

Participation, assignments 5

Attendance policy:

The student must plan to attend all classes. More than 3 absences will result in an F in the course. Allowable absences will be made up with the special assignment of a literary paragraph. Arriving late and leaving early will add up to absences that must be made up with a special literary paragraph assignment. Each class is worth 5 of the 1000 available points for the course. Tardies will lose a percentage of these points. Leaving early or wandering the halls will also result in loss of points.

Class assignments:

As given in the calendar, reading assignments are due on the date they appear in the calendar. “Pop” quizzes are always a possibility. If administered, they will be averaged into the literary paragraph grade. Papers must be turned in on the due date. Grades will be lowered 10 points for every class period the paper is late, and the research paper will not be accepted after the due date.

Student disabilities:

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services at 1-800-334-4111 or by visiting their local extended campus site academic coordinator.

Campbell’s integrity statement:

All students are subject to the academic integrity and behavioral expectations of The University.

Additional course policies, requirements, and expectations:

The research paper will be 4-5 MLA formatted pages; the topic will be decided between the student and the teacher. Required are four sources, excluding the text, including some—but not all—Internet sites. The paper will be in MLA format and will be turned in at least three weeks prior to the final exam. See FYI handout or calendar for specific date. The topic will be a researched explication of a poem from the period. The poem explication paper will be a line-by-line analysis/explanation/discussion of a chosen poem in the text, examining diction, theme, imagery, etc. The student is encouraged to apply the skills learned in class and library research.

The two exams will include author recognition, matching or multiple choice, short answer, and essay.

Literary paragraphs will be assigned in class. These paragraphs include a topic sentence, any needed definitions of literary terms, and the quotations from the text and the students’ comments necessary to prove a point. These paragraphs are typed in the MLA format and are no longer than 2/3 of a page. See handout.

Students should make 2 copies of all papers and assignments and/or store them on disks as protection against misplaced or lost assignments.

Internet/Email Requirements: This course utilizes email, and the Blackboard Learning system. Students are required to have and regularly monitor a valid email address and internet service provider. A Campbell University email account is preferred. Students will be contacted in most cases via the Blackboard platform. Students are directed to ensure that the email address entered in the Blackboard system is functional.

Plagiarism: Plagiarism is any use of another person's words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes the following:

- Failing to cite properly any direct or indirect quotation(s) from professionally written materials (books, journal articles, etc.) student papers, projects, presentations, etc.
- Submitting as your own work a paper, project, or presentation that you did not compose (that is, write, compile, draw, etc.)
- Allowing another person to write your paper or develop your presentation or assignment.

Students who plagiarize will be subject to failing the assignment and/or failing the course. Additional sanctions may be imposed by the Campus Director. See the Extended Campus Student Handbook for further information.

Campbell University's Mission Statement:

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;

- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

Course Learning Outcomes: (Supported University General Education Competencies are shown in parenthesis.)

- **To develop independent and responsible thinking and learning** (*III.2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem. VI.3.2. Students will learn to use technology for use in learning group activities, e.g. Blackboard, etc.*)
- **To investigate a time period by reading texts representative of the entire period of course coverage** *I.4.4. Students will be able to read compositional elements and themes present in literature and the arts. V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.*
- **To synthesize authors, texts, styles, and themes with their historical, cultural, national, ideological and literary contexts** (*I.1 Students will be able to read competently in English from a variety of source types; I.2 Students will be able to read with understanding so as to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics and Sciences. V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.*)
- **To recognize that literature and related cultural texts are a valuable media for understanding the social, moral, ethical, and spiritual complexity of the past and present** (*V.1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.*)
- **To demonstrate professional integrity in completion of academic work** (*VI.2.2. Students will learn a library's digital resources to gain primary and secondary information. VI.2.3 Students will learn to use the resources of the Internet properly in order to gain quality primary and secondary texts, images*)

- and sounds. VI.3.3. Students will learn to use technology to assess the proper use of documentation, e.g. Turnitin.com, etc.)*
- **To develop competent writing skills and methods, emphasizing organization, drafting, revision, and editing as a habitual part of the critical writing process** (*IV. 1.1 Students will learn to write an essay with a focused purpose. IV.1.2. Students will be able to support an essay's purpose with a logical and organized sequence of ideas and evidence. IV.1.3 Students will be able to use the proper level of diction for the subject and audience of their essay. IV.1.5 Students will learn to minimize errors in spelling. IV.1.6. Students will learn the basic computer software applications which can aid their essay's presentation*)
 - **To utilize higher-level critical thinking skills in reading and writing through**
 - **Analysis of literary texts** (*III.1.1 Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem. III.1.2 Students will be able to use the proper methodologies to form questions about a problem at hand and the implications of the question. III. 2. 2 Students will be able to analyze the evidence defining a problem.*)
 - **Formulation of conclusions based on critical interrogation and interpretation** (*III.2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem. III.2.3. Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence. III.3.1 Through asking the right questions, students will be able to eliminate false assessments and solutions. III.3.2. Students will be able to recognize a true solution and articulate the reasons for making that recognition.*)
 - **Creation of an interpretive, argumentative research paper** (*I.4.1 Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion. III.2.3. Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence. IV.1.2. Students will be able to support an essay's purpose with a logical and organized sequence of ideas and evidence.*)
 - **Investigation of discipline-based research, including using the library, evaluating sources, incorporating and documenting sources.** (*III.3.2. Students will be able to recognize a true solution and articulate the reasons for making that recognition. IV. 1.4. Students will be able to use proper documentation for their essay's discipline and the discipline's methodology. IV.1.6. Students will learn the basic computer software applications which can aid their essay's presentation. VI.1.1 Students will become familiar with available technology and its operation in the science laboratory, in classroom situations, and in research endeavors. VI.2.1 Students will learn a library's digital organization; VI.2.2. Students will learn a library's digital resources to gain primary and secondary information. VI.2.3 Students will learn to use the resources of the Internet properly in order to gain quality primary and secondary texts, images and sounds.*)

