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| Western Illinois University  **Victorian and Detective Literature**  Eng 393, Section 221 B  Fall 2015/T-TR 8:00-9:15 A.M/ Simpkins 324 (Class) & 321 (Lab)  Chris Ivy  Office: Simpkins 343—B2  Email: CA-Ivy@wiu.edu  Office Hours: Thursday 3-4;or available by appointment |

**“Brainy’s the new sexy”-Irene Adler**

**Course Objectives**

In English 393, you will be introduced to the writings of Sir Arthur Conan Doyle with the goal of providing you an in-depth insight into the Victorian and Late-Victorian era’s culture and concerns. Specifically, we will focus on the following primary objectives:

* **Identifying Common Themes Present in Victorian Culture**: You will analyze the relationships among authors and the world they live in;
* **Discussing The Impact of Science on Great Britain:** You will research and analyze the impact of Darwinism on England during the period our texts take place;
* **Observe The Presence and Impact of Industry and Xenophobia:** You will interpret the impact industry and the influx of outsiders had on the writings of the period;
* **Masculinity and Femininity:** You will analyze the social nature of and ideological hierarchies inherent in ways of thinking about masculinity and femininity during the Victorian and Late-Victorian era;
* **Knowledge Domains:** You will practice, in a variety of mediums, the knowledge gained by examining the interconnected nature of Victorian/Late-Victorian culture, science, industry, xenophobia, and masculinity and femininity.

For a complete list of the standard objectives for English 393, please consult your instructor.

Note: If you were force-enrolled in this course, you will need the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course you will need to speak with me first, and I will forward your request to the Director for consideration (permission is not granted automatically). Because you need permission to drop, you should begin the drop process early.

**Required Texts**

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. *A Study in Scarlet*. Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. “The Adventure of the Speckled Band.” Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. “The Final Problem.” Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. *The Hound of the Baskervilles*. Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. *The Sign of Four*. Print.

Doyle, Arthur C. *The Complete Sherlock Holmes*. New York: Barnes & Noble Inc., 2009. *The Valley of Fear*. Print.

**Course Policies**

1. *Attendance/Class Participation:*

1a.Although I may provide background and context for our reading at the start of each class period, the course will rely upon your active participation and your own exploration of our texts. Because we will be doing a good deal of writing in class and because our class discussions depend upon everyone's thoughtful contributions, it is essential that you maintain regular attendance and that you come prepared to discuss the reading material each day. You are permitted five absences over the semester for this course: for each absence beyond five, your final grade will be lowered one full letter grade. **I do not distinguish between excused and unexcused absences, so please plan accordingly.** If you are going to be absent for more than one class period, you should alert me via email prior to your absence so that we can plan ahead. In addition to the above policy, any absence will be detrimental to your class participation grade. Finally, tardiness (defined as arriving more than five minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. Four tardies will count as one absence. If you arrive more than fifteen minutes late to class, you will be counted absent. This attendance policy has been established by the Writing Program Director. **Please do not bring snacks and open container drinks when we are meeting in the lab section of the class. Failure to do so may result in a tardy for that class period.**

1b.Your class participation grade is worth 50 points (5%) of your final grade. You are expected to be a willing and thoughtful contributor to class discussion. As you do your reading for class, you should prepare questions and comments about the reading. In class you should be prepared to answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers. A healthy classroom environment is one in which each person feels comfortable expressing his or her opinion. I will not tolerate rude, disruptive, or inconsiderate behavior, which includes texting. Please put cell phones on vibrate and stash them away during class. Your class participation grade will be lowered if your participation is disruptive to the classroom climate as well as if you do not participate at all.

2. *Quizzes and Freewrites:* In order to ensure that all assignments are read, I will begin most classes with quizzes or freewrites. Quizzes and freewrites are not designed to trick you—if you read and digest the assignment you will do fine. Quizzes and freewrites will be graded from 1-5, corresponding to F-A. Quizzes and freewrites are worth 100 points (10%) of your final grade. If you are absent you may not make up a quiz or freewrite. **At the end of the semester I will replace your lowest scores with a 5 for each allowed absences you did not use.**

3.*Peer Review Workshops:* You will participate in four graded peer review workshops during this class. You will be graded on your own draft as well as your comments on other students' drafts. Drafts will be graded from 1-10 (see rubric at end of policies), and peer review worksheets will be graded from 1-15 (see rubric at end of policies). Your peer review workshop grade makes up 100 points (10%) of your final grade. Drafts and peer review worksheets will be submitted electronically at the end of class on peer review day. If you are absent on the day of peer review, peer review workshops can be made up for partial credit, but you must arrange this with me ahead of time.

4. *Reflections*: You will write a one-page reflection after five of your writing assignments. Reflection assignments will be provided on WO. Reflections should be typed and submitted to Western Online. Reflections will be graded from 1-20 (see rubric at end of policies), and will be worth 100 points of your final grade.

5. *Conferences*: Before the first and second papers you will be required to attend a conference with me to discuss your work. I will tell you ahead of time what to bring to each conference. **Failure to attend any conference will be considered an absence**. During the rest of the semester, you are welcome to drop by during my office hours or schedule a conference

6. *Writing Center*: The Writing Center is available to all students to assist with any aspect of the writing process. I encourage you to make use of this valuable resource.

7. *Papers:*

7a. Over the course of the semester, you will write three formal papers in response to specific prompts. Paper one, an examination of common themes present in Victorian culture (600-900 words), will be worth 100 points of your final grade. Paper two, a visual essay on a topic of your choice (4-5 images plus 200-300 words), will be worth 100 points of your final grade. Paper three, an argumentative essay (1,500-1,800 words), will be worth 150 points of your final grade. You will also submit three summaries, worth 150 points of your final grade, and an Annotated Bibliography, worth 50 points of your final grade. With each assignment, I will hand out a format sheet to follow, which will detail the guidelines for that particular assignment. Deviation from the guidelines will cause your grade to be lowered. **Unless you make arrangements with me at least forty-eight hours in advance, late assignments will be marked down one letter grade for each day late**; essays more than 7 days late will receive a “0.” I will not discuss assignment grades on the day I return assignments to the class. You must make an appointment with me to discuss a grade.

7b. Papers will be submitted electronically on WesternOnline. Each format sheet will review how to submit the paper. If you are unsure about how to submit your paper, please speak with me well before the due date. Because you will submit papers electronically, you should make sure to save your work in several formats (on a hard drive, on a flash drive, by emailing the paper to yourself, by uploading to Google Docs or Dropbox). Technology problems are not an excuse for submitting a paper late. You will submit your papers as Word files (.doc or .docx); papers submitted in any other file format will be returned to you and considered late until re-submitted as a Word file.

7c. Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism and cheating may result in failure for the course and referral for academic discipline: <http://www.wiu.edu/policies/acintegrity.php>.

8. Online Website: In lieu of a final exam, you will create and submit a website highlighting your work over the course of the semester. The website will consist of two components: 1) A reflective essay on what you have learned, and 2) Artifacts you reference in your reflective essay (artifacts may include any of the following: rough drafts, final drafts with my comments; revisions; peer review worksheets; writing reflections; quizzes and freewrites). **Note that it is imperative that you keep track of all of the work you do this semester so that you can compile a successful final project.** The completed website will be worth 100 points of your final grade.

9. *Office Hours*: My regular office hours are listed above. At those times I will be in my office available to meet with you to discuss any aspect of the course. Please do not hesitate to drop by my office or to contact me to make an appointment to meet if you cannot meet during my regular office hours.

10. *Email*: The best way to get in touch with me outside of class is by email. Over email you can make appointments to meet with me, and you can ask questions related to the assignments. Please bear in mind that I will need at least a day to reply to emails. You are also responsible for checking your WIU email and Western Online accounts on a regular basis, since they will be my primary methods of communication with you outside of class.

11. *Disability Resource Center*: In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through the Disability Resource Center and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center at 298-2512 for additional services or see the DRC website: <http://www.wiu.edu/student_services/disability_resource_center/>.

Please review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

**Grading**

Class Participation: 50 points A: 930-1000; A-: 900-929;

Quizzes/Freewrites: 100 points B+: 880-899; B: 830-879;

Drafts and Peer Review Workshops: 100 points B-: 800-829; C+: 780-799;

Paper One: 100 points C: 730-779; U: 600-729;

Visual Essay: 100 points F: <600

Argumentative Paper: 150 points

Reflections: 100 points

Summaries 150 points

Annotated Bibliography: 50 points

Final Website: 100 points

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**Note that you must receive a 730 (73%) or above in order to pass this class.**

Points Grading Rubric:

5 point items (5=A; 4=B; 3=C; 2=D; 1=F)

10 point items (9-10=A; 8=B; 7=C; 6=D; ≤5=F)

15 point items (14-15=A; 12-13=B; 10-11=C; 9=D; ≤8=F)

50 point items (46-50=A; 45-46=A-; 44=B+; 41-43=B; 40=B-; 39=C+; 36-38=C; 35=C-; 34=D+; 32-33=D; 30-31=D-; <30=F)

100 point items (93-100=A; 90-92=A-; 88-89=B+; 83-87=B; 80-82=B-; 78-79=C+; 73-77=C; 70-72=C-; 68-69=D+; 63-67=D; 60-62=D-; <60=F)

150 point items (139-150=A; 135-138=A-; 132-134=B+; 124-131=B; 120-123=B-; 117- 119=C+; 108-116=C; 105-107=C-; 102-104=D+; 94-101=D; 90-93=D+; <90=F)

200 point items (185-200=A; 180-184=A-; 176-179=B+; 165-175=B; 160-164=B-; 156- 159=C+; 145-155=C; 140-144=C-; 136-139=D+; 125-135=D; 120-124=D-; <120=F)

*Draft* rubric

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| Needs Improvement (1-2) | Average (3) (3-5) | Above Average (4) (5-7) | Excellent (5) (8-10) |
| Draft is attempted but is incomplete or does not address the paper assignment; Draft is not edited and/or proofread and is unclear and/or contains numerous errors of grammar, mechanics, and punctuation | Draft is completed and addresses most elements of the paper assignment; Draft is not edited and/or proofread and is unclear and/or contains numerous errors of grammar, mechanics, and punctuation | Draft is completed and addresses all elements of the paper assignment; Draft is edited, and most sentences are clear; Draft is proofread but contains some errors of grammar, mechanics, and punctuation | Draft is completed and addresses all elements of the paper assignment in a sophisticated way; Draft is well edited, with attention to clarity; Draft is proofread and contains minimal errors of grammar, mechanics, and punctuation |

*Peer Review* rubric

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| Needs Improvement (1-2) | Average (3) (3-5) | Above Average (4) (5-7) | Excellent (5) (8-10) |
| Peer review notes only surface-level issues (grammar, mechanics, and punctuation) and/or does not respond to peer review prompts; peer review makes no positive comments for the writer | Peer review notes a few global and surface-level issues; peer review responds to some peer review prompts; peer review makes a few positive comments for the writer | Peer review notes several global-level and a few surface-level issues; peer review responds to most peer review prompts in detail; peer review makes a few detailed positive comments for the writer | Peer review notes several global-level issues in detail and marks a few surface-level issues; peer review responds to all peer review prompts in detail; peer review makes several detailed positive comments for the writer |

*Reflection Memo Rubric*

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| 18-20 | Exemplary | Reflection is detailed, analytic, and focused. Specific attention is paid to the reflection prompts. Plenty of relevant examples are provided and analysis is in-depth and perceptive. Reflection is very well edited, with attention to clarity and concision. Reflection is proofread and contains minimal to no errors of grammar, mechanics, and punctuation. |
| 16-17 | Above Average response | Reflection is focused and analytic but not as detailed as an exemplary response. Attention is paid to the reflection prompts, but some connections may be left unexplored. Relevant examples are provided and analysis is present, though not as in-depth and perceptive as an exemplary reflection. Reflection is well edited, with attention to clarity and concision. Reflection is proofread but may contain some errors of grammar, mechanics, and punctuation. |
| 14-15 | Average response | Reflection covers required material but is not as focused or analytic as an above average response. Some attention is paid to the reflection prompts, but that attention may lack focus or may make only the most obvious connections. Examples are provided, though they may be the most obvious examples or may not be as relevant as in an above average response. Reflection is edited and proofread to some degree but contains several errors of grammar, mechanics, and punctuation. |
| 12-13 | Below Average | Reflection covers some required material, but not all. Reflection may not attend to all reflection prompts or may make only superficial attempts to respond to reflection prompts. Few examples are provided. Analysis is superficial. Reflection is not well edited or proofread. |
| <12 | Needs Improvement | Reflection does not attend to the reflection prompts OR contains no analysis OR contains now examples. Post is not edited or proofread and contains numerous errors of grammar, mechanics, and punctuation. |