ENG 375 Contemporary Drama -- Spring 2015

Instructor: Dr. Mary Jane Chaffee   Office Phone: 789-5023   Office: Carter Hall 216
Email: mjchaffee@campbellsville.edu   Box: 914   Home Phone: no land line

Required Text: *The Compact Bedford Introduction to Drama*, ed. Lee A. Jacobus. 7th edition. Bedford. A paper copy of this textbook is required for each student. One book per person. New or used, rented or purchased. NOTE: If students already own a paper copy of the full *Bedford Introduction to Drama*, they may use that in place of the *Compact*. Earlier editions also may be used but the student takes full responsibility for acquiring, reading, and bringing to class hard copies of any missing material.

Description: Representative American, English, and continental European plays are studied, beginning with Ibsen and continuing to the present. Prerequisites: ENG 112, ENG 210.

Objectives As a result of taking this course, students will better be able to...
- Understand the background of drama.
- Evaluate the uses and current state of drama.
- Consider the meaning and interpretation of specific works.
- Study and appreciate styles and approaches in drama leading up to the present.
- Explore works in historical and critical context (conventions of drama, humor, politics, important influences, film or TV versions, and so on).
- Integrate concepts from contemporary drama with Christianity, ethics, and diverse values.

Class load Students read, write about, and discuss literature & class material. They complete 1 research project, 5 group presentations, an in-class service project + list, and a final list.

Outline The class grid contains our full-term schedule. If class does not meet or you cannot attend, keep up with due-dates & work as they appear on our class grid. Coursework must be done as the semester progresses; revisions, extra work & presentations, and Incompletes are not possible.

Format Please see me if you want to take this course for Honors. Honors credit usually involves reading and writing about an extra book. Class consists mainly of discussion & analysis of the Bible and textbook, with presentations and workshops to add information. Because participation of all students is expected, and in order to maximize the learning environment . . .

     The following behaviors are mandated:
          Arrive on time; Take notes for the full class
          Listen to others;
          Respect others
          Participate in discussion and activities
          Stay for full class period and remain until instructor dismisses class
          Ask questions

     The following behaviors are prohibited:
          Use of cell phone, including text messaging
          Use of laptops or other electronic devices for activities unrelated to class
          Use of tobacco products;
          Eating; bringing food
          Studying for other classes; Sleeping

Course Requirements-- Work not uploaded to Turnitin.com earns 0 points.

All work must be for this class; though it may borrow ideas and material from other classes, it should not be the same notes, research, or presentations as done for other classes. Remember, no extra papers, presentations, or revisions of old work will be accepted to make up for lost points, nor will it be possible to take an Incomplete. Students must track deadlines and complete work as the semester progresses.

Scripture, Prayer, and Service Project + Reflection: for CU Mission Statement. Service Project Reflection is a typed 6-line or longer paragraph or numbered list of 6 insights, reflecting on the meaning of project for that particular student. Insights may be anything from brief phrases to several sentences. To earn any points, upload document to Turnitin.com by deadline listed in grid.

Conferences: Come by any time before deadlines. Conferences meet 3 times in the semester as listed on grid. They're in CH 216 during office hours, which are posted outside office, and run on a 1st come, 1st served basis. Or students may meet by appointment at student & instructor convenience. Students must schedule required conference appointments at least 5 days in advance & meet before the deadline during the time set aside or earn 0 points. Students may reschedule only if time exists before deadline. Rescheduling never can occur after the deadline. If no time remains to reschedule or conference, students forfeit the points. If students miss the time allotted for conferences, they also forfeit the points. Conferences about grades need to occur well before end of term.

General requirements: Students are expected to complete reading and writing assignments in full prior to class; attend class; write class notes they bring to every class; attend 3 conferences about work or final grade; contribute to Bible and other analysis; do a class service project; complete research project and presentations; be prepared daily for class whether or not it meets; and stay on schedule.

Research Project or Paper -- Students – in tandem with a partner or as individuals – will research some aspect of one play and present findings on it or present their original work as inspired by it. As with power points and other assignments, all project work must be for this class.

Group presentations -- In addition, students in groups of 2-5 people will present five different plays.

In order to cover a broad range of material, no play can be repeated either for research projects or group presentations. Plays may be taken from the 18 works on **pages 361-1072**. They also may be selected from: Ibsen's *Hedda Gabler*, Ionesco's *Rhinoceros, The Bald Soprano, & The Lesson*, Mamet's *Oleanna & Sexual Perversity in Chicago*, Chekhov's *Uncle Vanya & The Seagull*, O'Neill's *Long Day's Journey into Night*, Miller's *The Crucible*, Williams's *A Streetcar Named Desire*, Stoppard's *Rozencrantz and Guildenstern are Dead & Arcadia*, Churchill's *Top Girls*, Norman's *'night, Mother*, Hwang's *M. Butterfly*, Reza's *Art*, Beckett's *Waiting for Godot*, Pirandello's *Henry IV*, and any of Ayckbourn's comedies, such as *Absurd Person Singular* or one of *The Norman Conquests*. Other modern comedy will be considered, as well as musicals such as Sondheim's works, if argued for cogently beforehand. Students find and read on their own the copies of any of the plays not in the text.

In-class book and notes: note/book points are earned by attending class, showing full class notes, and your own, individual paper copy of all books required for class. Students who do not attend class on note/book days show book & full notes upon return and upload a 2-page or longer typed, single-spaced reflection on specified topics to Turnitin.com no later than 2 days after the designated class meets. To earn any note/book points, this document must be formatted correctly and uploaded to Turnitin.com by deadline. Use1" margins, center title, & skip 1 line between paragraphs. Please see guidelines below.

REQUIREMENTS FOR CLASS NOTES

Class notes are checked throughout the semester but graded at set times, mostly at the end of semester. In order to earn any points for class notes & book days, students must remember all their notes and required textbooks, bring them to class, and be present in class on the days indicated to show their work. This encourages attendance, ownership of work, accountability, analysis, and review.

Students unable to be present for class note and book days show the instructor their full notes and book(s) the next time they attend class and, in place of class participation, upload 2 or more pages, single-space typed, 1" margins, skipping 1 line between paragraphs, on topics listed in Turnitin.com.

These topics are available now and may be turned in at any time prior to the class note and book days. In order to count for any points, the Turnitin.com makeup document conforms fully to guidelines and is uploaded to Turnitin.com either before the class note and book day or no later than two days afterwards. Beyond the two-day grace period the typed pages will not be accepted, however, and all class note and book points will be forfeited for that day.

Required format for class notes:

1. Pages are 8.5" by 11" standard college rule or legal-pad size and kept by hand during class. Aim for at least one full page of notes per class. Fill each page completely.
2. Keeping notes on computers during class creates a barrier between teacher and student and between learner and material, and therefore it is not allowed.
3. Pages must be kept together in a single batch and kept chronologically and contiguously, without interruption by other material. This encourages ownership and synthesis of the material, uniform organization for fair evaluation, and protection against loss and confusion.
4. Students may keep pages in a separate notebook, in a separate section of a larger notebook, on a tablet, or as they choose. But class notes will not count for any points if they are in a single, chronological, contiguous format.
5. Either the fronts of pages or both fronts and backs may be used. Do not use large gaps or put white spaces between topics. Skip only a line or two between topics.
6. Each entry is dated. Headings and subheadings indicate new topics.
7. Each entry may include helpful drawings but should be text-heavy. Doodle on your own time.
8. Use outlines, diagrams, lists, phrases, and/or sentences, as you desire. Draw arrows. Circle, star, or color-code material. Do whatever makes the notes clearest for you.
9. Neatness, amount, and focus count. Notes should be legible, detailed, & address class material.
10. Such material should be ideas or information covered in class or small-group work, class exercises, the content of every presentation, personal reflections on an assigned topic such as Scripture, and additional assignments such as discussion questions.
11. At no time should notes include transcription. Do not call up exegesis on a Scripture or enotes on a topic, for example, and copy it into your notes as reaction. That constitutes plagiarism, in this case. Use only your own words & thinking for questions about or reactions to topics.
12. If referring to material from class textbooks or class projections, cite the page number and jot down only the words necessary to point to the passage – do not copy large sections of text.
13. Since class runs on discussion, not lecture, no set outline or content is mandated, nor are there notes for major exams, but rather evidence of the elements that pertain to each class, including additional background on topics. You also may look up words in dictionaries or include extra information on a topic, citing the source(s).
14. Outside of class, notes may be either typed or hand-written. If typed, notes on 8.5" by 11" paper are added to the standard college rule or legal-pad pages for the correct day, and for instance are stapled, taped, or hole-punched to make the pages contiguous.

Research projects CONTENT involve the oral presentation of, or a 16-page research paper about, a focused topic such as the play's ideal sets & production, its inspiration for original student work; its application for teaching to a specific age-group, its stage history, or its literary interpretations. Each research presentation also includes a handout to each class member of an annotated bibliography with 8 academic sources taken from JSTOR. If writing a research paper *in conjunction with original work*, the writer(s) would detail 10 pages of commentary on the play, then offer at least 4 pages of original work, and conclude with 2 pages of interview/student author's commentary. Research papers quote twice from all 8 sources but do not provide an annotated bibliography.

Outline for both Project and Presentations -- Research projects should be a minimum of 10 minutes, group presentations 5. There is no maximum limit on time or slides if material is gripping. Both research and group presentations include one or more short video-clips, if possible, and – in addition to introductory material and a conclusion with 6 review/discussion questions -- cover:
1. Why this appeals to the student(s) and any back story to or experience with this play,
2. How this play relates to the drama and culture of its time,
3. Major elements of plot/structure, with synopsis of action,
4. Major elements of theme and style,
5. A key scene & why it matters, and
6. What this play contributes to our understanding of contemporary drama overall.

For both research and group presentations, cite all sources as clear footnotes on individual slides. Each research project uses 8 visual aids. Each group presentation uses 5 visual aids/props/photos/videos.

No cartoon animation is allowed in any presentation. Cartoon stills are allowed, however, and if anyone finds an animated clip of great relevance, they may show & discuss it in advance with the instructor to see if it might be used as a special exception.

Group presentation power points contain five or more content slides, research eight, in addition to the intro and conclusion.

Post play titles to Tigernet Forum and check in advance to avoid duplication.

Research Project Work is required to be turned in to turnitin.com & in class in hard copy at the start of class by the due date in grid to count as on time and earn points. Only step 4 allows for late work. Steps 1-3 must be completed on time to earn any points. Students also may submit work early or have friends bring work to class. Please follow these 4 steps, submitting in class & electronically:

1. Discuss JSTOR research w/ instructor. Upload 8-line or longer report on research / key words.

2. Upload 8-line or longer account of Play Choice and expectations; do not change topic after this.

3. Discuss ideas for bibliography and outline or paper draft w/ instructor. Upload combined 1-page or longer outline of presentation or paper and 1-page or longer draft of annotated bibliography as a single document to Turnitin.com & bring hard copies, stapled, to class. No lates accepted.

4. Upload annotated bibliography and presentation text or long research paper with standard bibliography to Turnitin.com. Late work allowed but loses 5 points per class.

Research Presentation or Research Paper

1. Research. **5 points to discuss JSTOR research with instructor.
   - Research uses 8 sources – articles only – from JSTOR + *any others you like*. Discuss different keywords for one topic, or research for as many as 3 different topics.
   - Up to 10 points for typed paper; no points for late work. Type 8-line or longer single-space passage, Times New Roman, 1" margins, black ink, about keywords, results, what's most promising, and why. If partnering for presentation or paper, discuss what you'll do as part of duo. Partners present twice the material on a shared topic. *Research and Topic paragraphs may be done in one document and turned in when the Research paragraph is due.* Upload to Turnitin & hand in hard copy, start of class.

2. Topic.
   - Up to 10 points for typed paper; no points for late work. Format as for Research: 8 or more lines, single spaced, and so on. Discuss why that topic about that play interests you and what you hope to discover or accomplish. Students who change topics after this deadline must turn in new research and topic paragraphs but will forfeit points from their project/paper total. Upload to Turnitin & hand in hard copy start of class.

3. Bibliography + Outline or Draft. **5 points to discuss bibliography and outline ideas with instructor.
   - Up to 20 points for bibliography + 1-page typed presentation outline or paper draft; no points for late work. Staple all pages together and hand in as one assignment, bibliography on top.
   - For bibliography, type single space 8 or more JSTOR citations, MLA format, hanging indent, including summary as follows: beneath each citation type one or more sentences summarizing content and your reaction to material. Skip one line between each full entry. Even if students opt to write a research paper, they submit this bibliography along with their one-page rough draft or notes for the paper. Their final research paper, however, does not require an expanded annotated bibliography. Only presentations use that.
   - Typed page with outline of presentation ideas and visual aids or main points in research paper along with any notes and composition. May be more than one page, if you wish.

4. Final presentation + annotated bibliography **or** long research paper with standard Works Cited.
   - Up to 80 points. Late work loses 5 points per class. If due TU and done WE, - 5 pts.
   - 10-slide presentation with 8 content slides and 8 visual aids and annotated bibliography hand-out for class.
   - Annotated bibliography for presentation uses 5 or more single-spaced, typed lines of evaluation for each of 8 JSTOR articles and for any other sources used. Skip line between entries. In slides please pinpoint best articles. OR
   - MLA Style 16-page research paper + bibliography with 8 JSTOR articles, quoting directly from two different pages of each article and any other source: at least 2 different quotations, 2 different pages per article. Papers with less than 17 full pages of text lose 3 points per page. Quotations run 1/3 page or less per time. Discuss content of research fully before and after each direct quotation.

Group presentation guidelines

POLICIES – All presentations start with what interests you and why. Why do you care about your topic? What experience(s) have you had with this? Minimum 5 minutes with 5 visual aids. Excluding intro and review slides, all power points must use five or more brief but interesting content slides. Any maximum number of slides is allowed. If material crowds 1 slide, please make 2. Animated slide transitions are encouraged. Best also if you use plenty of on-point and interesting video clips. Appropriate humor also a plus. Apply these same standards to the research project, only present 8 content slides.

Groups consist of 2-5 persons and receive a group grade. Presentations may be done early but not late. Lates or make-ups are not allowed. Students select 5 out of 10 deadlines, a minimum 3 before midterm and maximum 2 after. It benefits students to select early deadlines, in case their group must delay work. **Though typed individually, summaries must be collected, stapled, and turned in for the group as one batch on the due-date, start of class!!** They also may share much of the information in common, such as list of names, back-up plan, questions, and so on.

Students may change/rearrange groups at any time, participate in several groups at once, and if uncomfortable with standing in front of class or unable to meet with group, be unseen "silent partners" – provide props, email research, make a 2-foot by 3-foot collage, direct others, and so on. Everyone gets points for only first 5 presentations; no points allowed for extra credit, extra presentations, or helping others. Power points use 5 or more **colorful** and easy-to-read slides ABOUT CONTENT in addition to intro and concluding slides. The slides show 5 or more still cartoons, photos, pictures, or audio/video clips. Clips run approx. 3-7 minutes. For Research Presentations, use 8 or more slides, as described above.

Please remember that no cartoon animation is allowed, nor is repeated material. DO use animated transitions between slides – that's fine. Secure your choices of plays early by posting them to the Tigernet Forum. Post specific topic descriptions, along with group material, to Forum folders as soon as possible; 1st come, 1st served in case of topic duplication. So check Forum. Groups also are required to ensure that more than one member retains all key material, such as power-points & backups. Also required to earn full points:
- groups develop alternative topics in case of duplication;
- prepare back-up plan in case of health, prop, or technology failure; and
- include 6 review & discussion questions.

Everyone in group types up his or her individual student summary using guidelines, brings two copies to class, and hands in one copy of summary at the start of class. This copy is combined with all those in the group, stapled. No summary = 0 points. Late work = 0 points.

Since groups earn a group grade, if someone drops out after summaries or power points are made, or for whatever reason can't do the work, their names should be crossed off. Please do not include them. Including people who are unable to do the work isn't fair to them or you. Presentations using any cartoon animation or repeated material forfeit points. Everyone types a summary or he or she earns 0 points. **Though typed individually, summaries must be collected, stapled, and turned in for the group as one batch on the due-date, start of class!!** They also may share much of the information in common, such as list of names, back-up plan, & questions. Late work = 0 points.

DEADLINES – Each member of a group must hand in duplicate typed summary in prescribed format start of class on deadline to count as on time, turned in as one batch for the group.

Come prepared to present every class thereafter with props, flash-drives, and so on. Remember, more than one group member is required to retain a flash-drive, back-up, and all key material.

ABSENCES AND DELAYS -- Once summary turned in, 1 class grace period allowed for missing group member(s). They bring their 2 summary copies when they return to class. After the grace period, any missing members earn 70% for having contributed but not presented, provided they bring 2 copies of summary to class when they return.

STAY ON SCHEDULE OF COURSE GRID -- In case of backlogs, always come ready to present your previously-submitted summary but still keep up with the schedule. That means that if your group has yet to do Presentation 3 but wants to submit for Presentation 4, it must do so according to the published deadline. It can't wait till after it has done Presentation 3. It must proceed according to the class calendar in the grid. The calendar stays in place. Deadlines are not elastic. So your group would turn in summaries for Presentation 4 even before doing Presentation 3, to keep up with the deadlines. No deadline is pushed back. Students receive all deadlines at the start of term and should adhere to all due-dates as found on class grid. Keep up with the original class schedule, even in case of backlogs, just as you do in case of cancelled classes.

Tell instructor at the start of class if you must present on a certain day. Presentations may be submitted and completed early but not submitted late. No lates or make-ups are allowed. Those individuals who don't turn in their summaries in time lose all 20 points. Take responsibility for work. Hand in one of duplicate typed summaries in prescribed format at the start of class, stapled in a group, on deadline to count as on time – one summary for yourself, one for instructor's records.

Aim for early deadlines. This will provide extra time in case your group must delay work for some reason and will help avoid the group's missing a final presentation deadline & losing 20 points. For the first half of semester, deadlines 4, 5, and 6 are the final opportunities to present. For the second half of semester, deadlines 9 & 10 mark the point of no return. Aim for EARLIER deadlines.

For Turnitin, copy the text of any power point slides into MSWord and attach to your presentation summary before uploading. Turnitin portals only take one document per portal, so combine anything you wrote for a power point with the summary you made for any given presentation. Upload as one document. Remember, if you use any pre-made power point material, you must cite your source(s) as footnotes on individual slides.

STANDARD, ONE-PAGE SUMMARY format -- To streamline grading & posting, a standard one-page format is required. To ensure participation and planning, no write-ins allowed. Summary items promote planning and success. For swift evaluation, the summary includes bold headings in this order:
1. class and topic;
2. participants' names in alphabetical order;
3. what the student did for his or her group;
4. visual aids;
5. a back-up plan in case members drop out, technology shuts down, emailed work cannot be accessed, a flash-drive gets lost, and so on – real plans that will assist the group;
6. short URLs & other sources; and
7. 6 review/or discussion questions that challenge and engage the class.
WHY NOT MULTIPLE-PAGE SUMMARIES?? A single page summary per student, formatted uniformly, assists evaluation, keeps group work readable & in order, & respects the planet. Please see the following page for the required summary template, and please use this for all presentations.

Required Summary Template

Follow the format & content below to earn full points. Only typed, one-page summaries following the guidelines earn full points. Each student contributes a single typed page. Please use: bold headings, single spacing, 12-point font, 1" margins, & space between sections. Keep to one page per person. At the start of class for the presentation due-date, each student brings 2 hard-copies of his or her summary. Students may cross off names but may not write them in. Groups are comprised of 2-5 people. No solo's allowed, but people may participate as "silent partners." Students may change groups at will, belong to more than one group at once, participate with group work via email, and so on. **Though typed individually, summaries must be collected, stapled, and turned in for the group as one batch, start of class. Summaries also may share much of the information in common, such as list of names, back-up plan, questions, and so on – using a master-template shared via email, etc. Before class, each student is responsible to ensure that his or her summary is printed out and part of the stapled batch for the group.**

Class, section #, due-date, topic, and 2 main ideas – this goes at the top of the page
ENG 112-05, September 11, The Meaning of XYZ in *Lit Piece;* XYZ now, XYZ in history

Participants -- Alphabetized, typed last name and first name of everyone. No write-ins. Written-in names earn 0 points and cannot be included. Bold or highlight your name.
HIROSHI, Ana; JONSTON, Miriam; **MCVEE, Tyvone**; SANCHEZ, Jorge; and ZHENG, Chen.

What I did -- Each student reports on his or her individual contribution. The list below indicates the kind of work you might describe. Describe in 1-2 sentences or a few phrases.
1. Tyvone – concept, material, and topic; back-up reader
2. Chen -- reading aloud; back-up narrator
3. Ana – shared ideas with group; silent partner
4. Miriam – props and reading; back-up props and print-out of main ideas
5. Jorge – power point; silent partner

Describe your 5 or more visual aids -- These are brought to each class until group presents.
Power point 5 v.a.: kitten, 2 line drawings, 2 video-clips. Back-up v.a: 5 puppets.

Back-up plan – describe the group's back-up plan in your own words.
Technology may fail you or break down, so this part matters. Please think through and detail alternative ways that you might present your material and access information for projection. If members lose their voices, we pantomime the parts while Chen narrates. If members are sick, Tyvone and Ana are prepared to step in. If projected Power Point or computer fails, Miri is bringing a print-out of our main ideas & 5 puppets. We will read our points aloud and use puppets to illustrate them.

Sources -- share these with class or put into power point slides like footnotes, and list briefly in your individual summary such as You Tube URL's, http://prezi.com, text pages 15-17

6 review/discussion questions over presentation material – Decide on these singly or as a group. List the questions, which should encourage discussion or be fairly complex. 1. Which part makes the most sense to you and why? 2. When was this written and how does it reflect its time? 3. What occurred in the author's life that changed the ending? 4. What character makes the biggest mistake & why do you say that? 5. What are some examples of similar choices you have made? 6. What choices could the hero have considered?

Final List of Gains: Toward end of term, students type a numbered, typed list of 8 gains or lessons learned about class material during course. To earn any points, this document must be uploaded to Turnitin.com by deadline listed in grid.

Bonus points: Bonus points may be earned for showing detailed notes, bringing an individual paper copy of class text -- one per student -- to class, completing presentations early, taking quizzes, or other activities. Bonus points may not be earned by writing extra papers.

Technology Requirements – For Turnitin: use Eng 375-01 class ID#9005048 and enrollment password: awesome. For Honors, use Chaffee ENG Honors class ID#8566747, password: reflection. Tigernet is used for course materials – look to the course grid and Tigernet for all deadlines. Log on with your ID and pin # to access the course forum, gradebook, class list, assignment portals, coursemates, and links. Turnitin.com is required for all work: papers, reflections, lists, and presentations. Copy any power point text into MSWord and attach to your presentation summary before uploading. Turnitin portals only take one document per portal, so combine the printed material from anything you wrote for a power point with the summary you made for any given presentation. Upload as one document. **Documents not uploaded to Turnitin.com earn 0 points. Documents must be uploaded to Turnitin by the deadlines specified in class grid, NOT in Turnitin.com, in order to earn any points. Use class grid and Tigernet deadlines.**

Tigernet Forum: Presentation and research play choices, summaries, and materials must be uploaded to Tigernet Forum folders for public sharing as soon as possible. In the event that 2 groups select the same topic, the first group to upload its topic gets to present it and the other group(s) must switch topics. Use on-campus computers with MSWord for uploading to avoid Tigernet problems with web, Macs, or off-campus sites. I must be able to open and read submissions.

Tigernet Gradebook & Attendance: Due to the system, your grade on Tigernet sometimes may be inaccurate. For your correct percentage, please divide current points earned by current points possible. The Tigernet system also limits space for feedback. Check individual assignments for feedback. Feedback does not appear on Gradebook. It appears only under Assignments when you click the portals for the individual assignments. Students should not hesitate to consult the instructor at any time for further comments about their grades or coursework. By CU policy all absences are counted. "Excused absences" mean that the student may make up missed in-class tests or work and thus is "excused" from missing those possible points, not that the student will be counted present. Students with "excused absences" still are counted absent. Students with extreme emergencies likewise still are counted absent. Pease consider time constraints. Possibly save allowed absences for illness etc. TR classes allow 7 absences total, MWF classes 11. See additional notes below for this class under "Attendance Policy."

Email/Texts: **Never email homework.** Emailed work proves too hard to keep, track, and access. Instead, slip a duplicate copy of work under the door of CH 216 and upload to one of the extra portals in Turnitin. Please sign all emails & texts with your full name and class info. Important announcements, reminders, assignments, and notes may be sent by your instructor or classmates via campus email. Please check it regularly. Texts without full name and class info may get deleted, unread. "This is so-and-so from your XYZ-section# class" identifies you, for example. Never use emails for time-sensitive issues. Please allow at least a week for the instructor to read and respond. **Emailed work earns 0 points. It never counts as completed or on-time. Turn in work only as directed:** in class, on Tigernet, on Turnitin.com, or under office door in case of emergencies. Please reserve email for communication, information, & questions.

Copies: Students are required to bring two copies of their individual presentation summaries to class at the start of class for the selected presentation-date, one to hand in, one to keep. No summaries = no points. For their records, students are responsible for printing out and keeping copies of coursework and emails, too.

Word Processing: I use Microsoft Word for word processing. All assignments and other documents submitted electronically in this course must be in a format that I can download, open, read on my computer, and read on Tigernet.

MLA style for Research Paper option: If choosing the research paper option for your project, check all software for accuracy. To correct MLA style in MSWord: Go to Page Layout for margins. Manually change the side and top margins to 1.0" and the bottom to .7". Go to Insert and Page Number for numbering. First insert page number on the far right for all pages, then add your last name and a couple spaces, then highlight both name and number. Go to Home and change font to Times New Roman 12-point font. For line-spacing, select all – far right button – or set up new documents by going to Page Layout for Paragraph. Click line-spacing. Click "double." The software will automatically assign "Multiple," but change it to "Double." Go to "space before and after line" and set both values to 0.

MLA bibliography for Research Presentation option: For "Works Cited" insert page break at top, before title. Every citation entry uses "hanging" -- for hanging indent -- under "special" on paragraph bar. Click "select all" to set whole paper in Times New Roman 12-point font. Use single spacing and type 5 lines or more of summary after each entry, skipping a space, then beginning the next citation. Class uses MLA format detailed in *Quick Access Brief,* 3rd edition, by Troyka and Hesse.

Evaluation – Lower grades at the top of their percentile earn the next grade up. So 79.8 is a B, and so on. Remember, no extra papers, extra credit presentations, or extra revisions of work are accepted to make up for lost points. Also, it will not be possible to take an Incomplete. Students must complete work as the semester progresses.

The final grade is composed of these elements:

research project or paper	130
5 presentations	100
Class points for book & note-taking	50
Last conference 3, Service Project 10, Final list 7	20

Grading Scale: Students who miss the higher grade by a tiny fraction receive the higher grade.

A = 90 % - 100 %	270 – 300
B = 80 % - 89 %	240 -- 269
C = 70 % - 79 %	210 -- 239
D = 60% - 69%	180 – 209
F = 59% or below	179 or below

Cite all sources, whether speaking in class, presenting, or writing. Borrowing work is fine if you cite it – that's research. But presenting work not entirely your own as your own, or work not done now for this course as done now for this course, or helping others do so, counts as plagiarism/cheating. Plagiarized work is unacceptable. It results in failing the assignment and may incur failure of the course &, in addition, expulsion from CU.

Attendance Policy
Students are expected to attend every meeting of class. As a general rule, the more regular the attendance with positive class performance, the greater the chance of success. By CU policy for TR classes, after 3 absences students receive a warning and after 7 they are withdrawn (WA). WA's turn into F's on transcripts. By CU policy all absences are counted. "Excused absences" mean that the student may make up missed in-class tests and thus is "excused" from missing homework, but it does not mean that the student will be counted present. Students with "excused absences" will be counted absent. Students with

extreme emergencies, illness, and other crises likewise will be counted absent. Please consider saving allowed absences for illness etc.

Arriving late, leaving temporarily, or leaving early by up to 15 minutes = 1 tardy. 3 tardies = 1 absence. Arriving late, leaving temporarily, or leaving early by more than 15 minutes = 1 absence. Distracting behavior, as determined by instructor, may result in multiple absences.

Students are responsible for checking Tigernet tardiness records & for understanding how tardiness affects their grade. A student in a TR class with 6 absences or in a MWF class with 10 absences, for example, but with several tardies exceeds the absences allowed. He or she stands to earn a WA/Automatic Withdrawal.

Links – wiki's are unreliable, note
> easybib.com – you may use bibliography engines such as this one, but check results
> grammar.ccc.commnet.edu/grammar
> owl.english.purdue.edu – the Purdue Online Writing Lab for writing help
> prezi.com or other presentation engines

University Information
Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as documented medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 about services. See counselors at the Badgett Academic Support Center (BASC) and at Counseling Services on campus. Other documented emergencies also may permit accommodation.

The Writing Center and Learning Commons, both located on the first floor of BASC, provide tutors and general support for course work, including cameras, study rooms, help with power points, and so on. Consult the CU webpage for hours, tutors, and announcements.

Campus Security can be reached at 270-789-5555 and 270-403-3611. Please add these numbers to your phone.

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KEEP THIS SYLLABUS WITH YOU FOR EVERY CLASS AND CONFERENCE.
ALL GRADES, FEEDBACK, & CLASS MATERIALS ALSO ON TIGERNET.

ENG 375 Grid – Spring 2015   Class materials, grades, and feedback also are available on Tigernet 24/7.

ATE	CLASS ASSIGNMENT SCHEDULE Read play & introductory notes before class for 1st date listed. Take notes in Class Notebook on readings and assigned topics.	DEADLINES -- Students can give presentations early, but late summaries/presentations earn no (0) points. Choose 5 deadlines, 3-5 before midterm; only 2 allowed after midterm.	Points possible	Points earned
1/13 T	Intro -- **Conference in CH 216 on JSTOR by 1/29**			
1/15TH	Intro to drama 1-6 & bottom of 11-29	**No presentation repeats & NO CARTOON ANIMATION.** Post all topics & pres. materials on Forum. If turn in all 5 summaries/presentations by 2/26, 2 bonus pts. Animated SLIDE transitions are fine.		
1/20 T	Intro cont.			
1/22 TH	Familiar authors/works from 361-1072	**Presentation Deadline 1**	20	
1/27 T	Skim 8 unknown plays from **pages 361-1072.** Write 2 pages	Review material		
1/29 TH	DECIDE ON IN-CLASS SERVICE PROJECT Research paragraph – 8 typed, single-space lines to Turnitin.com & hard copy to class, start of class **Conference 1. Discuss bib w/ instructor by 2/26**	**Presentation Deadline 2** Research paragraph – 8 typed, single-space lines to Turnitin.com & hard copy to class, start of class	5 10 20	
2/3 T	19 C: 361-74			
2/5 TH	Topic Choice, why, what hope to learn – 8 typed lines or more 375-413 *Doll's House*	**Presentation Deadline 3** Topic Choice -- 8 typed ss lines to Turnitin.com	20 10	
2/10 T	Attend class with full notes & own text for points. *Doll's House*	Full notes and own book points	3 10	
2/12 TH	COMPLETE SERVICE PROJECT BY NOW *Doll's House*	**Presentation Deadline 4**	20	
2/17 T	SERVICE PROJECT 6 INSIGHTS DUE on Turnitin *Doll's House*	Service Project Reflection – typed, numbered 6-point list or 6-line paragraph on Turnitin.com, due today	10	
2/19 TH	Style and plot	**Presentation Deadline 5**	20	
2/24 T	Themes and characterization			
2/26 TH	434-64 Oscar Wilde's Life, *Earnest*	**Presentation Deadline 6** Bonus for 5 presentation /summaries by today	20 2 bonus	
3 T	Outline of research presentation or paper and draft of annotated bibliography due *Earnest*	1-pg outline and 1-pg annotated bib	20	
3/5 TH	*Earnest*			
3/9-14	SPRING BREAK	We thank God for a lovely break.		
3/17 T	Early research presentation summary or full paper plus full annotated bibliography *Earnest*	Bonus for early research presentation summary plus full annotated bibliography & presentation or full paper Only 2 presentations allowed after this point.	2 bonus 80	
3/19 TH	early 20 C: 494-521	**Presentation Deadline 7**	20	
3/24 T	Deadline for research presentation summary & presentation plus full annotated bibliography or full paper; later 20 C & 21st C: 812-33	Research presentation summary plus full annotated bibliography & presentation or full paper due	80	
3/26 TH	522-48 *Six Characters*	**Presentation Deadline 8**	20	
3/31 T	*Six Characters*			
4/2 TH	*Six Characters*	**Presentation Deadline 9**	20	
4/7 T	*Six Characters*			
4/9 TH	Once grades are in, **Final conferences by 4/28**; 926-65 *Angels*	Once grades are in, conferences over overall course.	3	
4/14 T	*Angels* In-class review -- student notes + own text	In-class review	10	
4/16 TH	In-class review -- student notes + own text *Angels*	In-class review **Presentation Deadline 10**	10 20	
4/21 T	In-class review-- student notes + own text; *Angels;* Typed, numbered 8-point Final List about yourself and course material by today or any time before.	In-class review; Typed, numbered, 8-point Final List of gains and insights about class	10 7	
4/23 TH	*Angels*			
4/28 T	In-class review -- student notes + text; Style and plot	In-class review; Last conferences by today	10	
4/30 TH	Themes and characterization			
4-8Finals	Final time-slot reserved for class activity, if needed.	Possible class activity, if needed.		