

# ENGL 280 (L01): Introduction to English Studies

Fall 2018  
T/R 1:30- 3:10 PM  
JRC 227

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Office Hours: R 12-1 or by appointment

## Course Description

Welcome to English 280: Introduction to English Studies! In this course, you will learn about the theories, skills, and research that guide professionals from a wide range of subfields within English. My goal is for you to leave this class with a general understanding of what it is that happens in English so that you can best determine where you see yourself fitting in to the discipline. I am sure that most of you have decided to become English majors for various (and sometimes very disparate reasons). Even if you already see yourself fitting into one particular area of English Studies, it is important to know what conversations take place within the entire realm of the discipline so that you can see the commonalities and points of contention between subfields. We will cover a plethora of fields such as: Literary Studies, Rhetoric and Composition; English as a Second Language (or Second Language Studies); Creative Writing; and Professional Writing. More than just seeing these areas as separate, we will study them within themes. For example, what does theory look like in literature and composition & rhetoric? or, what are the priorities when teaching in creative writing compared to SLS?

## Goals

By the end of this course you will:

- Have a working understanding of the field(s) of English.
- Be able to articulate the connections and points of contention between these fields
- Develop and explain your own placement within English Studies

## Objectives

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

## Reading and Writing in ENGL 280

As English majors, this course will ask you to read challenging primary and secondary materials from the numerous fields of English Studies.

Additionally, this course is designated as a Writing to Learn course. This means that we will use writing

as a process for critical thinking and discovery. Keep in mind that you will be provided with opportunities on a consistent basis to engage in writing as a process of learning. The tradeoff is that unlike most of your other English courses, there will not be any major argumentative papers in this course.

## Texts

- Peter Barry. *Beginning Theory* (3<sup>rd</sup> Edition). 9780719079276
- Bruce McComiskey. *English Studies: An Introduction to the Discipline(s)*. 9780814115442
- Amy Goodburn, Donna LeCourt, and Carrie Leverenz. *Rewriting Success in Rhetoric and Composition Studies*. 978-1602352926 (Recommended).
- PDFs on Canvas

## Assignments

### Graded

#### *Discussions and Assignments* (15%)

Along with every reading, you will be asked to post a discussion forum response on canvas on a regular basis. Some discussion posts will be for everyone to respond to. Others will only be for certain folks.

**Note:** These posts will not be graded according to grammatical considerations. Instead, they will be graded on how well you explain your points and answer prompts related to the readings. Be to the point, but elaborate on what you mean. The following rubric will be used to grade these:

2 points- question is answered in full with appropriate quotes/citations

1 point - post is in but there may be some issues in thinking that the instructor may let the student know about

0 points - post is not in on time.

Also included in this section are smaller assignments that we will periodically have which will be worth slightly more than 2 points.

#### *Interviews* (15%)

For this project, you and 1-2 other peers will interview someone from a subfield of English (about 20-30 minutes). You should reach out to your interviewees (and CC me) introducing yourself, thanking them for agreeing for participating in the interview, and establishing your availability by November 1. Also be sure to note your flexibility if those times don't work for them. See Canvas for more information.

#### *Vision Papers* (10 x 2 = 20%)

Near the end of the semester, you will produce two Vision Papers in which you explain how you are positioning yourself within English Studies. See Canvas for specific instructions. Keep in mind that portions of these will be read in class.

*Quizzes (10 x 2 = 20%)*

There will be two quizzes this semester.

*Final Exam (20%)*

This will be a cumulative exam that tests you on your knowledge from the beginning of the semester. Our Final exam will fall on

*English Major ePortfolio (10%)*

You will create a portfolio that will act as a depository of your work as an English Major. More instructions will follow.

**Ungraded**

*In-Class writing prompts/exercises*

Because this is a Writing to Learn course, you may expect a few exercises in class to help you to think through the material in addition to the forum posts. Please be ready to engage and share.

*Participation*

As English majors, I expect you to have opinions on how these theories and approaches impact you in your classes, your thinking, and in your life outside the university. I expect everyone to be ready to engage in discussions. There are several ways to participate:

- Reading your discussion post from the previous night
- Reading someone else's discussion post from the previous night
- Asking a question pertaining to what we have read
- Answering a peer's questions
- Sharing an experience that helps to illuminate the topic at hand
- Answering a question posed by the instructor
- Volunteering for an exercise that requires volunteers
- Responding to a statement that has been made in class (sharing your thoughts, asking for clarification, etc).
- Emailing the class through Canvas (with my approval) with some thoughts on that day's discussion.

These are just a few suggestions to keep in mind. There may be other opportunities that present themselves. I will let you know if you may benefit from increasing your participation in the class.

*Classroom Etiquette*

Being present in class means being actively listening. Stay focused and avoid being a disruption to me and those around you. On days that we have speakers in class, you should ask questions and take notes.

## Scores and Grades

Every assignment requires different writing tasks which will be laid out in individual assignment sheets. In general, you can assume that the following descriptions relate to a particular score range that you receive.

***A+ (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76) C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (Below 60)***

**70 to 79 (C- to C+)**—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

**80 to 89 (B- to B+)**—You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows attention to style and visual design.

**90-100 (A- to A)**—You did what the assignment asked for at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

Try to avoid the following score ranges. See me if you have any questions.

**60-69 (D to D+)**—You did what the assignment asked for at a low quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

**Below 60 (F)**—The work does not meet the requirements or is not submitted completely or with care.

If you are a person who wants or *needs* a particular grade in this course, start working toward that grade right now. Don't wait until the end (or even the middle) of the semester to decide that you need a B or an A.

If you think I have misjudged or misinterpreted your work, come to my office and talk to me about it. I will not discuss grades in the classroom, but I don't mind if you come to my office and talk to me about your paper.

## Attendance and Lateness

You should attend class every day. That said, I understand that life happens. Therefore, you do have 2 Obligation Days where you can miss class without any penalty due to other outside obligations that arise. After these two Obligation Days have been used, however, your grade will be reduced by one letter grade for every absence. If you miss 5 or more class periods (2.5 weeks), you will automatically fail the course). Conversely, you will gain 1.5 percentage point for every Obligation Day that you do not use up (up to 3% added to final grade). **Note:** I do not need to see any notification for excused absences unless you have used up your three Obligation Days. Afterwards, it gets trickier so please do not squander your days.

## Participation

I expect everyone to not only attend class but to contribute to class discussion. I will provide a few prompts, but you are generally in charge of what we discuss. If we continually reach the end of our discussions before the end of class, this is a signal to me that we do not have enough to talk about and will add more readings as necessary.

## Email and Emergencies

I will respond to emails within 24-48 hours (excluding weekends).

If the campus needs to close due to an emergency, these policies may be changed. You will be notified via e-mail by me if class is cancelled.

## Late Work

My general policy is that I do not accept late work. This means that discussion posts won't be accepted after the due date and time. Adjustments can be made occasionally for larger assignments. Just let me know with 2 days' advance notice in a professional manner. That is all I ask.

## Disability Statement

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

## Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policy Book under "Discipline: Rules of Conduct" will automatically result in failure for the work involved. But academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

### ***Cheating***

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit

### ***Fabrication***

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

### ***Facilitating Academic Dishonesty***

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

### ***Plagiarism***

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which

you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

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Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:]

### ***Consequences***

#### ***a) Sanctions***

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

#### ***b) Previous Incident***

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policy Book. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing.

### ***IN EITHER SITUATION, A OR B***

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policy Book. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

### ***COMMITTEE ON DISCIPLINE***

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

Affirm the original decision and sanction.

Affirm the original decision and reduce or increase the original sanction.

Reverse the original decision.

Disallow the original decision and order a new hearing by the dean (or designee).

**Please note that I may alter the syllabus as needed throughout the semester.**

