

University English II / MUW EN 202

Course Syllabus

Second Semester: Spring, 2019

Instructor: Emma Richardson <erichardson@themsms.org>

Classroom: Hooper 107

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Phone: 662/329-7360, ext. 8507 (office)

Office Hours: MWF 9:00 – 10:00 a.m. T 2:30 – 4:00 p.m.  
2:00 – 3:00 p.m. Th 8:00 – 11:00 a.m.  
1:00 – 4:00 p.m.

Tutorial: Monday 7:00 – 8:30 p.m.

Textbooks: *The Norton Anthology of English Literature* (10<sup>th</sup> ed.), vols. A - F  
*Pride and Prejudice* (Oxford UP ed.) *Tess of the D'Urbervilles* (Oxford UP ed.)  
*The Little Seagull Handbook* (3<sup>rd</sup> ed.)

Length of Course: One year (for University English II); one semester (for MUW EN 202)

Objectives: This course meets the Common Core State Standards for twelfth-grade language arts by addressing the following literacy outcomes:

*Reading, Viewing, & Listening:*

This advanced, yearlong course is a chronological and thematic survey of British literature from its beginnings in the Anglo-Saxon period to the contemporary age. In this class emphasis is given to the historical and social contexts which produced the literature and on the resulting intertext of literature and society. Expectations for student success in this course reflect the rigorous standards found in college- or university-level survey courses. The syllabus and its accompanying assignments express in detail the elevated expectations as they would satisfy university requirements.

Specifically, students will

- Read numerous texts (literary and informational works of increasing complexity and range) closely to make logical inferences, citing textual examples to support conclusions
- Determine central ideas or themes in poems, plays, stories, and novels and analyze their development through details of craft and structure, assessing their social contexts and impact on society
- Analyze non-print texts and portrayals of texts in a variety of media (e.g. video production of a play) and evaluate their interpretations of source material
- Synthesize material from informational texts with works of literature for the purpose of analyzing and evaluating claims and interpretations

*Writing & Speaking:*

Students will

- Produce clear and coherent prose for literary analysis in which the development, mode, and style are appropriate to the task and intended audience
- Develop extensive arguments logically by presenting information in appropriate sequences (e.g. introduction, claims/support/explanation, conclusion), using all phases of the writing process (planning, drafting, revising)
- Analyze and use compelling support from a variety of primary and research sources (literary and informational) to buttress arguments
- Establish and maintain scholarly voice for expository writing, adhering to Standard English and MLA conventions

- Establish and maintain a voice appropriate for personal descriptive and narrative essays to write the college-application/scholarship essay
- Participate in collaborative discussions with classmates and instructor, building verbal arguments that draw on textual evidence and respond to the diverse perspectives in the classroom
- Produce and present oral presentations that utilize multiple modes of verbal expression (written words, technology, sound, etc.)

**Attendance:** According to the attendance policy of the Department of Languages, Literature, and Philosophy of Mississippi University for Women, students must attend a minimum of 75% of the class meetings in order to receive credit for the course. There are *no excused absences* for purposes of the MUW attendance requirement. Students who do not attend class for the full period will be counted absent. For purposes of MSMS credit, the policy on “Attendance” in the MSMS Student Handbook should be reviewed.

**Grades:** Quarter grades are determined by the following percentages:

50% “Daily work” (pop quizzes, announced quizzes, homework assignments, informal essays, in-class daily assignments, class presentations, “creative responses,” blogging assignments, and so on)  
The “daily work” has points that the student accrues during the quarter. At the end of the quarter, the total number of points earned by the student is divided by the total possible points. This percentage counts as 50% of the quarter grade. For example, if 150 points can be accrued during the quarter, a student who earns 140 points will receive a 93 for 50% of her quarter grade. Extra credit points are occasionally offered during the semester.

50% Major Tests and Major Essays (*minimum* of two major assessments per quarter)

Semester grades are determined by the following percentages:

- 40% Third Quarter grade
- 40% Fourth Quarter grade
- 20% Semester Exam

N.B. The semester exam is comprehensive and is required for all students.

**Reading:** In order to participate fully in each class session, students must have read all assigned material prior to class. Readings for each day are included in this syllabus. In addition to the assigned literature, students also should read the introductions to each author. It is expected that students will participate in class discussion.

**Make-up Work:** Students should follow the requirements for make-up work as prescribed in the 2018-2019 MSMS *Student Handbook*.

**Academic Honesty:** Students are expected to be academically honest. That means the work you do should be your own work. By all means study together, discuss reading assignments together, and even discuss “strategies” for approaching written assignments together if you need to. But when it comes time to committing something to paper, do not consult another student’s work. Do not allow another student to read any of your written assignments before you hand them in. If another student’s paper reflects your own work, your own work will be called into question. Academic dishonesty will not be tolerated.

True confession: I have a near-photographic memory for “words on the page.” I’ll explain this in class.

Read the section on “Academic Honesty” in the MSMS 2018-2019 *Student Handbook*. Also, read Section R-4, “Integrating Sources, Avoiding Plagiarism,” on

pages 107-118 of *The Little Seagull Handbook* (3<sup>rd</sup> ed.). Additionally, please read MUW's "Academic Integrity Policy" attached to the end of this syllabus, as well as the "Academic Integrity Statement," which is given below:

**Academic Integrity:**

"All Mississippi University for Women students are expected to engage honestly and responsibly in their academic work and to refrain from any dishonest academic behavior. Violations of Academic Integrity include cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic and scientific communities. Violations of Academic Integrity can lead to severe penalties, from a zero grade for a test or assignment to expulsion from the University. Academic Integrity applies to work in progress as well as completed work. If you are uncertain about the proper procedure to follow when citing a source, working in a team with other students, or any other coursework situation please ask your instructor, a librarian, or a resource like the Writing Center for help. To learn more about the university's standards of Academic Integrity, including what happens if your instructor believes that you have engaged in dishonest academic behavior and your rights to appeal such a charge, please consult [section 7.2 of the Undergraduate Bulletin](#)."

If you have any questions regarding plagiarism or "academic honesty," you need to ask them by the end of the first week of class. Consequences for academic dishonesty at MSMS are prescribed in the Discipline Section of the MSMS 2018-2019 *Student Handbook*.

My high school English teacher used to say that using as many as *three words* in the same order from another person's work without sufficient attribution and documentation constitutes plagiarism. That is a good thing to keep in mind. Additionally, you must provide a reference for *any idea* you borrow from a source. If you consult *any* reference "help" in order to write papers (from The Internet or other sources), you need to acknowledge that reference as you would in a research paper. This includes—among others—*Cliff's Notes*, *Spark Notes*, and *Wikipedia* (N.B. These sources are not considered valid references by many academic institutions. Consult *The Little Seagull Handbook* for appropriate MLA documentation style.)

A word to the wise: The technology that makes it easy for dishonest students to find papers/information in cyberspace that they pass off as their own work *also makes it easy* for someone grading papers to locate the sources.

**Additional important information from Mississippi University for Women:**

**ADA:** "Americans with Disabilities Act: The University is committed to providing equitable access to learning for all students. The Student Success Center is the campus office that collaborates with students who have disabilities (e.g. physical, sensory, chronic health, learning, attentional, mental health) and arranges for reasonable accommodations to be implemented. It is the responsibility of students requesting accommodations to make an appointment with the Student Support Specialist to review specific needs, participate in the development of an Accommodation Plan by providing appropriate documentation, and discuss with the instructor how the Accommodation Plan will be applied in the course. Accommodations are not retroactive and a new Accommodation Plan must be reviewed, signed and presented to instructors each semester. The Student Support Specialist is located in Reneau Hall, Room 101(B), and may be contacted by phone at 662.329.7138 or email at [ada@muw.edu](mailto:ada@muw.edu)."

**Title IX:** “Mississippi University for Women recognizes the inherent dignity of all individuals and promotes respect for all people. The University is committed to creating an educational and learning environment that is free from discrimination based on sex, including sexual violence (assault, domestic violence, dating violence and gender-based stalking). To learn more about the University's policy on sexual misconduct, how to make a report, or confidential resources, go to [www.muw.edu/titleix](http://www.muw.edu/titleix). The Title IX Coordinator is located in Cochran Hall, Room 405, and may be contacted by phone at 662-241-6083 or email at [titleix@muw.edu](mailto:titleix@muw.edu).”

Link to MUW calendar: <http://www.muw.edu/registrar/academiccalendar>

(Syllabus distributed to students on 7 January 2019.)

**Assignments:** Below is a list of major assignments to be prepared for class dates indicated; the reading assignments are found in *The Norton Anthology of English Literature* (10<sup>th</sup> ed.), in *The Little Seagull Handbook* (3<sup>rd</sup> ed.), in paperbacks, or in handouts (given out in advance of the date they are to be read). Please note that during class the instructor may alter, add, or delete assignments or test dates listed below; therefore, be sure to contact a reliable classmate or the instructor if you miss class.

**Page numbers for *The Norton Anthology* appear in parentheses after titles; unless otherwise indicated, the entire selection should be read, as should the biographical introductions to authors.**

## January

- Mon 7 Course introduction: Syllabus and course assignments, course overview, attendance, tutorials, evaluation/grades, due dates for assignments, pop quizzes (a.k.a. “little opportunities”), academic honesty, blogging, essays, and “how to succeed in this class.”
- Research papers returned and discussed (**N.B.** Revisions due on Fri., Jan. 18<sup>th</sup>)
- Introduction to “conventions of the epic”
- Wed 9 **John Milton**  
NA (B): from *Paradise Lost*: Book 1 (1495-1514)  
Read Philip Pullman’s introduction to *Paradise Lost*” found on the British Library website (the link will also be emailed to you):  
<<https://www.bl.uk/restoration-18th-century-literature/articles/philip-pullmans-introduction-to-paradise-lost>>
- Fri 11 **John Milton**  
Continue discussion of Book I  
**Due Today: Blog Response (250 words) in which you discuss a passage from Book I that has an effect on you similar to what Pullman describes when he writes, “the poetry, its incantatory quality, is what makes it [*Paradise Lost*] the great work of art it is. I found, in that classroom so long ago, that it had the power to stir a physical response: my heart beat faster, the hair on my head stirred, my skin bristled.”**

## January

- Mon 14 **John Milton**  
NA (B): from *Paradise Lost*: Book 3 (1537-1553)  
&  
Book 4 (1553-1575)
- Wed 16 **John Milton**  
Video: from *Paradise Lost*: Book 6  
NA (B): from *Paradise Lost*: Book 12 (1713-1727)
- Fri 18 **Due Today: Research Paper revision; must have revisions highlighted with accompanying explanatory comments in margins; counts as a Major Test grade.**  
  
Complete discussion of *Paradise Lost*  
Review of the “conventions of satire” and the “conventions of the epic”;  
introduction to the “mock epic” and to 18<sup>th</sup>-century satire
- Mon 21 Holiday!
- Wed 23 **Major Test (on material from 1/7 – 1/18)**
- Fri 25 **Alexander Pope**  
*The Rape of the Lock* (Read introduction in NA (C): 507 & ff and read the original “Two Canto” version provided on a *Handout*.)
- Mon 28 Complete discussion of *The Rape of the Lock*
- Wed 30 **Jonathan Swift**  
“A Modest Proposal” NA (C): 454 & ff
- February**
- Fri 1 **Jonathan Swift**  
Introduction: NA (C): 278 - 282  
*Gulliver’s Travels*. Part 1: “A Voyage to Lilliput” NA (C): 282 - 322  
  
(Choose topics today for class discussion of *Pride and Prejudice* that begins on Friday, February 8<sup>th</sup>.)
- Mon 4 **Jonathan Swift**  
*Gulliver’s Travels*. Part 2: “A Voyage to Brobdingnag” NA (C): 322 - 365

## February

- Wed 6 **Due Today: Creative Response to a work by Pope or Swift that is listed on the syllabus; must be on 8 ½" x 11" paper; counts 16 daily points**  
Complete discussion of *Gulliver's Travels*  
Introduction to Romanticism; *Pride and Prejudice* as bridging 18<sup>th</sup> century Enlightenment ideas with Romantic ideas/ideals
- Fri 8 **Jane Austen**  
*Pride and Prejudice* (topics for discussion must be prepared for today)
- Mon 11 **Reading-check quiz on *Pride and Prejudice***  
Continue discussion of *Pride and Prejudice*
- Wed 13 Continue discussion of *Pride and Prejudice*
- Fri 15 Complete discussion of *Pride and Prejudice*
- Mon 18 Holiday!
- Wed 20 **ACT**  
**DUE TODAY: MAJOR TEST ESSAY on *Pride and Prejudice*; electronic copy must be posted to a location (to be announced) before 4:00 p.m. today.**
- Fri 22 **Thomas Gray**  
"Elegy Written in a Country Churchyard" NA (C): 998 & ff  
**N.B. Assignments beginning with the Blake readings tomorrow are from Volume D of *The Norton*.**
- Mon 25 **William Blake**  
from *Songs of Innocence* NA (D): 127 - 134 and *Experience*: 134 - 145
- Wed 27 Continue discussion of *Songs of Innocence and Experience*  
**William Blake**  
"And Did Those Feet" NA (D): 172  
Introduction to Robert Burns and "Lallans"

## March

- Fri 1 **Robert Burns**  
All the poems (beginning ) *except* "Tam O'Shanter" NA (D): 175 & ff
- Mon 4 **Due Today: Blog Response (250 words) in which you identify and discuss a poem that is *satiric in mode* or a poem that celebrates democratic ideals.**  
Continue discussion of Burns's poetry

## March

- Wed 6 **William Wordsworth**  
“I Wandered Lonely As a Cloud” NA (D): 345  
“We Are Seven” NA (D): 288  
“My Heart Leaps Up” NA (D): 346  
“Preface” to *Lyrical Ballads* NA (D): 303 & ff
- Fri 8 **William Wordsworth**  
“Ode: Intimations of Immortality” NA (D): 346  
All the sonnets NA (D): 355 & ff
- 11 - 15 March  
Spring Break**
- Mon 18 Complete discussion of Wordsworth’s poetry  
**Samuel Taylor Coleridge**  
“The Rime of the Ancient Mariner” NA (D): 448 & ff
- Tue 19 **Last Day of 3<sup>rd</sup> Quarter**
- Wed 20 Complete discussion of “The Rime of the Ancient Mariner”  
**Due Today: Blog response (250 words) in which you discuss either a *sonnet* by William Wordsworth or a stanza of “The Rime of the Ancient Mariner” that has special significance for you.**
- Fri 22 **Mary Wollstonecraft Shelley**  
*Frankenstein* (E-text available at “Project Gutenberg”):  
<<https://www.gutenberg.org/files/84/84-h/84-h.htm>>
- N.B. Ask today about the major essay due on Wednesday, April 17<sup>th</sup>.**
- Mon 25 Continue discussion of *Frankenstein*
- Wed 27 Complete discussion of *Frankenstein*  
**Percy Bysshe Shelley**  
“Mutability” NA (D): 766  
“Ozymandias” NA (D): 790  
“A Song: Men of England” (Handout)  
“England in 1819” NA (D): 805  
“To Wordsworth” NA (D): 767
- Fri 29 **Percy Bysshe Shelley**  
from “A Defence of Poetry” NA (D): 870 - 883

## April

- Mon 1 **John Keats**  
“On First Looking into Chapman’s Homer” NA (D): 953  
“On Seeing the Elgin Marbles” NA (D): 955  
“When I Have Fears That I May Cease to Be” NA (D): 960  
“Bright Star” NA (D): 971
- Wed 3 **John Keats**  
“Ode to a Nightingale” NA (D): 977  
“Ode on a Grecian Urn” NA (D): 979
- Fri 5 Introduction to the Victorian Age  
**Thomas Carlyle**  
Introduction to *Sartor Resartus* NA (E): 33 - 34  
from *Sartor Resartus*: “The Everlasting No” NA (E): 35 - 39  
“The Everlasting Yea” NA (E): 46 - 53
- Mon 8 **Due Today: Creative Response to work(s) by Mary Shelley, Percy B. Shelley, or John Keats**
- Wed 10 **Alfred, Lord Tennyson**  
from “In Memoriam” – Read the Introduction that begins with NA (E): 172, then read the following *sections*: **5-7, 9, 19, 27, 28-30, 48, 54-56, 72, 78, 87, 96, 99, 104-108, 118-120, 124, 126, and the Prologue.**)
- Fri 12 **Due Today: Blog response (250 words) on one of the quatrains (or sections) of “In Memoriam” that holds special significance for you and discuss why.**  
Complete discussion of *In Memoriam*
- Mon 15 **Alfred, Lord Tennyson**  
“Ulysses” NA (E): 156  
“The Charge of the Light Brigade” NA (E): 221  
“Crossing the Bar” NA (E): 245  
**Matthew Arnold**  
“Dover Beach” NA (E): 433
- Wed 17 **Due Today: Major Essay on Romantic poetry and/or prose (topic TBA; counts as a Major Test grade)**
- Fri 19 Holiday!
- Mon 22 Holiday!
- Wed 24 **Gerard Manley Hopkins**  
“God’s Grandeur” NA (E): 594  
“Spring” NA (E): 596  
“Pied Beauty” NA (E): 597

## April

Fri 26 **Gerard Manley Hopkins**  
“Binsey Poplars” NA (E): 598  
“Spring and Fall: to a young child” NA (E): 599  
from *Journal* NA (E): 603 - 605  
“No Worst, There Is None” NA (E): 601  
**N.B. Ask today about the blog response due for May 1<sup>st</sup>.**

Mon 29 **Robert Louis Stevenson**  
*The Strange Case of Dr. Jekyll and Mr. Hyde* NA (E): 767 - 809  
**(7:00 p.m.) Extra-credit Discussion of *Tess of the D’Urbervilles***

## May

Wed 1 **U.S. History Test**  
**Thomas Hardy**  
“Hap” NA (F): 52  
“Neutral Tones” NA (F): 52  
“The Darkling Thrush” NA (F): 53  
“Channel Firing” NA (F): 59  
“Ah, Are You Digging on My Grave?” NA (F): 62  
“The Voice” NA (F): 64  
**Due Today: Blog Response (250 words) in which you discuss the dominant tone of one of Hardy’s poems listed on the syllabus for today.**

Fri 3 **A.E. Housman**  
“Loveliest of Trees” NA (F): 132  
“To an Athlete Dying Young” NA (F): 133

**William Ernest Henley**  
“In Hospital” (Handout)  
“Invictus” NA (E): 706

Mon 6 Complete discussion of the late-Victorians  
**(7:00 p.m.) Extra-credit discussion of *Heart of Darkness* NA (F): 71 - 131**

Wed 8 **Major Test on the Victorians and Late-Victorians (from 4/8/19 – 5/6/19)**

Fri 10 **T.S. Eliot**  
“The Waste Land” (II: 2368)  
“Journey of the Magi” (II: 2386)  
**Due Today: Blog Response (250) in which you discuss your impressions (frustrations?) of reading “The Waste Land”**

**May**

Mon 13

**W.B. Yeats**

“The Second Coming” NA (F): 227

**Virginia Woolf**

from “A Room of One’s Own” NA (F): 392 – 400

Wed 15

**W.H. Auden**

“Musée des Beaux Arts” NA (F): 815

“In Memory of W.B. Yeats” NA (F): 815 -821

**Seamus Heaney**

“Digging” NA (F): 1095

**17 – 21 May  
Semester Exams**

**25 May  
Graduation**

## DUE DATES FOR ASSIGNMENTS & POP QUIZZES

Written assignments are due *at the beginning* of the scheduled class period the day they are due. Blog responses must be posted to EduBlogs before midnight the night before the response is due for class. Blog assignments that are late will receive no more than 10 daily points; blog assignments posted more than 24 hours after they are due will not be accepted. Except for blog responses, assignments will be accepted late *one class day* after the due date for a 15% penalty. Assignments offered later than one class day late will be accepted at the discretion of the instructor for no more than half credit.

Students should write “-15%” at the top of the assignment when offering it one-day late to the instructor.

Students who do not turn in work with the rest of the class will not receive reminders to turn it in later; the burden is on the student to offer late work to the teacher. Students returning to class after absences should check the Student Handbook for the policy regarding make-up work.

If you know ahead of time that you will be absent from class (because of a field trip, doctor’s appointment, college visit, and so on), you must inform me and write your name and the reason for your absence on my classroom desk calendar. Be prepared to turn in any assignment due the day of your absence ahead of time to me, or send the assignment to class by your “battle buddy.”

Please be aware that absence from class **does not** excuse you from fully participating in class the day of your return. For example, if a quiz (whether a pop quiz or an announced quiz) is given the day of your return, you are required to take it, even if you were not in class to hear an assignment or to take notes. **Always** check with a **reliable** classmate regarding what went on in class the day you were absent. **Choose a classmate (your “battle buddy”) on the first day of the course to pick up any handouts to take to you if you must be absent.** You may email me for clarification about assignments.

**Pop quizzes** will be given often on reading assignments; questions will come from facts in the works, from the biographical introductions to the authors, from vocabulary or footnotes from the readings, and from information presented in class (and which should be in the student’s notes!). Always consult the syllabus for daily readings. Regardless of what we cover in class discussions or presentations, always read the syllabus assignment for the class dates indicated. If a reading assignment was not discussed during class, review it for the next class period; you might have a pop quiz!

Pop quizzes usually consist of four to ten questions; “announced” or “major” quizzes are generally longer. Questions for oral pop quizzes asked at the beginning of class will not be repeated if a student arrives tardy to class.

## ESSAYS

Type (double-spaced) all ESSAYS (as well as other homework assignments) and use the MLA heading for your name and other pertinent information; use MLA pagination (last name, space, numeral in upper right margin). Papers must be printed in **Microsoft Word**; the font size should be “**12 pt.**” and the font **Times New Roman**. The course title used in headings is as follows:

### University English II or British Literature

Sample paper heading: Sally Johnson  
(top, left margin; double-spaced) Mrs. E. Richardson  
University English II  
17 April 2019

Have a **title** for both informal and formal essays that reflects the topic and purpose of your paper. The name of the work the essay is about should never simply be the title of your paper, but by the same token, the title of that work should be contained in your title (in other words, have the title of the work, plus the “topic” of your discussion). Appropriate titles for typical essays might be:

Intertextuality in *Frankenstein*  
*or*  
The Theme of Mutability in the Poetry of Percy Bysshe Shelley

For **formal, expository** ESSAYS do the following:

1. React to the prescribed question or topic in a 5-paragraph, formal essay of three to four pages (length is usually prescribed in the assignment on the syllabus).
2. **Introduce** the thesis in three or four sentences. The very first sentence of the introductory paragraph should contain the title of the literary work (and author) that is being discussed.
3. Place an **elaborated thesis** (i.e., a simple thesis with a three-point enunciation) as the **last sentence of the introductory paragraph**. Offer **proof** of each of the three points in three **body paragraphs** that are connected to each other through the use of **smooth transitions**. (The “proof” will be *evidence* in the form of explanations, examples, facts, and especially, many **quoted textual references**). Begin each body paragraph with a **topic sentence** that uses the wording of the respective enunciated point. Be sure to “echo” the appropriate enunciated point during its body paragraph (otherwise, the discussion loses focus). Finally, in the last paragraph, offer a brief **conclusion** that restates the thesis (avoid a “mechanical reiteration,” though!) and that briefly suggests why the topic you’ve discussed is important. (I’ll discuss this in class.)
4. ESSAYS are due at the **beginning of class**.
5. The ESSAY will be graded for the fullness of the discussion, for the sustaining of an idea, and for efficacy of form. ESSAYS that are vivid, mature, incisive, focused, responsibly addressed, offer original insights and/or uses of language, and that employ many textual references will receive highest marks.
6. Consult the attached **rubric** as a guideline for grading.

## **RUBRIC FOR ASSESSMENT OF ESSAYS OF LITERARY ANALYSIS AND THE RESEARCH PAPER**

- A** A clearly delineated idea is presented by a thesis elaborated into a three-point enunciation; the discussion is full, and ideas are sustained for a thorough presentation of the thesis; the response exhibits a maturity of mind and expression by being incisive, focused, responsibly addressed, and containing many appropriate, persuasive textual references (especially *many quotations*); the response will often contain a unique, original insight from the student's interaction with the text. The writing is unified by the use of smooth transitions. For the research paper, at least 4-5 secondary sources are used effectively to support the thesis.
- B** An idea is presented in a thesis elaborated into a three-point enunciation; an attempt is made to offer a sustained discussion; the paper meets the minimum length requirements; the response is focused and responsibly addressed and contains a few appropriate textual references (especially *quotations*); the response shows that the student has read the text and can utilize it to prove a thesis. The writing has some cohesion by the use of some transitions. For the research paper, at least 4-5 secondary sources are used effectively to support the thesis.
- C** An idea is stated weakly in a thesis which may or may not be elaborated or enunciated; some discussion which supports the thesis is present, but the discussion is superficial; the paper might be less than the minimum required length; the response is unfocused with few or no textual references (especially *quotations*); the response does not show that the student has done a close reading of the text. The writing lacks cohesion with little or no evidence of the use of transitions. For the research paper, some secondary source references are used to support the thesis, but they are too few and/or too ineffective.
- NC** Some attempt has been made to respond to the prompt, but discussion is superficial and brief; the response is unfocused; the writing exhibits little or not attempt at organization with a delineated thesis; the response contains no significant evidence of the student's familiarity with the text. The writing lacks cohesion. Few valid or effective secondary references are used to support the thesis.

**If otherwise effective content is undermined by mechanics/usage errors, at least one rubric designation will be lost. For the research paper there must be adherence to requirements of MLA style; if MLA style is inaccurate, at least one rubric designation will be lost.**

## HOW TO SUCCEED IN THIS CLASS (!)

1. Be in class as early as possible every day and put your cell phone (turned to silent) in your backpack at the moment attendance is being taken. If a cell phone is used during class, it will be taken up by the instructor and held until the end of the school day.
2. Have all homework assignments ready to be turned in (already stapled) at the beginning of class.
3. Bring your syllabus, textbook, and/or handouts to class every day in a ring-binder notebook.
4. Have texts open to syllabus assignment and notebooks open ready to take notes when class begins.
5. Take copious notes. If the instructor “says it,” it’s important. Additionally, note taking is excellent writing practice. *You are required to take notes* during class presentations and/or discussions *by hand*, not by using an electronic device. Don’t rely on others’ notes.
6. Listen attentively. Get notes down the first time; don’t interrupt a presentation to have words repeated or spelled. Ask after class.
7. Be prepared for daily quizzes on reading assignments as prescribed in the syllabus. “Psyche out” the instructor by anticipating the reading-check questions that are likely to be asked. Be prepared!
8. Proofread all written assignments.
9. Turn in assignments *on time*.
10. If you have a problem with a grade, discuss it with the instructor outside class. Keep your grades confidential; don’t ask to see anyone else’s.
11. Get started on the research paper *in August* by selecting a text and reading it.
12. Make use of tutorial times; one-on-one help is invaluable. Don’t wait too long to ask for assistance.
13. Avoid ever saying after an absence: “Did I miss anything? Did we do anything important while I was out?” Rather, consult your “battle buddy” about what went on in class during your absence before consulting your instructor.
14. Come by tutorials to talk with me about your interests and goals. This will help me get to know you individually, and that’s important when it’s time for me to write letters of recommendation.
15. If I’m getting to know you for the first time during fall semester of your senior year, I need to “see you through” the research paper—and preferably the semester exam—to write a full **letter of recommendation** with lots of “anecdotal evidence.” On the other hand, if you were in one of my courses as a junior, or if you were my work service student as a junior (and were “faithful in small things”), or if I’ve known you in the Columbus community before you enrolled at MSMS, I’m willing to write a letter for you that’s due to a college before December 15<sup>th</sup>.

Request letters of recommendation via email; I will email you in return. If I agree to write a letter for you, the next step is to fill out the “Interactive Teacher LOR Request Form”; find it on the J Drive in the “Counseling Office” > “Forms” folder. Bring a hard copy of the completed form to me before 4:00 p.m. the next day after my email response; have it **already filled out** (always fill in the address lines, even if another form is given to

me with that info. on it). Often there is a “checklist form” for the referee to fill out; supply your name, social security number (if applicable), and the “waiver” on the form, and give it to me and, if applicable, a **stamped envelope addressed to the college to which it will be sent**. (Most letters are now submitted electronically, but if you do need to supply an envelope to me, refer to this website for how to address one):

<https://www.google.com/search?q=how+to+address+an+envelope&tbm=isch&tbo=u&source=univ&sa=X&ei=TAj8UfeDL4KG9gSW9oHIDQ&sqi=2&ved=0CC8QsAQ&biw=1152&bih=626>

**Do not put a return address on the envelope; I will supply that, since the letter is from me.**

**I do not need a résumé from you, but I will ask you to remind me in which extracurricular activities I’ve seen you “perform” (choir, Voices in Harmony, Tales from the Crypt, band, soccer, tennis . . . ); I will ask you to come to my office for that purpose.**

I use the electronic option for the Common Application.

Be considerate when requesting letters from faculty. **Always get permission from a referee *before* putting that person’s name on a form!**

Feel free to ask for letters for additional colleges after I’ve written the initial letter.

16. Use the “language and demeanor of the classroom.” For example, always refer to faculty members by their professional or courtesy titles; use appropriate diction (I’ll explain this orally); remove caps and hats when entering the classroom (both men and women).
17. Be prepared to sit through tests/exams without leaving the classroom in order not to have to re-schedule the test/exam. After finishing a test/exam, all students must remain in class until the end of the period.
18. Be a “class reinforcer.” Be positive; maintain eye contact with the instructor; look interested, even if you’re not. Stay awake!

**N.B. The document that appears on pages 16 -18 of this syllabus is the “Academic Integrity Policy” of Mississippi University for Women.**

## 7.2 Academic Integrity Policy

Academic Integrity is engaging honestly and responsibly in academic work. Students enrolled at Mississippi University for Women agree to abide by the MUW Honor Code, which is “to uphold the highest standards of honesty in all phases of university life,” and, therefore, they agree to refrain from any dishonest academic behavior. Violations of Academic Integrity can lead to severe penalties, from a zero grade for a test or assignment to expulsion from the University. Violations of Academic Integrity include cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic and scientific communities. Academic Integrity applies to work in progress as well as completed work.

**Cheating** is taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to, the following:

1. giving or using prohibited written and/or oral information during tests, quizzes, or examinations;
2. stealing, buying, selling or in any way distributing an examination before it has been administered;
3. copying ideas or facts from another’s paper during an examination or quiz;
4. submitting the same paper multiple times in different classes, even if the paper is the student’s original work;
5. obtaining or providing previously undisclosed test questions or information pertinent to an exam that has not yet been administered;
6. willfully altering any assignments or any of the instructor’s markings in order to obtain a higher grade;
7. copying from or writing computer programs for another student;
8. substituting for another person during an examination or allowing such substitution for oneself;
9. engaging in an unauthorized collaboration with another student on tests or assignments;
10. misappropriating privileged information or making use of information in breach of confidentiality;
11. interfering in any way with the research or academic performance of another student;
12. violating any federal, state, university, or program policy or regulation governing research and academic procedures, integrity, and conduct;
13. obstructing the investigation into academic dishonesty.

**Plagiarism** is defined as the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless such material is considered general knowledge. The rules against plagiarism extend to work completed in online courses in addition to those offered in a traditional format. *Students who are unsure whether they have used and documented source material correctly should consult with their instructor before submitting the assignment.*

**Fabrication and falsification** include the following:

1. fabricating and/or falsifying laboratory and clinical experiences, internship records, attendance records, research data, survey results, research methods, research results, research conclusions, or any other information and/or process used in the collection and presentation of academic, scientific, or professional materials.
2. misrepresenting, falsifying, or withholding information concerning admission requirements, university enrollment or status, financial aid applications, health records, or other materials required by the university.

### **Consequences of Academic Dishonesty:**

1. A student who violates university, college, program, and/or course policies regarding academic integrity will receive one or more penalties selected by the course instructor from the following list:

- a. an oral reprimand
- b. a written reprimand
- c. an assignment to repeat the work, to be graded on its merits, for full or partial credit
- d. a lower or 0 grade on the test, project, or assignment
- e. a lower grade in the course
- f. a failing grade in the course
- g. referral to academic and/or behavioral counseling
- h. the successful completion of an online course on academic integrity
- i. other options as called for by special circumstances (e.g. lab, internship, travel, etc.), with the department chair's approval.

Faculty members will publish on their course syllabi a statement of the consequences for academic dishonesty, as well as the link to the full Academic Integrity Policy.

2. When a faculty member determines that academic dishonesty has occurred, the faculty member will request a meeting with the student to discuss the incident and proposed penalty and to give the student the right to defend or explain the student's actions. The faculty member will contact the student using the university's email system, the university's official means of communication. The meeting may take place in person, by phone, or over video conference. If the student does not respond to the faculty member's request for a meeting within three working days, then the faculty member will note the student's failure to respond to the meeting request in the Academic Integrity Incident Report. The student maintains the right to appeal to the chair and/or dean whether or not a meeting with the instructor takes place.

3. For sanctions beyond an oral or written reprimand, the faculty member will file an Academic Integrity Incident Report online describing the event and the sanctions to be imposed, and uploading any supporting documentation necessary. This report will be sent to the student, department chair, dean, and Office of the Chief Academic Officer (CAO) for their records. This notification will remain confidential in compliance with policies protecting student privacy.

4. For instances of Academic Dishonesty that are especially egregious, such as purchasing essays that are submitted as the student's own work, cheating with other students on an exam, or falsifying or misrepresenting student records, the faculty member, department chair, and/or dean may ask the CAO to review the case to refer it to the Academic Standards Board to consider additional sanctions, such as 1) placement on disciplinary probation; 2) removal of the student from the course; 3) suspension from the university; 4) expulsion from the university. A student dismissed for this reason will not be eligible for readmission to the University.

5. The student has the right to appeal the allegations of academic dishonesty and/or the suggested penalties before they are imposed. The student may only appeal for the following reasons: 1) failure

to follow proper procedure; 2) the assigned penalties are unreasonably harsh; or 3) new evidence comes to light. The student may appeal a faculty member's decision to the department chair, in writing, within five working days of the date of the faculty member's Academic Integrity Incident Report. The student's rights are as follows:

- a. During the course of the appeal process, the student shall maintain full academic and student standing in the course.
  - b. If a student is given the sanction of an "F" grade or "no credit" for the paper/assignment, the student has the option to withdraw from the course if it is done by the published withdrawal deadline. The faculty member may choose to assign the grade of WF, if applicable.
  - c. If a student is given the sanction of a failing grade for the course, the student may not withdraw from the course in order to avoid the sanction.
  - d. If the student is not satisfied with the decision of the department chair, the student may appeal to the dean within five working days of the decision of the department chair. If the student is not satisfied with the decision of the dean, the student may appeal to the CAO for a hearing before the Academic Grievances Committee. Policy #3523 governs the appeals process to the Academic Grievances Committee.
6. The Office of the Chief Academic Officer will maintain records of Academic Integrity Incident Reports and the sanctions imposed. If a student receives a third incident report, the CAO will review the cases and may refer the student to the Academic Standards Board to consider additional penalties, such as 1) placement on disciplinary probation; 2) suspension from the university; 3) expulsion from the university.
7. For any case that the CAO sends to the Academic Standards Board for review, the CAO will notify the student that the case has been submitted to the Board and will notify the student of the results of the review. The student may appeal the decision of the Academic Standards Board to the Academic Grievances Committee. Policy #3523 governs the appeals process to the Academic Grievances Committee.