ENG 303, Principles of English Studies: Online
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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 focuses on strengthening 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

Reading Quizzes, 10 @ 5 points each 50
Discussion/Reflection Writing Assignments, 10 @ 10 points each 100
Analysis Essay 40
Critical Essay 50
Total 240 points

“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

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.
Policies

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

All assignments must be completed by the due dates. All assignments are available in advance in the Weekly Modules so that you can work ahead; the only assignments that can’t be completed in advance are replies to the Discussion/Reflection posts.

Plagiarism and Documenting Sources: There’s no reason to plagiarize. When you use someone else’s ideas or language, just give them credit! Plagiarism is the use of someone else’s words, ideas, or original ideas without attribution, and it is a violation of ethics and of intellectual property rights. I assume that you have studied MLA documentation in your composition courses, but if you have not, this site is an excellent resource: https://owl.english.purdue.edu/owl/section/2/11/. 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 through 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.

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 the Canvas Inbox or through E-mail (callaghp@cwu.edu). I check e-mail periodically throughout the work day, but not in the evenings or on weekends. Check your CWU Outlook 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 contact me to discuss how the approved adjustments can best be implemented. Students without this form who require learning adjustments should contact the Disability Support Services Office, Bouillon 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. The due dates for initial posts is “hard,” meaning you won’t get points without meeting that deadline. That’s because the discussions are interactive; readers require time and flexibility to respond thoughtfully. Late posts don’t invite discussion or response and thus aren’t helpful to you or to others, so the D/R assignments lose their purpose. 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.

9-10 Posts are specific, accurate, exploratory, interactive, and interesting. They are framed in a way that invites 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 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 reply is required at a minimum; missing replies will also reduce your score by two points.