



**Grade Breakdown:**

Participation	20%
Research Exercise	15%
Final Project	20%
Midterm Exam	20%
Final Exam	25%

**Course Requirements:**

*Participation:* You are expected to have completed each reading assignment before the class for which it is assigned. You should bring your texts and writing materials to every class, and you should come prepared with notes on and questions about the readings for the day. Participation in class discussions is required and constitutes 15% of your course grade, so regular attendance is important.

If you miss a class, you are responsible for finding someone else in the class to catch you up; in other words, I will not repeat lecture material for you, but I will discuss what happened in class if it is evident that you've made an effort to get notes from another student first. I do not distinguish between excused and unexcused absences, except in very unusual circumstances, so you should save your absences for emergencies (death in family, illness, work commitments). Coming to class late or leaving early counts as a partial absence. If you miss more than four classes, there will be a significant reduction in your participation grade.

Around mid-term, I will give you a progress report about your participation, which will look like this:

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Mid-term Progress Report--Participation Grade  
English 342

Student \_\_\_\_\_

To this point, your participation earns the grade of \_\_\_\_\_. If your participation continues at the same level for the rest of the semester, you will earn the grade of \_\_\_\_\_.

Criteria for grading participation:

A= Regular attendance (no more than 4 absences) and frequent participation in class discussions and other activities.

B= Regular attendance (no more than 4 absences) and consistent participation in class discussions and other activities.

C= Regular attendance (no more than 4 absences) and occasional participation in class discussions and other activities.

D= Irregular attendance (more than 4 absences) and rare participation in class discussions and other activities.

F= Extremely irregular attendance (more than 4 absences) and rare or no participation in class discussions and other activities.

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*Research Exercise:* This research exercise, which will help you gather material for your final project, will involve investigating the degree to which one author we are studying this semester has been overlooked by the academy and analyzing any recent efforts to recover and bring attention to her work. I will give you more details about this assignment at mid-semester. The assignment is due at the beginning of class on Monday, October 20, and we will share the results of our research with each other in class.

*Final Projects:* For the final project, we will be using the material found for the research exercise as we design content-rich websites that use images and text to highlight the life and work of one of the authors we've studied. In order to be considered content-rich, your website must include text that is the equivalent of a 5-7 page critical paper. You are required to use outside research for this project, which you will begin gathering when you do the research exercise, and you must follow MLA style in terms of formatting. The project is due at the beginning of class on Monday, Dec. 1; part of our class that day will be sharing our projects with each other.

*Exams:* There will be 2 exams: a mid-term and a final. There will be some short answer questions on the exam, but the majority of it will be essay. See class schedule for exam dates. No make-up exams, and no early exams.

### **Grading Scale and Criteria:**

The grading scale is based on the grading system approved by LMU. I will assign numerical grades for all assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F. My primary grading criterion is this: for all major assignments, I am looking for what I call "academic writing," writing that expresses a complex argument with specific examples as evidence and does so in an engaging, sophisticated manner. See attached handout for more about this.

### **Late Assignments:**

Expect deductions for late assignments. Typically, I deduct 10 points per 24 hours; for example, a paper that earns 90 points and is a day late will drop to an 80. No papers will be accepted via email, and no double submissions (same project submitted for another class) allowed.

### **Electronic Equipment and Visitors in the Classroom:**

No cell phones, pagers, CD players, tape recorders, or other electronic equipment in the classroom. If you want to bring a laptop to class, record lectures, or bring a guest to class, you must get my approval first.

### **Plagiarism:**

Plagiarism is the act of presenting someone else's ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university's policy on this issue and other forms of academic dishonesty, see the Undergraduate Bulletin. If you are unsure about how to integrate others' ideas or words into your work without plagiarizing, consult your English handbook and/or come talk to me. I'll be glad to help you avoid plagiarism!

**Drop policy:**

If you do not want a “W” on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a “W” and will not receive a full tuition refund.

**Resources for Students:**

**Tutoring Center:** The Tutoring Center is located in the Academic Resource Center, on the second floor of Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 338-2847.

**Advising:** For questions about the undergraduate English curriculum, see an adviser in the English department. If you are an English major and you haven’t talked to an adviser yet, you should do so as soon as possible.

**Disabled Support Services:** Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS and then come talk to me. DSS is located in the Academic Resource Center, Room 224 in Daum Hall. The phone number is 338-4535.

**Class Schedule**

The workload expectations for this course follow LMU’s credit-hour policy. In a three-credit course, students are expected to spend at least 2.5 hours per week in class and at least 6 hours per week studying outside of class. The dates and activities listed below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus.

**Week 1:**

- M, 8/25: Introduction to the course
- W, 8/27: Excerpt from Wollstonecraft’s *Vindication of the Rights of Woman* (handout)
- F, 8/29: Wollstonecraft, *Maria* (3-53)

**Week 2:**

- M, 9/1: No class—Labor Day
- W, 9/3: Wollstonecraft, *Maria* (54-107)
- F, 9/5: Wollstonecraft, *Maria* (108-38; then, read the editor’s introduction, v-xviii)

**Week 3:**

- M, 9/8: Seacole, *Wonderful Adventures of Mrs. Seacole* (5-68).
- W, 9/10: Continue our discussion of Seacole, *Wonderful Adventures of Mrs. Seacole* (69-118).
- F, 9/12: No class—Work on reading for next week.

## Week 4:

M, 9/15: Seacole, *Wonderful Adventures of Mrs. Seacole* (119-71)

W, 9/17: Seacole, *Wonderful Adventures of Mrs. Seacole* (read the appendices, 173-80; then, read the editor's introduction, xv-xlii). Do activity that will be helpful for research exercise.

F, 9/19: Oliphant, *Miss Marjoribanks* (3-76). Also, discuss research exercise in class.

## Week 5:

M, 9/22: Oliphant, *Miss Marjoribanks* (77-159).

W, 9/24: Oliphant, *Miss Marjoribanks* (163-234).

F, 9/26: Oliphant, *Miss Marjoribanks* (235-311).

## Week 6:

M, 9/29: No class—day to work on research exercise. I will be available at the library to help with your searches. If you would like help, meet me in the sitting area in front of the Information Desk on the first floor at 2:00pm.

W, 10/1: Oliphant, *Miss Marjoribanks* (312-88).

F, 10/3: Oliphant, *Miss Marjoribanks* (389-458).

## Week 7:

M, 10/6: Oliphant, *Miss Marjoribanks* (458-97; then, read the editor's introduction, xi-xxxii).

W, 10/8: Review for Midterm

F, 10/10: No class—Autumn Day

## Week 8:

M, 10/13: Part I of Midterm in class.

W, 10/15: Part II of Midterm in class.

F, 10/17: No class—extra office hours 2:00-2:50pm. Feel free to come in and see me if you have last-minute questions about the research exercise.

## Week 9:

M, 10/20: Research exercise due. We will share the results with each other in class, so it is important to be on time. There will be a grade deduction if you are not present on time to share your results.

- W, 10/22: Discuss the final project assignment in class. We will have a demonstration about constructing websites, which will not be repeated, so it is important to attend class today.
- F, 10/24: Grand, *Ideala* (1-70).
- Week 10:
- M, 10/27: Grand, *Ideala* (71-115).
- W, 10/29: Grand, *Ideala* (116-61).
- F, 10/31: No class—extra office hours 2:00-2:50pm. Feel free to come discuss ideas for the final project with me or questions you have about constructing a website.
- Week 11:
- M, 11/3: Grand, *Ideala* (161-209; then, read the editor's introduction, vii-xxviii).
- W, 11/5: Colmore, *Suffragette Sally* (42-99).
- F, 11/7: Colmore, *Suffragette Sally* (100-49).
- Week 12:
- M, 11/10: Colmore, *Suffragette Sally* (149-98).
- W, 11/12: Colmore, *Suffragette Sally* (198-240).
- F, 11/14: Colmore, *Suffragette Sally* (240-290).
- Week 13:
- M, 11/17: Colmore, *Suffragette Sally* (read the appendices, 290-341).
- W, 11/19: Colmore, *Suffragette Sally* (finish the appendices, 342-62; then, read the editor's introduction, 9-35).
- F, 11/21: No class-- extra office hours 2:00-2:50pm. Feel free to come see me to discuss any last-minute questions about the final project.
- Week 14:
- M, 11/24: No class—extra office hours 2:00-2:50pm. Feel free to come see me to discuss any last-minute questions about the final project.
- W, 11/26: No class—Thanksgiving
- F, 11/28: No class--Thanksgiving

Week 15:

M, 12/1: Final Projects Due. Be prepared to share your results in class. There will be a grade deduction if you are not present to share your results.

W, 12/3: Course Evaluations and Review for Final.

F, 12/5: No class—Study for Final.

The final exam will be held on Monday, December 8, 2:00-4:00 pm. If you normally work or have other commitments at this time, please make arrangements now to be available for the full two hours on this day.

**Molly Youngkin**  
**Grading Criteria**  
**English 342**

Below are the grading criteria for essay questions on the exams, but I modify it to reflect the exam setting (i.e., shorter time given to write the essay and no need for MLA format, though in-text citations are expected). For the research exercise and the final project, I will adapt the grading criteria to reflect the principles of research writing and website design, respectively.

Below, when I refer to the paper's thesis, I am referring to the main statement of your argument, which I expect to see early in the essay. When I refer to the argument, I mean the way in which the thesis is developed in the rest of the essay, through clear statements about where the argument is going at key points in the essay. Finally, when I refer to supporting evidence, I mean the specific examples from the text you are using to flesh out your argument. If you have not written this type of paper before, feel free to come talk to me about how to go about it.

A= All material required for the assignment is present. The paper's thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

B= All material required for the assignment is present. The paper's thesis goes beyond the obvious, and the argument presents a clear and accurate investigation of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

C= All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

D= Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

F= Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

**Molly Youngkin  
Grade Calculation Sheet  
English 342**

Student \_\_\_\_\_

	Numerical Value		Percentage Weight	Total Weight
Research Exercise	_____	x	____.15____	= _____
Midterm Exam	_____	x	____.20____	= _____
Final Exam	_____	x	____.25____	= _____
Final Project	_____	x	____.20____	= _____
Participation	_____	x	____.20____	= _____
			Numerical Total	_____
			Final Grade	_____

Final Grade Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the "total" column; 4) Use the "final grade scale" to calculate your final letter grade.