**SYLLABUS — SPRING 2016**

 **SHAKESPEARE**

**Dr. Kerry E. Robertson**

**ENGL 3603-M01 Tuesday & Thursday 3:30 to 4:45 p.m. in Slider 300**

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**Office hours: MWF 12:30-1:20 p.m.; also M 3:30-4:30 p.m., WF 2:30-3:20 p.m.**

 **TR 2:00-3:15 p.m.**

 **and by appointment**

**COURSE DESCRIPTION:** Offers in-depth study of the comedies, histories, and/or tragedies of William Shakespeare. Contextual matters such as the Elizabethan stage, Renaissance thought, performance questions, modern adaptations, and critical commentary and controversy will be explored. Use of secondary sources and research writing will be introduced. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. (3 credit hours)

This semester the course will focus on dramatic genres, including comedy, tragedy, history, and romance. We will also examine a play written as a comedy but treated in most modern performances as something more akin to tragedy. Thus, we will be reading *Much Ado about Nothing* (comedy), *Othello* (tragedy), *Henry V* (history), *Winter’s Tale* (romance), and *Merchant of Venice* (experimental). We will also be working from a New Historical perspective, and thus we will spend the beginning of the semester giving attention to the historical and cultural context.

**PREREQUISITE:** ENGL 2103 (Literary Interpretation) or ENGL 2203 (World Literature). English majors are required to take Literary Interpretation.

Also please note that while ENGL 1023 (Writing Studies II) is not a prerequisite for this course, it is nonetheless strongly recommended.

**HONORS:** Shakespeare is not specifically designated as an Honors course. However, if a student wishes to develop or is considering developing an Honors Project out of this course, s/he should contact the professor early in the semester — she is more than willing to work with any such student(s).

**BLACKBOARD:** Blackboard is the name of the classroom support software currently used by the College. Blackboard may be accessed through the Blue Raider Portal on the College’s website. Copies of all course materials will be uploaded to Blackboard so that students who must miss class may obtain these easily.

Students should be aware that the professor does not use the gradebook component of Blackboard and thus none of a student’s grades can be viewed through Blackboard.

**REQUIRED TEXTS:** There are classes at Lindsey for which it is not necessary that students bring their books to class each day; this class is not one of them. There are two required textbooks, an anthology and a grammar handbook. The anthology will be used during class most days, and so students are required to bring it to class every day. Failure to do so can result in a reduction of participation points for that day. If lack of the text proves a persistent problem, then all points can be lost. The grammar handbook is used in conjunction with the planning, drafting, revising, and editing of the academic and reflective essays.

The two textbooks are:

● Greenblatt, Stephen, ed. *The Norton Shakespeare, Based on the Oxford Edition*. 2nd ed. New York: Norton, 2008. Print.

● Lunsford, Andrea A. *The Everyday Writer.* 5th ed. Boston: Bedford-St. Martins, 2013. Print.

Students should also be aware that additional readings may be assigned. These readings will be available either on Blackboard, on reserve in the library, or occasionally, both.

While not required texts for the course, recordings of the six assigned plays will be available in the library on reserve. As these recordings are my personal copies, they are for in-library use only. Students are encouraged to view at least one performance of each play.

**ADDITIONAL MATERIALS:** It may seem obvious that writing materials are needed in an English class; nonetheless, students occasionally do come to class without paper, a writing implement, or both. Both are needed in class every day, even for those students who choose to use laptops to take notes.

Likewise, students should have access to a good, standard dictionary and a good, standard thesaurus. If a student does not own one or the other, they may be borrowed from the library. Good versions of both are also available online; links to several will be provided in Blackboard. Students may also locate many good ones by using a browser or from the library’s homepage.

The College provides dedicated, secure, electronic storage for students that may be accessed through the student’s login ID and password. Nonetheless, because there will be times when the College’s system is off-line for some reason, it is recommended that students use their own electronic media to back-up their documents. Likewise, students who use jump drives for document storage or who own their own desktop or laptop computer would be well advised to periodically back-up their files to the College’s servers.

Finally, students will need at least one manila folder; they will use it to submit the final draft of the academic essay, along with all the required tasks.

**GENERAL EDUCATION PROGRAMS, INSTITUTIONAL ESSENTIAL STUDENT LEARNING OUTCOMES (ESLOs), AND INSTITUTIONAL ASSESSMENT:** According to the College’s *Catalog*, general education courses focus on developing skills and knowledge that are important in all disciplines and that will provide a foundation for all of the student’s college work. The focus in general education courses is on the ability to read, write, and communicate, to think critically, to relate to others, and to understand the place and time in which we live. Such skills and knowledge are vital to our students as educated persons as well as important to graduate schools, professional schools, and prospective employers.

The College assesses for the following ESLOs:

● ESLO 1 — Communicate effectively (orally and in writing),

● ESLO 2 — Develop effective skills of inquiry and analysis,

● ESLO 3 — Develop as culturally aware, engaged citizens of the nation and the world,

● ESLO 4 — Learn to apply and integrate knowledge, and

● ESLO 5 — Gain depth of knowledge in a discipline, involving both completion of and competence in a major.

To evaluate student progress toward the achievement of the ESLOs, the College uses several standardized rubrics, called VALUE rubrics, developed by the American Association of Colleges and Universities (AAC&U). According to the AAC&U website, these rubrics “articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading.”

Shakespeare has been approved by the faculty to meet general education requirements at the intermediate level related to ESLO 4. The Integrative Learning VALUE rubric will be used to assess the reflective essay (the signature assignment). A copy of the rubric will be available in Blackboard.

Therefore, in addition to being graded according to the specific grading criteria listed on the assignment sheet for the reflective essay, it will undergo a separate evaluation using the Integrative Learning VALUE rubric. For tracking purposes, the professor will be required to retain graded copies of this essay. As this evaluation is for institutional assessment purposes only, it will not affect the student’s grade for the course.

**ENGLISH PROGRAM STUDENT LEARNING OUTCOMES (ENGL PSLOs):** The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program’s curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

It is essential that students gain depth of knowledge in one or more disciplines, and Shakespeare contributes to the depth of knowledge in the field of literature and writing studies, i.e. English. Thus it is essential to the following English PSLOs:

● PSLO 1: Demonstrate effective understanding of literary and rhetorical texts (evaluating and applying),

● PSLO 2: Demonstrate effective understanding of texts’ historical and cultural contexts (analyzing), and

● PSLO 3: Formulate, develop and produce a discipline-specific written project (creating).

To evaluate student progress toward the achievement of these PSLOs, the comprehensive final exam and the academic essay will be assessed using the English program’s SLO grading rubrics. This assessment is separate from the evaluation of these assignments for the purpose of determining the student’s grade and so will not affect the student’s grade for the course. For tracking purposes, the professor will be required to retain copies of these graded assignments.

**EDUCATION PROGRAM PREPARATION:** This course may be used for content preparation in the English Secondary Education 8-12 Program and in the Middle Grades Education 5-9 Program in English. It prepares teacher candidates with the knowledge base for English required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, “Teacher as Leader for the 21st Century,” is incorporated. The English Program works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard I and the Education Program Student Learning Outcomes for Content Knowledge. Teacher candidates will be equipped to teach Middle Grades and Secondary students and meet requirements for Unbridled Learning.

**COURSE GOALS:** The course introduces students to the basic elements of Shakespearean drama (character, structure, setting, imagery, theme, verse forms, and so on) and situates the plays within their literary, theatrical, cultural, and sociopolitical contexts. The intent is not to exhaust these plays but rather to learn and practice ways of reading that will enable students to read and understand Shakespearean drama. After successfully completing the course, students will:

● Approach Shakespeare’s texts with more confidence and understanding;

● Recognize and consider implications of Shakespeare’s use of the elements of literature (e.g., iambic pentameter, foil characters, soliloquies, plot structure);

● Recognize and consider implications of Shakespeare’s use of genre conventions (tragedy, comedy, history, romance);

● Become aware of the ways in which Shakespeare’s works may have been received in his own time;

● Identify the important political, religious, and cultural events that occurred during Shakespeare’s life, and use these ideas to interpret the plays;

● Recognize the part played by literary scholarship in understanding and enjoying Shakespeare’s works; and

● Compare Shakespeare’s themes to post-modern, 21st century life.

**EVALUATION CRITERIA AND MAJOR ASSIGNMENTS:** Attached to the syllabus are the English Program’s Criteria for Grading Written Work. Every paper begins as a “C.” A “C” represents a piece of writing that fulfills the letter of the law, so to speak, of the assignment. To earn a higher grade, the paper must excel in some area(s). In this course, an “A” is a difficult grade to earn for written work. It represents a highly polished piece of writing. To merit a “D” or “F,” a paper must demonstrate a serious deficiency in one or more of the major areas of the assignment.

The course consists of four major written assignments: a midterm exam, a final exam, an academic essay, and a reflective essay. Students will also complete occasional homework assignments and contribute regularly to class discussion. Brief overviews of each component of the course appear below. More detailed information about each of the major written assignments will be provided in class.

● Midterm exam (100 points): Will involve a take-home essay (75 points) and an in-class portion (25 points). The prompt(s) for the take-home essay will be provided roughly one week in advance of the date of the exam. The in-class portion will focus on definitions and/or short answer questions. (In the event of inclement weather, this exam may become entirely take-home.)

● Final exam (150 points): Will be comprehensive and will involve one or two in-class essays. The prompts will not be supplied before-hand. Students will be allowed to use their textbooks and to use Blackboard to access any additional readings or handouts for the course. They will not, however, be allowed to use their notes or additional outside sources.

● Academic essay (200 points): Will be a research-based, academic essay of at least ten pages. In advance of the due date for the essay, students will provide a short topic statement, a proposal, and a rough draft. The professor also expects students to meet with her outside of class to go over both the topic statement and a rough draft.

● Reflective essay (100 points): Will be an in-class essay consisting of three parts. Students will analyze and evaluate how information from disciplines outside of English has contributed to their understanding of Shakespeare’s canon and will connect his work to their personal, professional, and/or other academic experiences.

● Participation (100 points): Every class period students will receive a score of zero to five points for their participation in that day’s discussion. Students who attend class but who do not contribute to class discussion can expect to receive either zeros or ones, depending upon their degree of attentiveness. Authorized absences result in no penalties. Excused absences earn partial credit to encourage students to keep them to a minimum; the more such absences a student incurs, the fewer points earned each time. Unexcused absences result in no credit. Failure to have read the assignment will adversely affect the participation grade. At the end of the term, the total number of points earned will be translated into a percentage.

● Homework/in-class work (roughly 200 points): There may occasionally be unannounced, impromptu, written or oral assignments completed either in class or assigned as homework. Examples of such assignments include objective quizzes, short responses to prompts supplied in class, and cast lists for the assigned plays. The topic statement, the proposal and annotated bibliography, rough draft, and the conferences with me will also be included in this component of the grade.

Thus, roughly 850 points are possible for the course. Students’ final grades for the course will be calculated as a percentage: the points earned divided by the total points possible multiplied by 10. That score will then be translated into a letter grade according to the following scale: A / 93-100, A- / 90-92, B+ / 87-89, B / 83-86, B- / 80-82, C+ / 77-79, C / 73-76, D / 63-72, F / 62 or below.

**Midterm Grade:** Students’ midterm grades will include only the midterm exam and the homework/class participation points available through the end of February. The grade will be calculated as a percentage, which will then be translated to a letter grade according to the above scale.

**EXIT CRITERIA:** This course has a minimum work requirement. This means that a student cannot pass the course if s/he fails to take the midterm or final or does not turn in the academic and reflective essays. In addition, the minimum acceptable grade for the course varies, depending upon the purpose for which the student is taking the course:

● Non-majors who are following the pre-2013 catalog are allowed to use this course to fulfill the former general education program’s Liberal Arts Elective Studies in Depth requirement. They must earn at least a “D” (63%) to pass the course and thus meet graduation requirements.

● Non-majors who are using the course as elective credit and/or to meet the 39-hour upper level graduation requirement must earn at least a “D”(63%) to pass the course and thus meet graduation requirements.

● Students who wish to include this course as part of their English major, English minor, EDUC 5-9 program in English, or EDUC 8-12 program in English must earn at least a “C” (73%) to meet program requirements.

● Students who wish to include this course as part of their major or minor in Theatre (and who have Prof. Brock’s permission to do so) must earn at least a “C” (73%) to meet program requirements.

**INCOMPLETES:** The College’s policy regarding incompletes is described in the *Student Handbook* and the College’s *Catalog* (see attached). Incompletes will be given only in accordance with this policy. A student’s failure to finish and submit his or her work in a timely fashion is not considered grounds for an incomplete.

**ATTENDANCE AND LATE WORK:** Students need to make particular note of the professor’s attendance policies as these have a direct bearing on the grading for the course. The professor recognizes three different types of absences: authorized, excused, and unexcused. The specific type of absence influences how many participation points a student may earn, whether students are allowed to make up missed work for credit, and/or whether late penalties will apply.

**Authorized:** The first category is authorized, the only type of absence for which the College has a formal policy. (That policy is attached to the syllabus.) An authorized absence means a student cannot be in class because s/he is required to be elsewhere by the College. These absences include but are not limited to athletic events (but not practice or meetings with a coach), Begley scholar trips, choir or Singers’ trips (but not rehearsals or meetings with the director), off-site experiences arranged by the Education program, or field trips for other classes. They do not include meetings with another professor, the student’s adviser, the sponsor for a student organization (such as *The View* or *Orpheus*), an administrator, or any member of the Residence Life staff. One important requirement of an authorized absence is that the student must contact the professor prior to the absence. Only when a student contacts the professor prior to the absence will s/he be allowed to arrange an alternate due date for or to make-up any missed work. Acceptable forms of contact include in person, phone call, voice mail, and email. Whenever possible, students are expected to turn in any work that is due prior to class.

When a student does not contact the professor prior to the absence or when the only form of contact is the email from the coach or professor announcing the event, then the absence is NOT considered authorized. It is instead deemed unexcused, and late penalties will be applied to all missed work. (Please see the section below titled “Late Work.”)

The College is silent on any other type of absence which means that professors determine their own policies. Thus, policies will vary from professor to professor, even in the same division or program. In fact, the same professor may have different policies from class to class, even in the same semester.

**Excused:** The second category of absence recognized by this professor is excused. Her definition of an excused absence differs markedly from what students can expect in other classes. In this class, an absence is deemed excused when the student cannot attend class for reasons unrelated to College-sponsored events and s/he contacts the professor prior to the absence. When a student contacts the professor prior to the absence, s/he will be allowed to arrange a reasonable alternate due date for or to make up any missed work. Students will also receive half credit for any in-class work — this is to encourage students to use such absences sparingly. Acceptable forms of contact include in person, phone call, voice mail, and email. In the event of a genuine emergency, the professor will also accept a text message to a classmate.

Students often mistakenly believe that professors are required to excuse certain types of absences after the fact: illness (especially if a doctor’s note is provided), a child’s or spouse’s illness or hospitalization, a doctor’s appointment (especially if arranged by the College), car trouble or other transportation issues, a funeral, inclement weather, child care issues, or a friend’s personal crisis. This is NOT the case. Except for genuine emergencies, no absence will be considered excused by this professor without prior notification, and late penalties will apply. (Please see the section below titled “Late Work.”)

**Unexcused:** The third category is unexcused, which involves a failure to notify the professor at all or notification after class has begun. When an unexcused absence occurs, students will receive no credit for in-class work that day, and they will not be allowed to make up a missed quiz; any homework that was due will receive a zero. If a major assignment is due that day, late penalties will apply. (Please see the section below titled “Late Work.”)

**Tardiness:** Tardiness is also an issue of concern. Arriving late to class is both discourteous and disruptive. Typically, attendance is taken and homework is collected at the start of the class period. Students are expected to arrive on time for class and to remain for the entire class period. Students who arrive late or leave early will be penalized; moreover, work missed due to tardiness cannot be made up unless, in the professor’s opinion, extenuating circumstances apply. (Please see the section below titled “Late Work.”)

**Late Work:** Generally, if the professor does permit a student to make up missed work, a late penalty of 10% will be imposed. Moreover, for all assignments there will be a final due date after which the work will not be accepted for credit. That date will be noted on the individual assignment sheets and/or announced in class.

If a student should miss class on the date of midterm exam, whether the absence is authorized, excused, or unexcused, that student will be required to take a make-up exam that will be considerably more difficult than the scheduled one.

If a student should miss class on the dates of the reflective essay, whether the absence is authorized, excused, or unexcused, that student will be required to arrange a time during finals week to complete the assignment.

There will be no opportunity to make up the final exam.

**COURTESY ISSUES:** Cell phones, while convenient for the user, are discourteous and disruptive for the class. All student cell phones must be turned off and put away during class unless prior arrangement is made with the professor. Students who insist on accepting calls, text messaging, playing games, or otherwise consulting their phones during class will be asked to leave and not to return until the next class period. Repeated disruptions will cause the professor to drop the student from the class.

Other electronic devices can be equally disruptive. There is no reason for a student to be using an ear-bud or headphone of any sort during class, therefore all MP3 players or iPods should be turned off and put away before the start of class. Students who use such devices during class may be asked to leave the classroom and not return until the next class period. Again, repeated problems will cause the professor to drop the student from the class.

Students who are proficient typists may find it beneficial to use a laptop rather than pen and paper to take notes during class. However, if the professor suspects that a student is instead using his or her laptop to surf the Internet, check email, access Facebook, or play computer games or if the laptop proves distracting for the student’s classmates, that student will no longer be allowed to use a laptop in class. Once again, repeated problems will cause the professor to drop the student from the class.

Sleeping in class is also very disruptive. Students are expected to remain awake for class. Moreover, students are expected to be attentive — this means students are not allowed to rest their heads on the desks as this behavior suggests a lack of attention. Students who sleep during class may be asked to leave the classroom and not return until the next class period. Again, repeated problems will cause the professor to drop the student from the class.

Students do not need to ask permission for a bathroom break. They are simply to slip out quietly and return promptly. However, the professor does ask that students not make a habit of leaving class and that they minimize their absences. Again, abuse of this privilege will compel the professor to ask the student to leave class and not return, perhaps permanently.

Students may bring food or a beverage to class, provided they dispose of their own trash.

Tobacco products of any kind are not to be consumed in the classroom.

Students who wish to record class lecture and discussion are more than welcome to do so, especially since the professor does not make use of Tegrity.

**ADDITIONAL SYLLABUS STATEMENTS:** Attached to this syllabus are additional statements of College policy issued each year through the Academic Affairs office, such as those related to academic integrity and student academic complaints. The policies explained in the attachment are also binding on this class.

**IMPORTANT DATES**: Students should make note of the following dates:

Tues, Jan 19 AIM S1 classes begin

Wed, Jan 20 Day classes begin at the Columbia campus

Fri, Jan 22 Last day to register for or add AIM S1 classes

Tues, Jan 26 Last day to register for or add classes

Mon, Feb 29 Last day to drop an AIM S1 class

Mon, Mar 14 Final grades for AIM S1 due

Mid-term grades are due for day classes

Spring Break begins

Mon, Mar 21 AIM S2 classes begin

Thurs, Mar 24 Last day to register for or add AIM S2 classes

Fri, Mar 25 Good Friday holiday – No classes

Mon, Apr 4 Advanced registration begins (juniors & seniors)

Fri, Apr 8 Last day to drop a class or withdraw from the College (day classes)

Mon, Apr 11 Advanced registration begins (freshmen & sophomores)

Tues, Apr 19 Honors Convocation

Thurs, Apr 21 Founder’s Day

Mon, May 2 Last day to drop an AIM S2 class

Mon, May 9 Final exams begin

Fri, May 13 Baccalaureate

Sat, May 14 10:00 a.m. — Commencement

Mon, May 16 Final grades are due for day and AIM S2 classes

**TENTATIVE CLASS SCHEDULE:** The course is outlined below; however, students should be prepared for schedule adjustments. Any such adjustments, plus any adjustments made during class, will take precedence over the schedule outlined below.

Each play should be read before discussion of it begins. You would be well served to read each play twice, once prior to discussion and again during discussion; an alternative would be to read it once, before class discussion begins, and then to view a performance.

As indicated above in the “Required Texts” section, recordings of the plays will be on reserve in the library for the convenience of students. These recordings must be viewed in the library.

● Day 1: Course Introduction (Jan. 20): For next class, read “Shakespeare’s World,” Norton 1-30. Review syllabus, academic essay assignment sheet, and proposal/annotated bibliography assignment sheet. Locate and read an overview of new historicism.

● Unit I: Backgrounds (Jan. 25 to Feb. 9): Historical context of the plays. See separate reading schedule for more detailed information on each day’s reading assignment.

● Unit II: Comedy (Feb. 11 to 23): Read *Much Ado about Nothing*, including introduction (1407-1470). Any additional readings will focus on comedy as a genre.

✔ Topic statement must be turned in no later than 3:30 on Friday, Feb. 12. Students may submit it as hard copy, electronically, or both.

 ✔ Topic conferences will take place week of Feb. 15-19.

● Unit III: Tragedy (Feb. 25 to Mar. 8): Read *Othello*, including introduction (2109-2191). Any additional readings will focus on tragedy as a genre.

✔ First part of class on Feb. 25 will be used to review the proposal/annotated bibliography assignment.

✔ Prompts for take-home essay portion of midterm will be distributed on Thursday, Mar. 3.

● Midterm Exam (Mar. 10): If possible, the in-class portion of the midterm will take place in the library’s computer lab; you may not use your textbooks or notes. The take-home essay is due by the end of the class (4:45 p.m.).

 ✔ Spring break falls Mar. 14-18.

● Unit IV: History (Mar. 22 to 31): Read *Henry V*, including introduction (1471-1548). Any additional readings will focus on history as a genre.

 ✔ Classes canceled on Friday, Mar. 25, for Good Friday holiday.

✔ Proposal/annotated bibliography must be turned in no later than 5:00 p.m. on Tuesday, Mar. 29. Students may submit it as hard copy, electronically, or both.

● Unit V: Romance/Tragi-comedy (Apr. 5 to 14): Read *The Winter’s Tale* (2881-2961), including introduction. Any additional readings will focus on romance and tragi-comedy as genres as well as the mixing of genres.

 ✔ Conferences for rough draft of academic essay will take place week of Apr. 11-15.

● Unit VI: Experimental Genre (Apr. 19 to 28): Read *The Merchant of Venice* (1111-1175), including introduction. Any additional readings will focus on gender expectations, cross-dressing, anti-Semitism, and/or the mixing of genres.

 ✔ Class canceled on Tuesday, Apr. 26 for Honors Convocation.

✔ Final draft of the academic essay must be turned in no later than 5:00 p.m. on Tuesday, Apr. 26. Students may submit it as hard copy, electronically, or both.

● Reflective Essay (May 3 & 5): Students will use class time to compose the reflective essay. If possible, class will meet both days in the library’s computer lab. Students will be reflecting on the academic essay, so they should plan to bring a hard copy of the essay with them to class both days.

● Final Exam (May 12): Allotted exam time is 2:00-4:30 p.m. on the Thursday of finals week. We will meet in the library’s computer lab, if it is available.

**LINDSEY WILSON COLLEGE — ENGLISH PROGRAM**

**CRITERIA FOR GRADING WRITTEN WORK**

**A (Outstanding) —** An “A” paper as a whole presents a fresh subject or central idea or treats it in an interesting or original manner, displaying unusual insight. Organization is clear and developmental strategies are varied. The paragraphs are fully developed with substantiating details; sentences are linked together with effective transitions. Sentences are imaginative, effective and varied; syntax is smooth; diction is accurate and effective. The paper contains virtually no grammar and mechanical errors or errors only in sophisticated matters, and no spelling errors.

**B (Above Average) —** A “B” paper presents an interesting subject or central idea and approaches it in a consistent and careful manner, displaying insight, though without the freshness or originality of the “A” paper. Organization is generally appropriate and clear. Paragraphs are, with few exceptions, well-developed and supportive. Sentences are clearly related and, for the most part, effectively related. Sentences are generally clear and correct in structure and style. Word choice is generally good. Grammar, punctuation, and spelling follow accepted conventions except for a few minor errors.

**C (Adequate) —** A “C” paper as a whole presents a clearly defined central idea or subject, but the treatment may be trivial, uninteresting, or too general. The insight may be adequate but not marked by independent thought. The plan and purpose are clear, but they are inconsistently or incompletely carried out. Some paragraphs may lack supporting details or may not be related to the central idea. Sentences may be only loosely related or missing internal transitions. Sentences may be wordy, vague, or sometimes incorrect. The paper may have an isolated serious error or several minor errors in grammar, punctuation, or mechanics. Some misspellings may occur.

**D (Weak) —** A “D” paper as a whole presents a poorly defined central idea and displays very little insight. The plan and purpose are not clear or consistently developed. Paragraphs contain little or no supporting detail and are often unrelated to the central idea. Transitions between ideas are frequently lacking. Sentences are incorrect in structure or are vague or wordy. Style and word choice are incorrect or inappropriate. The paper may contain serious errors of grammar and mechanics or many little errors as well as frequent misspellings of common words.

**F (No Credit) —** An “F” paper does not have a clear subject or apparent plan, or it is completely unresponsive to the assignment. Paragraphs are not related to the central idea, sentences are not related to each other, and transitions are inappropriate or missing. Serious errors in grammar, mechanics, and spelling demonstrate a lack of understanding of the conventions of written standard English.

**A BRIEF PROGRAM STATEMENT ON PLAGIARISM**

**Plagiarism** is the invalid claim that written material is the writer’s own invention or discovery; it is the theft of another person’s intellectual product. Whether it is accidental or intentional, plagiarism will result in a failing grade for the paper submitted in an English composition or literature course and perhaps for the course.

### LINDSEY WILSON COLLEGE

### STATEMENTS FOR INCLUSION IN THE SYLLABUS

### 2015-2016

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic examinations or work may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College encourages the use of Safe Assign to detect plagiarized documents.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student who wishes to question **an assignment grade or other academic issue** should follow this procedure:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render a decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit.  One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c) Remote proctoring of one of more examinations using Tegrity or other technologies.

Verification of student identity in distance learning must protect the privacy of student information.  Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification.  For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research mush have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research.

**Statement on Learning/Physical Disabilities**

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

**Academic Success Center**

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

**Writing Center and Mathematics Center**

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the fall 2015 semester on **December 7-11** and **May 9-13** for spring 2016. The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs office.

**Email Policy**

All LWC students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Changes in Registration: Adding and/or Dropping a Course**

For undergraduate classes at the A.P. White Campus in Columbia, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Add/Drop form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop form, which may be obtained from the Registrar's Office.  For AIM courses on the A.P. White Campus in Columbia, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For AIM courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville Enrollment Manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Enrollment Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as indicated below:

|  |  |  |
| --- | --- | --- |
| **Course** | **Deadline** | **Submitted by the Student to** |
| Columbia undergraduate and graduate full semester courses | No later than 30 days before the end of the semester | Registrar |
| AIM courses (A.P. White Campus) | By the sixth week of class | Director of the AIM Program ***or*** the Registrar  |
| AIM courses (Scottsville) | By the sixth week of class | Scottsville Enrollment Manager ***or*** the Registrar |
| Online | No later than 30 days before the end of a full 16 week course ***or***By the sixth week of the class  | Registrar |
| Courses at Community Campuses  | By the third weekend of class | Site Enrollment Coordinator ***or*** the Registrar |

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless registration forms for those courses are submitted to the Registrar’s Office by the last day to add a course.

**RELEVANT CATALOG POLICIES**

Attendance in Class and Student Success. At Lindsey Wilson College, students are responsible for regular class attendance, in-class participation, and completion of assignments. Specific expectations concerning attendance and class performance in each course are stated in the course syllabus. When a pattern of excessive or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

1. Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor).

2. Enter the student in the Early Warning System (EWS), a system through which the student’s instructor, advisor, the Academic Affairs office, the Student Affairs office, and coach (if the student is an athlete) is contacted.

3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and/or

4. Contact the student’s parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

Authorized Student Activities and Class Absence. A student’s principal responsibility is to the academic program. However, the living-learning nature of campus life may impose additional and sometimes conflicting expectations and demands on the individual. Participation in student government, choral activities and athletic events are examples of authorized activities that may create conflicts for the student. The College policy concerning absence from class includes the following:

a. Absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are **not** counted as class absences [emphasis added];

b. Student must notify their instructors ***prior*** to the absence [emphasis added];

c. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time;

d. By the end of the first week of classes, coaches are expected to communicate directly and clearly with instructors as to schedules and rosters of students involved, including subsequent follow-up as changes occur. Sponsors, directors, and teachers responsible for other activities should notify faculty as far in advance as possible; and

e. Faculty members are encouraged to remind students that participation in extracurricular activities (intercollegiate athletics in particular) places additional demands and responsibilities on them and therefore requires that any additional absences be kept to a minimum.

Incomplete Grades – Grades of I. A grade of I (Incomplete) is given *when circumstances beyond a student’s control* prevent completion of course requirements [emphasis added]. Students receiving incompletes are not eligible for the Dean’s or President’s Lists. The student must complete the course work within six weeks. That deadline may be extended to 15 weeks if mutually agreed upon with the instructor. Approval of the instructor, the Academic Unit Chair/Director, and the Academic Affairs office or appropriate SPC Regional Academic Director is required before an incomplete grade can be given. If work is not completed within 15 weeks, the I grade will automatically be changed to an F grade, unless special arrangements for extension have been made by the faculty member and approved by the Academic Affairs office.