

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ENGL 301 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Change title, description & content:

Old Title: Introduction to the Major

New title: Introduction to English Studies

Old Description: The introduction to the major is a three-hour course designed to introduce English majors to selected seminal works of literature across the world, beginning with ancient texts and continuing to 1950. It will equip students with a foundational framework with which to begin their classes in the major. Prerequisite: Completion of Sophomore requirements for English majors.

New Description: A three-hour course designed for English and English Teaching majors. Offers a preview of the subject areas in English Studies with a focus on strategies for reading, researching, and writing about literary and other texts, an overview of expectations for and opportunities within the major and an introduction to career and graduate study options. Prerequisite: Successful completion of three hours credit for ENGL 200-299 and junior standing."

The current "Introduction to the English Major" course focuses on literary reading and analysis, and ignores the multiple fields that fall under the English Studies umbrella. This course revision will introduce students to the broader field of English Studies along with the associated graduate studies and career opportunities. See the attached old and new syllabi.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

				COUNCIL ³						
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
✓ 1.	Title (description unchanged)	A	A	A	I				I	I
✓ 2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
✓ 4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Mike Delony</u>	<u>2/14/2020</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Jonathan Camp</u>	<u>03/06/2020</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>Greg Straughn</u>	
Greg Straughn (Mar 18, 2020)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

ENGL 301: Introduction to the Major

Fall 2017

Dr. Jeanine Varner
Office: Admin 212B
Cell Phone: 325 280-4547

jeanine.varner@acu.edu
Office Hours: MW 9:30-12:00, 1:00-4:00
TR 8:00-11:00

Texts

Achebe, Chinua. *Things Fall Apart*. Fiftieth Anniversary Ed. New York: Anchor, 1959.

Chopin, Kate. *The Awakening*. New York, Dover, 1993.

Flaubert, Gustave. *Madame Bovary*. New York: Bantam, 2005.

Homer. *The Odyssey*. New York: Signet, 1999.

Ibsen, Henrik. *Hedda Gabler*. Middletown, Delaware: Create Space, 2016.

MLA Handbook for Writers of Research Papers. 8th ed. New York: The Modern Language Association of America, 2016.

Shakespeare, William. *The Tempest*. Newly Rev. Ed. New York: Signet, 1998.

Sophocles. *Antigone*. New York: Dover, 1993.

Course Description

The introduction to the major is a three-hour course designed to introduce English majors to selected seminal works of literature across the world, beginning with ancient texts and continuing to 1950. It will equip students with a foundational framework with which to begin their classes in the major.

The goals of this course are to

1. Provide a common literary experience through a close study of the best writing across genres and across cultures;
2. Lead students to think critically about cultural and Christian themes;
3. Give students exposure to some portions of major works in the language in which they were originally written;
4. Help students begin experiencing and demonstrating what it means to be a global thinker;
5. Provide students a communal experience with classmates, which will help in constructing their identity as an English major;
6. Provide students an opportunity to begin their formal professional portfolios.

Students will achieve these goals through discussions of readings, writing reflective and formal discourse, and taking exams.

College Mission Statement

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers. Create - Apply - Serve.

Faith and Learning and Our Missions

The University mission is “to educate students for Christian service and leadership throughout the world.” The Department of Language and Literature’s mission is “to contribute to the University’s core-curriculum goals of writing effectively in English as a result of clear thinking and extensive reading, writing, and observation.” This course will advance students’ ability to meet the University’s mission through the study of world literature, equipping them to more effectively “be all things to all people” (I Corinthians 9:19).

Spiritual maturity doesn’t develop overnight but is nurtured through serious and sustained study of texts sometimes sympathetic to the Christian worldview and sometimes opposed to it. We believe that genuine maturity is formed often by struggling with the issues raised by texts and reflecting on the significance they hold for ourselves and our world. This course will seek to raise challenging questions which will lead students to read carefully, think critically, and communicate clearly.

Prerequisites

Successful completion of sophomore English requirements.

Course Objectives and Outcomes Evaluation

In this course, students will

- develop and practice skills to analyze and interpret texts of varied authors, genres, geographic locations, and time periods through strategies of close reading;
- demonstrate their comprehension of the religious, philosophical, political, and social movements of significant texts which have shaped human thinking;
- identify and analyze texts from a variety of genres and periods;
- write effectively as a result of clear thinking, extensive reading, and careful observation.
- begin to develop their formal professional portfolios;
- demonstrate their appreciation of the profound influence of Christianity upon the Western tradition;
- articulate their own worldviews as they evaluate the world views that inform the course readings.

Course Competencies and Measurements

1. (Foundational goal) Students will demonstrate a critical understanding of and appreciation for the texts of varying genres and themes in literary selections across different geographical locations, time periods, and genres and their varied religious, philosophical, political, and cultural movements	1. Students will read texts, write their questions and observations in reflective journal-type entries, and participate in class discussion. Students will delve more deeply into a few of the literary selections and their scholarship by writing 20 (12 point font; double-spaced) graded pages. Students will participate in in-class group discussions and may take quizzes.
2. (Application goal) Students will employ tools of textual analysis to interpret texts from a variety of periods and authors.	2. Students will write 20 graded pages of formal writing, which may include essay exams and short papers.
3. (Integration goal) Students will write using literary analysis to explore the manifestations of the human	3. Students will write 20 graded pages of formal writing which may include essay exams and short papers.

existence in works of literature. Students will write clear and persuasive arguments that draw on scholarship, careful reading, and observation.	Students will write a 10-page researched analysis. Students will begin the development of a formal professional portfolio.
4. (Human dimension goal) Students will discern the moral threads in the literary traditions which pre-date Christianity and in literature influenced by other world religions, and students will discern the far-reaching influence of Christianity upon the world literary tradition and, likewise, the impact of various other religious traditions, political, and cultural moments on Christianity.	4.Students will offer individual observations in class discussion. Students will write reading notes and observations in their reflective reading notes/journals and/or take reading quizzes.
5. (Caring goal) Students will discern the connections between their own views and values and those distinct worldviews that inform the course readings.	6. Students will offer their observations in short papers, blogs, discussion boards, and/or essay exams.

Course Policies

Course Format and Attendance

This class will be structured in such a way that fully understanding what happened in class will be difficult if students are not present. As we approach new material, we will most often have quizzes, and we will give mini-lectures to clarify, develop, and amend material as needed. We will also spend a great deal of time in discussion. Thus, if students are absent, they will most likely have missed a “live” learning experience that cannot be replicated and cannot easily be described. In order to get the most out of our class time together, students need to be present to participate in individual and team application of principles.

Thus, attendance in this course is extremely important and essential. If students miss class, it is their responsibility to get lecture notes and assignments before the next class period. In-class assignments and quizzes missed due to absence cannot be made up.

If a student is absent (excused or unexcused) for more than 20% of class time during the semester, then he or she should withdraw from the course. If the student is still enrolled in the course at the end of the semester, then the student will be assigned an “F” regardless of his or her performance in the course. This policy will be enforced if the student has the following number of absences or more: TR=7.

Excused absences must be documented and are defined as (1) official university-approved absences (documentation given to *the* instructor in advance of the absence), (2) documented illness, or (3) death in the family.

If the student is absent from class, then he or she will not receive credit for the in-class activity, in-class assignment, quiz, or homework scheduled for that day.

Late Work

Ignorance of an assignment will not excuse late work. Students should contact the professor if they have questions or concerns. Unless the professor approves an extension prior to the due date of the assignment, late projects will be penalized one letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an "F."

Academic Integrity Policy

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and, therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following:

1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., a research service or a club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html>

Course Assignments

Assignment	Weight
Short Paper 1 (4 pp.)	100 points
Short Paper 2 (4 pp.)	100 points
Researched Paper (10 pp.)	300 points
Exams	300 points
Portfolio	50 points
Daily Grades/Participation	50 points

The following grading scale is used in this course:

900-810 points	= A
809-720 points	= B
719-630 points	= C
629-540 points	= D
Fewer than 540 points	= F

General Rubric for Grading Essays

A Paper

Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the

content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B Paper ***Good, Above Average, Clear, Well-Organized***

This paper is a good response to the assigned topic. Each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and/or the teacher.

C Paper ***Average, Adequate, Competent, Fair, Unoriginal***

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less maintained and supported in token fashion. The style is moderately clear, and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D Paper ***Below Average, Inadequate, ineffective, Unclear, Under-developed***

This paper is an inadequate response to the assigned topic because of significant mechanical errors that make communication ineffective, weakness of word choice, or insufficient support/understanding of the topic. It may contain a stated controlling idea, but the relation of details to that idea is unclear.

F Paper ***Failure, Blocked Communication, Plagiarism-Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-developed***

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because another writer's language has been misappropriated or because gross errors have blocked communication. A controlling idea does not exist or, if it does, it is incoherent or underdeveloped. Errors in diction may suggest illiteracy

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, the student must be registered with Alpha Scholars Program and must complete a specific request for each class in which he or she needs accommodations. If the student has a documented disability and wishes to discuss academic accommodations, the student should call Alpha Scholars Office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Course Schedule

August

28 Introduction to the Course; *MLA Handbook*, 8th ed.

30 *MLA Handbook*, 8th ed.

September

- 4 *MLA Handbook*, 8th ed.
- 6 *The Odyssey*
- 11 *The Odyssey*
- 13 *The Odyssey*
- 18 *The Odyssey*
- 20 Short Paper One Due for In-Class Peer Editing
- 25 **Short Paper One Due; Antigone**
- 27 *Antigone*

October

- 2 *The Tempest*
- 4 *The Tempest*
- 9 **Exam One**
- 11 *Madame Bovary*
- 16 *Madame Bovary*
- 18 *Madame Bovary*
- 23 *Madame Bovary*
- 24 Mid-term grades due
- 25 *Madame Bovary*
- 30 **Short Paper Two Due; Hedda Gabler**

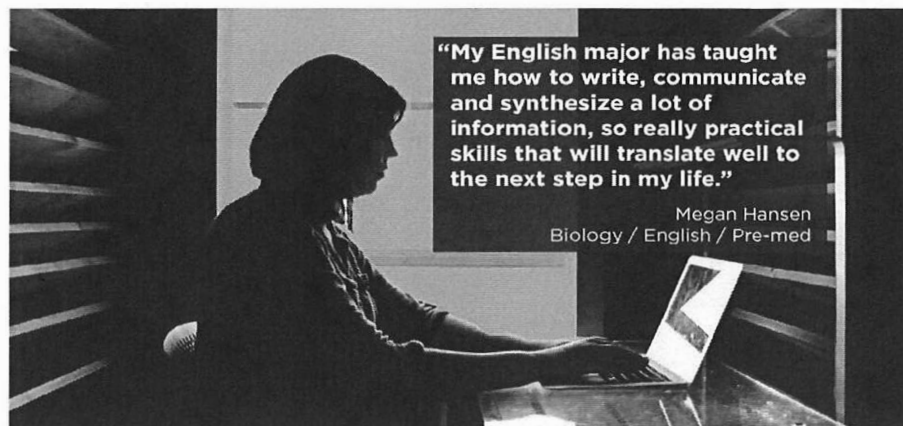
November

- 1 *Hedda Gabler*
- 6 *The Awakening*
- 8 *The Awakening*
- 13 *Things Fall Apart*
- 15 *Things Fall Apart*
- 20 *Things Fall Apart*
- 22 No Class—Thanksgiving Break
- 27 **Researched Paper Due**
- 29 Paper Presentations

December

- 4 Paper Presentations
- 6 Paper Presentations
- 15 **Exam Two, 8:00-9:45 am**

English 301: Introduction to English Studies



Abilene Christian University

Fall 2020

3 Credit Hours

Class Meeting: TR 9:30-10:50 am

Professor: Mikee Delony, PhD

Office Hours: TBA and by appointment

Phones: Cell 325-232-2231. Office 325-674-4856

ACU Box: Box 28252

E-mail: mikee.delony@acu.edu

Hardin Administration Bldg. 331

Office: Hardin Administration Bldg. 220C

You may reach me by email or cell/office phone or drop by my office anytime. Please do not call or text after 10:00 pm unless you have an emergency.

Course Prerequisites: Successful completion of three hours credit for ENGL 200-299 and junior standing. This course is the required Introductory course for Junior-level English and English Education majors, preferably taken during their first semester in this major. It is currently offered every fall semester.

ACU Mission: To educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission:

The College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department of Language & Literature Mission:

The Department of Language and Literature cultivates the effective use of language-- through extensive reading and writing in English and mastery in other languages--as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership throughout the world.

Welcome to Introduction to English Studies

The goals and outcomes for this course are diverse because of the nature of the English major itself. In addition to the traditional literary/writing focus, this class will broaden your awareness and understanding of the scope of English Studies as well as the long list of career opportunities for majors.

Required Textbooks:

Atwood, Margaret, *The Penelopiad*, 978-1841957982

Austin, Jane, *Pride and Prejudice* 978-0486284736

Booth, Wayne C., et.al. *The Craft of Research*, 4th edition, 978-0226239736

Dante, *Inferno*

Krouse, Tonya and Tamara F. O'Callaghan, *Introducing English Studies* (selection),
978-1-350-05540-7

McComiskey, Bruce, ed. *English Studies: An Introduction to the Discipline*, (selections)
978-0814115442

Shanley, John Patrick, *Doubt*, 978-1559363471

Wilson, Emily, trans. Homer's *Odyssey*, 9780393356250

Goals and Outcomes for this course include:

Increased Awareness and Understanding of the Discipline of English Studies	
Recognize the major fields included English Studies.	Readings, quizzes, presentations, reflections, response papers, discussion
Recognize the variety of careers able to the English Major, including but not limited to the fields of education, editing, publishing, copyediting, copywriting, law, public service, business, non-profits, journalism, broadcasting, missions, entertainment.	Readings, quizzes, presentations, reflections, response papers, discussion
Preparation for Advanced English Coursework	
Read Important, canonical literary texts	Readings, quizzes, presentations, reflections, response papers, discussion
Develop and practice theory-based literary analysis thinking and writing skills	Readings, quizzes, discussion, research paper scaffolding and writing
Increase awareness and understanding of English-specific databases, web, and print resources	Readings, quizzes, presentations, reflections, response papers, discussion, research paper scaffolding and writing
Increase confidence in presenting student work	Presentations, research paper scaffolding and drafts
Produce well-researched, well-written 12-15 page research paper	Readings, quizzes, presentations, reflections, response papers, discussion, research paper scaffolding and writing

Faith and Learning: Like other literature courses in our department, ENGL 301 will regularly involve faith-related discussions since these may be explicit or implicit component of the texts we read in class. Your dialogue with the writers and thinkers who produced the literary texts, in particular, will offer you rewarding insights into your own faith journeys.

Course Overview and Major Assignments

- This course will include guest lectures, group presentations, class discussion, in-class small group work, short writing assignments, and a major paper project with several scaffolding sections. Individual assignment descriptions, expectations, requirements, and due dates will be available in Canvas.
- This is an English course with a sizable literature component and significant reading and writing expectations. Please be prepared to spend considerable time outside of class reading fiction and nonfiction texts, in preparation for class meetings and assignments. It is essential that you read the assigned materials carefully and come to class prepared to discuss what you have read. I will provide non-mandatory reading reflection prompts for each reading assignment.

General Class Policies

Your attendance and participation are vital to success in this class:

- Those who are absent (in body or mind) will find the course less interesting and the material more difficult than those who attend and participate. You cannot "make up" the discoveries and the intellectual give-and-take created by a classroom full of individual personalities. You also deprive the class of the unique perspective that only you can bring. If you are hesitant to participate in class discussions, please come talk to me since participation is an important part of your success in this and future English classes.
- I will pass around a sign-in sheet at the beginning of every class period. If you do not sign the sheet, you will be considered absent. I will put the sheet away 10 minutes into class. If you are habitually more than 15 minutes late, you are welcome and encouraged to attend class, but will be considered absent for the day.
- University policy requires you to attend at least 80% of class meetings, which means that you may miss no more than six class meetings. After the 7th absence, you will be dropped from the course with a WF, which may affect your financial aid, athletic eligibility, and graduation status. I don't give excused absences (except for ACU approved absences) and don't need a doctor's note unless your illness is severe and lasts more than a few days.
- When you miss class, check with other students to learn what we discussed and check Canvas for announcements, assignments, and/or schedule changes. I don't provide class notes but will upload handouts and class activities to Canvas. Please notify me if you have an extended illness or family/other emergency.

Course Assignments Policy

- Assignments, including reading assignments, written assignments, and/or project assignments are due on the date and time designated.

- Because of the nature of our class assignments late work will be penalized 10 points. Students can only discuss what they have read, present on presentation day, and learn from scaffolded assignments that are completed on time. Please contact me in advance if you are unable to complete an assignment on time. Computer and printer difficulties are not an adequate excuse for turning work in late—and this includes difficulty with e-mail or electronic submission. In-class assignments, including quizzes, cannot be made up.

Academic Honesty

Academic Dishonesty includes any act that violates the rights of another student in academic work or that involves misrepresentation of work. Scholastic dishonesty includes, but is not necessarily limited to:

- use of information from notes, textbooks, or fellow students during exams without express permission from instructor;
- plagiarizing (willfully or accidentally misrepresentation as your own work any part of work done by another);
- submission of the same paper or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned;
- depriving another student of necessary course materials;
- interfering with another student's work.
- In cases of academic dishonesty, you will fail the individual assignment) and in the case of overt plagiarism or cheating on quizzes or exams, you will receive an F in the course. You may also be subject to further action by the University authorities as defined in the Academic Integrity Policy.
- Although the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy as well as the appeal process is available for your review at the Provost's office web site:
<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

ADA Policy (Accommodations for Students with Special Needs)

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with the Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667 or visit <https://www.acu.edu/community/offices/academic/uap/overview.html>

The ACU Writing Center welcomes all ACU students who would like assistance with their writing. Trained and experienced tutors will read and provide feedback for any writing assignment from any class at any stage of the writing process. Located in the Learning Commons in Brown Library, these services are free; however, it is wise to make an appointment, especially when everyone on campus is writing papers. For more information, call 325-674-4833 or visit <http://blogs.acu.edu/writingcenter/>

Grades will be assigned as letters on most major assignments, as numbers on quizzes and as checks on homework or in-class writing assignments. You must successfully complete all major assignments in order to pass this course.

Grades are weighted as follows:

Term Paper	25%
Term Paper Scaffolding	15%
Presentations	15%
Reading Quizzes	5%
Exams	20%
Reading Response Papers	10%
Participation/Attendance	10%

I reserve the right to amend the above policies for individual circumstances. Students with serious problems should discuss them with me, and I will do what I can to assist.

Sample ENGL 301 Assignment/Reading Schedule –

This schedule is subject to change for any number of reasons.

I will notify you in advance whenever possible.

Tentative Class Topics and Assignments

All assignments are due on the date they are listed on this schedule.

	TUESDAY	THURSDAY
Week 1 Module 1	Introduction to ENGL 301 Class Introductions Syllabus Presentation Groups Term Paper https://docs.google.com/document/d/1niiNe2zv6NievRC5dJaaaPr4u-fEhFdcRY07Jlv9kw/edit?usp=sharing First Day Reflection	English Studies: Literature and Beyond Read: <i>English Studies</i> , Ch 1, p. 1-65 Read: https://getunbound.org/blog/english-major
Week 2 Module 2	Homer: <i>The Odyssey</i> Read: Introduction, p. 1-23; 81-91; Books 1-5 p. 105-196	<i>The Odyssey</i> Read: Books 6-15, p. 197-444
Week 3 Module 3	<i>The Odyssey</i> Read: Books 16-24, p. 445-525 Due: 1-2 page Reading Response	Guest Speaker Managing Editor, ACU Press Read: What does an Editor do? Due: Upload 1-2 page response to presentation.
Week 4 Module 4	Research Project/Paper I Read: <i>Craft of Research</i> P. 3-15; 29-64 Discuss: <i>Course Research Paper project</i> ; purpose, expectations, where to begin. Canvas Handout: How to write paper Abstract/Proposal	Atwood, <i>Penelopiad</i> Read: <i>Penelopiad</i> In-Class Presentation: Group 1 Due: 1-2 page Reading Response to <i>Penelopiad</i> In-Class Presentation: Group 1
Week 5 Module 5	Library Research Workshop. Bring your computer or ipad and plan to take lots of notes.	Guest Speaker Critical Theory & Cultural Studies Read: <i>English Studies</i> , Ch 5, p.223-274 Due: Upload to Canvas 1-2 page response to presentation

Week 6 Module 6	Research Project /Paper 2 Source & Planning Argument; Read: <i>Craft of Research</i> p. 165-154 Due: Working Thesis for paper with context for thesis--upload to canvas	Guest Speaker Linguistics & Discourse Analysis Read: <i>English Studies</i> , Ch. 1, p. 67-105 Due: Upload to Canvas, 1-2 page response to presentation.
Week 7 Module 7	Midterm Exam	Dante <i>Inferno</i> Read: <i>Inferno</i> ,Introduction: p. 1-12; Canto I-XI, including the notes that follow each canto, p 13-109. In-Class Presentation: Group 2 Due Tonight by midnight: Research Proposal upload to canvas
Week 8 Module 8	Dante <i>Inferno</i> Read: <i>Inferno</i> Canto XII-XXII, with notes, p. 111-215.	Read: <i>Inferno</i> Canto XXIII-XXXIV, with notes, p. 217-333. Due: 1-2 page Reading Response In-Class Presentation: Group 2
Week 9 Module 9	Guest Speaker Composition & Rhetoric Read: <i>English Studies</i> , Ch 2, p.106-115 Due: Upload to canvas 1-2 page response to presentation.	Guest Speaker English Education Read: <i>English Studies</i> , Ch 6, 275-319 Due: Upload to canvas 1-2 page response to presentation. Due Saturday midnight: Annotated Bibliography - 8-10 scholarly sources. Upload to canvas
Week 10 Module 10	Austen <i>Pride & Prejudice</i> Read: Part I; Ch 1-23. In-Class Presentation: Group 3	Austen <i>Pride & Prejudice</i> Read: Part II: Ch 24-41
Week 11 Module 11	Guest Speaker - Creative Writing Read: <i>English Studies</i> Ch 3, p. 153-198 Due: Thursday: Upload 1-2 page response to presentation. Due: Introduction/Updated Thesis Statement/ Rough Outline Upload to canvas	Austen <i>Pride & Prejudice</i> Read: <i>Pride & Prejudice</i> Part III, Chapter 42-end of novel Due: 1-2 page Reading Response
Week 12 Module 12	Research Project/Paper III Read: <i>Craft of Research</i> p 177-213; 232-247 Portfolio Conversation	In-Class Writing Day Bring your laptops and plan to work on your paper drafts.

Week 13 Module 13 11/18/19	Guest Speaker Business & Professional Writing Read: Handout in canvas Due: Upload 1-2 page response to presentation.	Shanley, <i>Doubt</i> Read: <i>Doubt</i> In-Class Presentation: Group 4 Due 11/25: 1-2 page Reading Response - upload to canvas In-Class Presentation: Group 4 Due by midnight Friday 11/22: Complete Draft of Paper with Works Cited -Upload to canvas
Module 14 11/25/19	Catch-Up Day-TBA	Thanksgiving Holiday
Week 15 Module 15 12/2/19	Film Screening /Discussion- <i>Doubt</i> Read: Film Adaptation notes	Film Screening /Discussion - <i>Doubt</i> <i>Doubt</i> 1-2 Page Reading Response Due: Final Course reflection
Week 16 12/9/19	FINAL PAPER DUE 12/10/19 at midnight	Final Exam