Course Description:
ENG 303, Principles of English Studies, “provides critical reading and writing strategies necessary to studies in English”; it also “introduces the expectations and requirements of the major” (CWU Catalog). Essential for all English majors because it strengthens reading, writing, research and reasoning skills in a disciplinary context, the course focuses on literary response and analysis and introduces critical stances that will build your agility and confidence as readers and writers.

Course outcomes:
1. Recognize and employ contemporary critical assumptions and methods used in literature classes.
2. Write formal and informal responses to literature that demonstrate engagement, reflective thought about your own assumptions, effective inquiry, recognition of patterns and formal features, and responsible interpretation.
3. Recognize and critique the argument and assumptions underlying critical writings in papers and short homework assignments.
4. Employ the rhetoric of English Studies, including specialized vocabulary, in papers and quizzes.
5. Demonstrate proficiency in literary research techniques and familiarity with library resources in a research paper.

Course Texts: (See “Course Introduction” for descriptions and editions)
F. Scott Fitzgerald, The Great Gatsby, Scribner, 2004
Other course readings are on your Canvas site.

Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes, 10 @ 5 points each</td>
<td>50</td>
</tr>
<tr>
<td>Discussion/Reflection Writing Assignments, 10 @ 10 points each</td>
<td>100</td>
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<tr>
<td>Analysis Essay</td>
<td>40</td>
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<tr>
<td>Critical Essay</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td>240</td>
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All of the writing assignments are posted in advance and may be turned in early (except replies to Discussion posts), so feel free to look ahead and plan ahead, as all assignments must be submitted by the due dates. Watch the calendar closely. Rubrics for written assignments are included below. All assignments will receive comments and scores within a week and will be viewable through the Grades area of your Canvas site.

“I'd like my students to learn how to learn, to be involved in the process of teaching themselves. And to make commitments—not to be in love with their positions on issues, but to be in love with the search for answers.”
Maya Angelou
Policies

You must complete all parts of an assignment to pass the assignment. Completing all assigned work is a minimum requirement for passing the course.

Plagiarism: Plagiarism is the use of someone else’s words, ideas, or original research without attribution, and it is both illegal and immoral. That includes not only whole papers, but individual sentences and wording. Papers must be correctly documented to credit secondary sources. If you have the least doubt, cite it. Plagiarism will result in a failing grade for the paper and may result in a failing grade for the course. It will also be reported to the administration.

Civility: Here’s what we should expect from each other:
• Challenge each other’s ideas, not each other. Modifying, questioning, extending or even contradicting ideas that are raised by others is encouraged as a part of freedom of expression and discovering different perspectives, but please respond to others with respect for the evolutionary and sometimes vulnerable processes of creative and critical thinking. The great pleasure of reading literature together is that there’s always something new to see and think about. Especially in discussion posts, I expect you to help your classmates engage in complex, reasoned discourse by participating in honest, informed conversation.
• In the English department, diversity of perspective is welcomed and celebrated. No forms of prejudice or discrimination will be tolerated. We are here to learn in a climate of civility and mutual respect.

Writing Assistance through CWU’s University Writing Center
Writing Consultants offer free, one-on-one sessions to all CWU students of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. Both in-person and online consultations are available. Call 509-963-1296/1270 or see http://www.cwu.edu/learning-commons/university-writing-center for appointments, drop-in hours at all CWU locations, directions for accessing online consultations, and writing tutorials/resources.

Contact Information: Contact me with questions and comments through E-mail (callaghp@cwu.edu); my schedule of meetings and other commitments varies, so phone messages may not reach me until the following day. I check e-mail periodically throughout the work day, but not in the evenings or on weekends. Check your CWU Groupwise account regularly, or link it to your preferred digital address.
**Disability Policy:** If you have a “Confirmation of Eligibility for Academic Adjustments” form from the Disability Support Services Office, please feel free to visit with me outside of class so we can discuss how the approved adjustments can best be implemented. Students without this form who require learning adjustments should contact the Disability Support Services Office, Bouillion 205 or dssrecept@cwu.edu or 963-2171.

**Assignments:** Samples and Rubrics for assignments are included in assignment descriptions. Because your regular written participation will be through the Discussion/Reflection assignments, a rubric is also included below for easy reference.

**Discussion/Reflection Weekly Assignments**

The kind of interaction invited by the discussion/reflection assignments is very important to literary interpretation because it allows ideas to develop as participants reflect on alternate perspectives. The questions posed for discussion are open-ended and will help you develop your ideas for your essays. You will be **posting once** by the day scheduled on the calendar; then, within the following two days, you’ll be reading other posts and **replying to at least one other post.** Replies will not be counted if they just “like” a post or generically agree or disagree with the poster. The replies must reflect specifically on the posts, by, for example, raising questions, or validating, modifying, or extending the ideas with additional details and evidence.

**Discussion/Reflection Rubric**

The descriptors below define the quality of the post content. From the content total, points may be subtracted for errors in expression that impede readability or missing or inadequate comments on others’ posts. See below.

9-10 Posts are specific, accurate, exploratory, interactive, and interesting. They are framed in a way that invites further response and inquiry. Replies helpfully and specifically engage with, extend or respectfully disagree with the original post.

7-8 Posts are attentive to the questions posed, accurate regarding the material and any literary strategies specified, and they are relevant to the questions. They demonstrate clear understanding. Replies are respectful, specific and clearly related to the original post.

5-6 Posts may reflect inaccuracies in reading, lack connection to the questions, or be vague or insufficiently supported. Replies are somewhat superficial or lack context and don’t really engage with the points made in the original post.

**Score Reductions**
All posts should be clear and concise without noticeable errors in expression to respect your readers’ time and minimize their effort. Errors that impede readability will reduce your score by:
-1 point: occasional
-2 points: frequent
One comment is required at a minimum; missing comments will also reduce your score.