring, and study areas. For hours, more information or to schedule an appointment, call TLC at 745-6254 or log on to <http://www.wku.edu/tlc>.

Writing Center

Take advantage of free one-on-one conferences with English graduate students, in person or over email, to improve your writing. The Writing Center has locations in Cherry Hall 123 (main location) and Cravens Library (4th floor, in the commons) in Bowling Green and at the Glasgow campus (room 231). You can bring a draft or go there without one if you need help brainstorming what to write. **You can also get feedback on your paper drafts over email.** Appointments are recommended during busy times, especially at the end of the semester. Make an appointment online, in person at Cherry 123, or at 745-5719. For more details, go to the [Writing Center website](#) or the [Glasgow Writing Center](#) site.

Technical Support

If you have problems with the functionality of Blackboard, please contact me, then check with IT (see below). If it's an issue of course content or access to content, I can likely fix it. Technical problems must be solved by IT.

Resources for technical support:

- The **IT Help Desk** is staffed during normal university business hours, as well as extended evening and weekend hours. Assistance may be requested either through an **Online Help Request**, **live chat**, or by calling **270-745-7000**.
- Information about possible campus-wide software problems can be found at the [systems status page](#).
- The [Blackboard Student User Workshop](#) takes students through the basics of using Blackboard. Access to the free online workshop is granted immediately upon registration.

Course Schedule

Lesson modules run from **Monday-Sunday**. Assignments (unless otherwise noted) are due by **11 p.m. Sunday** at the end of the week in which they are assigned. All times given are in Central Standard Time. You may turn in work early and you are encouraged to do so. The schedule is subject to change, and students are responsible for changes announced in Blackboard.

Activities and assignments refer to the readings and assume a student's familiarity with assigned texts. Study Notes, provided under each "Lesson" on the course site, are required reading for all lessons.

Because students may be using different textbooks, I do not list page numbers for the readings below, so use the table of contents and index to find the assigned readings in your particular text. Our readings are roughly in chronological order, but there will be some flipping back and forth. Also, remember to read the introductions to all writers and texts.

Unit 1: Anglo-Saxon Literature

Lesson 1

Topic: Introduction to the course and early English literatures

Learning Activities:

1. Ungraded post (required): Introduce yourself: Post an introduction about yourself, your interest in or knowledge of early England, and your experience reading poetry
2. Read
 - The entire syllabus
 - Study Notes for this lesson
 - In the textbook (in the order given): "The Middle Ages to ca. 1485"; Bede, "The Story of Caedmon" from *The Ecclesiastical History of the English People*; "The Dream of the Rood"; "The Wanderer"; and "The Wife's Lament"
 - Flip through: Appendix: Literary terminology (A10-30)
3. Ungraded practice quiz (**you must get 100% to gain access to the rest of the course**)
4. Quiz 1

Lesson 2

Topic: Anglo-Saxon Epic

Learning Activities

1. Read
 - Study Notes for this lesson
 - Introduction to *Beowulf* and *Beowulf*, in its entirety
 - Suggested reading schedule for the week: lines 1-835 for Monday, lines 836-1382 for Wednesday, lines 1383-2199 for Friday, and lines 2200-3182 for Sat./Sun.
2. Posting 1: Beowulf in Comparison and Contrast (initial post due Friday; response due by Sunday)
3. Quiz 2

Unit 2: Late Medieval Literature

Lesson 3

Topic: Courtly Romance

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Assignment sheet for Paper 1 (close reading paper)

- “Middle English Literature in the Fourteenth and Fifteenth Centuries” and “Medieval English”
 - *Sir Gawain and the Green Knight*, in its entirety
 - Suggested reading schedule: Fitt I for Monday, Fitt II for Wednesday, Fitt III for Friday, and Fitt IV for Sat./Sun.
2. Posting 2: Topic of your choice
 3. Quiz 3

Lesson 4

Topic: Chaucer

Learning Activities:

1. Read
 - Study Notes for this lesson
 - MLA Style Primer (found under “Help for Papers” under “Course Materials”)
 - Introduction to Chaucer and *The Canterbury Tales*
 - Chaucer, *The Canterbury Tales*, “General Prologue,” and “The Pardoner’s Prologue and Tale”
2. Posting 3: Topic of your choice
3. Quiz 4

Lesson 5

Topic: Medieval Women Characters and Writers

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Chaucer, *The Canterbury Tales*, “The Wife of Bath’s Prologue and Tale”
 - Kempe, from *The Book of Margery Kempe*: “The Birth of Her First Child...,” “Margery and Her Husband Reach a Settlement,” and “Margery Nurses Her Husband in His Old Age”
2. Posting 4: Medieval Women (initial post due Friday; response due by Sunday)
3. Quiz 5
4. **Due: Draft introduction and preliminary thesis, Paper 1**

Unit 3: Renaissance Literature

Lesson 6

Topic: Tudor Court Poetry

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Court and City” and “Tudor Style: Ornament, Plainness, and Wonder”
 - Wyatt: Intro 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 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 5: Editors and Readers Interpret “My galley”

SPRING BREAK

Lesson 7

Topic: Renaissance Sonnets

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Shakespeare, from *Sonnets*: Intro and: 3, 18, 19, 20, 29, 55, 65, 73, 87, 116, 128, 129, 130, 135, 138
 - Wroth: Intro to and sonnets from *Pamphilia to Amphilanthus*: 1, 40, 68, and 103
 - Sidney, from *Astrophil and Stella*: 1, 7, 34, 54, 69, 71, 94, 108
 - Spenser, from *Amoretti*: 1, 34, 37, 54, 67, 74, 75
 - Donne, from *Holy Sonnets*: 1, 5, 7, 9, 10, 14, 17, 19
2. Quiz 6
3. **Due: Final draft of Paper 1**

Lesson 8

Topic: Renaissance Drama

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Head note to “The Sixteenth Century: 1485-1603,” “The Elizabethan Theater,” and “The Reformation”
 - Marlowe, *The Tragical History of Dr. Faustus*
 - Suggested reading schedule: Intro, prologue, and scenes 1-2 for Monday; scenes 3-5 for Wednesday; scenes 6-9 for Friday; and scenes 10-13, the epilogue, and “The Two Texts of *Doctor Faustus*” for Sat./Sun.
2. View: Illustration of playhouse (A49), video clips of play-going from *Henry V* and *Shakespeare in Love*
3. Quiz 7

Lesson 9

Topic: Renaissance Pastoral

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Marlowe: “The Passionate Shepherd to His Love”
 - Raleigh: “The Nymph’s Reply to the Shepherd”
 - Spenser: Intro to and excerpts from *The Faerie Queene*: Book 1, Canto 1 and Canto 11; and Book 3, Canto 6
2. Listen: Recitation of Marlowe’s “The Passionate Shepherd to His Love” on Norton Online
3. View “Sacred and Profane Love” (plate C18)
5. Posting 6: *The Faerie Queene* and Medieval Literature (initial post due Friday; response due by Sunday)

Unit 4: Seventeenth Century

Lesson 10

Topic: Early-Mid Seventeenth Century

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Assignment sheet for Paper 2 (theme analysis paper)
 - Head note to “The Early Seventeenth Century: 1603-1660” and “Literature and Culture, 1603-40”

- Jonson: Intro and 9 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”
 - Lanyer: From *Salve Deus Rex Judaeorum*: Addresses to reader and queen, “Eve’s Apology in Defense of Women,” and “The Description of Cookham”
 - “Faith in Conflict”
 - Donne: Intro and 7 poems from *Songs and Sonnets*: “The Flea,” “The Good-Morrow,” “The Sun Rising,” “The Canonization,” “Air and Angels,” “The Bait,” “A Valediction Forbidding Mourning”; and from *Devotions Upon Emergent Occasions*: Meditation 17
 - Herbert: Intro and 9 poems from *The Temple*: “The Altar,” “Redemption,” “Easter Wings” “Prayer (1),” “Jordan (1),” “Denial,” “Jordan (2),” “The Bunch of Grapes” “The Collar”
2. View: “John Donne” (plate C19), “Lady Sidney and Six of Her Children” (plate C20), and “Lucy, Countess of Bedford as a Masquer” (plate C21)
 3. Listen: Recitations of Donne’s “A Valediction Forbidding Mourning,” Herbert’s “The Collar” and Donne’s Holy Sonnet 9
 4. Posting 7: Topic of your choice
 5. Quiz 8

Lesson 11

Topic: Cavalier Poetry

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Literature and Culture, 1640-60” and head note to “Crisis of Authority”
 - Herrick: Intro and 7 poems from *Hesperides*: “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”
 - Marvell: Intro and 7 poems from *Poems*: “The Coronet,” “To His Coy Mistress,” “The Mower Against Gardens,” “Damon the Mower,” “The Mower to the Glowworms” “The Mower’s Song” and *Upon Appleton House*
 - **Note:** *Upon Appleton House* is a long poem (97 stanzas), so don’t wait until Sunday night to start it
2. View: “The Penitent Magdalen” (plate C24)
3. **Due: Preliminary introduction and thesis, Paper 2**

Unit 5: The Restoration

Lesson 12

Topic: Restoration

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “The Restoration and the Eighteenth Century, 1660-1785” and “Literary Principles”
 - Milton: Intro to and excerpts from *Paradise Lost*: “The Verse,” the argument and text of Book 1, an excerpt from Book 9 of lines 494-1033, and a short excerpt from Book 12 of lines 552-649
 - **Note:** *Paradise Lost* is a long and challenging poem (evident even in the excerpts we’re reading), so don’t wait until Sunday night to start it
2. View: “The Expulsion from Paradise” (plate C16) and “The Garden of Eden with the Fall of Man” (plate C22)
3. Quiz 9

Unit 6: The Eighteenth Century

Lesson 13

Topic: The Age of Reason

Learning Activities:

1. Read
 - Study Notes for this lesson
 - “Eighteenth-Century Literature, 1700-45” and “The Emergence of New Literary Themes and Modes, 1740-85”
 - Swift, “A Modest Proposal,” and from *Gulliver’s Travels*: “A Letter from Captain Gulliver to His Cousin Sympson,” “The Publisher to the Reader,” and all of Part I
 - Behn: “The Disappointment”
2. **Due: Final Draft, Paper 2**

Lesson 14

Topic: More Satire

Learning Activities:

1. Read
 - Study Notes for this lesson
 - Pope: “The Rape of the Lock”
2. Posting 8: Pope and the Material
3. Quiz 10

Finals Week

Final Exam

Policies

Withdrawing from the Course: It is the student’s responsibility to withdraw from the class in a timely manner if she or he wishes to do so after attempting the syllabus quiz. See the first page of the syllabus for the withdrawal due date.

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.

Note about “My Grades” in Blackboard: Please consider “My Grades” as subject to errors and correction. The grade book is tricky to configure; if something doesn’t seem right, please ask. I reserve the right to change the grade book’s configuration to make sure it accurately represents student work.

Incompletes: Incompletes (grades of “X”) will not be granted for any reason. Should a student not be able to complete the course in the case of a documented extreme circumstance—for example, if a student in the military is deployed, or if a student has a medical crisis that comes up toward the end of the semester—the student will

be given a listing of the coursework eligible for completion and a date by which it must be submitted. Until that time, I will submit the student's end-of-term grade to the registrar, and upon the completion of the coursework, the student's grade will be changed. If the student does not complete all items on the list by the specified date, the original grade will stand.

Resolving Complaints about Grades: Any student who takes issue with a grade or another aspect of a course ordinarily speaks with the instructor first. If the student and instructor cannot resolve the issue, the student may refer the matter to the Department Head, who will assist the instructor and the student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed further. The [Student Handbook](#) outlines procedures for appeals beyond the department level. Ask your instructor about all matters pertaining to grading, fairness, and course policies prior to approaching the Department Head.

ADA Notice: Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, Room 1074, Downing Student Union. The SARC telephone number is (270) 745-5004 (TDD: 270-745-3030). Please do not request accommodations directly from the instructor without a letter of accommodation from the Student Accessibility Resource Center.

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 serious or long-term illness, death in the family, jury duty, military service, and religious holidays. They do not include vacations or employment. You should notify me ASAP in the case of an excused circumstance, but no later than 24 hours after the activity or assignment is due.

Late Assignments: An assignment grade will be lowered one-third letter grade for every day it is late. I do not accept assignments more than one week late; these assignments receive an F.

Exception to the late assignments policy: Discussion postings and quizzes may **not** be submitted late for credit. Because postings are meant to engage in a conversation about that lesson's assigned text, late postings are not helpful to the class. (They're like entering a conversation after it has ended.) They will not be granted credit. Quizzes are meant to reinforce your recent reading and are also to be completed the week that they are assigned.

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 exams, plagiarizing (misrepresenting as one's own anything done by another), and submitting the same or substantially similar work for more than one course without the consent of all instructors. Scholastic dishonesty is grounds for failure on an assignment or in the course.

Corrupted Files: It is your responsibility to make sure I can open and read the files you submit through Blackboard. Corrupted files are not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check to make sure it is still able to be opened. If I can't open your file, you will incur late penalties until you get me a usable file. If you check your file and find it won't open because it somehow got corrupted immediately (as in within minutes of your original submission), email me a working copy.

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

- 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 discipline-specific citations

You will submit your papers through Blackboard's SafeAssignment tool, which is a plagiarism safeguard. SafeAssignment checks submitted work against its database of sources to detect source material used inappropriately (without proper citation) or recycled from other courses. It generates a report that both you as the student and I as the professor can view.

If you have questions about SafeAssignment (esp. report results, as they can be difficult to interpret), using sources in your papers, or plagiarism in general, please ask me. If you're wondering, "Can my friend 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.

Recycled Writing: Recycled writing means reusing an essay written in another course (this includes high school essays). All assignments turned in for this course must be original to our ENG 381 class and produced this term to meet the requirements for this course. In other words, you must produce **new** drafts and write on **new** topics. A recycled paper will receive a zero for the assignment's grade, and you will need to draft an original essay to fulfill the minimum requirements of the course.

Registering for the Final Exam: The final exam will be proctored and taken online on a computer at a proctored testing center. You can take the exam at the Distance Learning (DL) Testing Center on WKU's Bowling Green campus, at other regional WKU campuses, or at an approved testing location elsewhere. It is your responsibility to [register for the final exam](#), and you will need to do this early in the term. If you plan to take the exam outside Bowling Green or its regional campuses, it is also your responsibility to arrange for a location and proctor approved by DL. Begin making arrangements early in the term; I will not be able to offer extensions and will not grant incompletes to allow you to take exams after WKU's scheduled finals period.

Communicating with the Professor:

You are required to check your **WKU email** and **course announcements** *daily* for messages about class.

Use **email** for private messages to the instructor, questions regarding grades, or questions regarding your studies and work specifically.

When you email me, identify yourself and which class you are in (I teach a number of courses and it takes some time to learn who is in which one). Use correct grammar (including punctuation and capitalization) and a tone that is to-the-point but respectful. Don't take offense if I ask you to revise and resend a poorly written email. The Purdue OWL (Online Writing Lab) provides a useful set of [guidelines for composing professional emails](#). I usually respond to email within 24 hours, and I expect you to do the same. I may not answer email late in the evening, and you should not email me about urgent class matters (including deadlines) the night before. Aim to make a good impression with all your interactions, including email.

For other concerns, such as questions about course policies or the finer points of MLA documentation (things other people may be wondering about too), please post to the **"Questions about Class"** thread on the discussion board. I will check it frequently and answer for everyone's benefit.

Skype meetings can be arranged, by appointment, for a private, face-to-face conference about anything related to our course. Often, students struggling to understand a text or write a paper find that talking it through with the professor is the most effective way to get help. Email me to arrange a Skype meeting.

Finally, if you're wondering **how to address me** in our communications: Address me as Dr. Weixel or Professor Weixel. Why? My qualifications include a Ph.D. in English, and my proper title is Dr. If you like, read the op-ed in the *New York Times* titled ["They Call Me Doctor Berry" by Carlotta Berry](#). Though I am not African-American, nor in engineering, Dr. Berry's piece explains why titles matter to all college professors and students.

Questions?

You are responsible for all information in this syllabus and all policies it refers to. Take a moment now to think about questions you have about the syllabus and the course, especially about expectations, required work, grading, and policies.

Post those questions on the “Questions about Class” thread on Blackboard, and I’ll answer for the benefit of the whole class. If you have questions regarding your personal situation, email me so I may respond privately.