## MENG XXXX

###### CRN XXXX

## Course Title

**Weber State University**

**Semester / Date**

**Professor:**

**Meeting Place:** EH XXX

**Meeting Day and Time:** XXX

**Office:**  SS XXX

**Office Hours:** XXX

**Phone:** 801-626-XXX

# Email: XXX

**Webpage: XXX**

**Required Texts:**

**Course Description:**

**Policies:**

**Attendance:**

**Class Participation & Conduct:**

**Late papers:**

**Academic Dishonesty:** As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course and referral to the MENG Program Director.

**Core Beliefs:** According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

**Disability Accommodation:** PPM 3-34 notes: “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.”

**Emergency Campus Closure:** In the event of an extended campus closure, check your WSU Wildcat email account for further instructions about how to keep up with class. It will be your responsibility to check in frequently with your WSU email account in order to complete the class.

The MENG Program is dedicated to helping students master the following learning outcomes. This class focuses specifically on LO \_\_, LO\_\_, LO\_\_, LO\_\_, LO\_\_, and LO\_\_.” (Please fill in the appropriate numbers from the list below).

**MENG Learning Outcomes**

Learning Outcome 1: Gather, analyze, and communicate information effectively as well as think creatively and critically.

Learning Outcome 2: Cultivated skills in close reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.

Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.

Learning Outcome 4: Acknowledge and articulate the significance of key primary text(s) in one specific literary genre, period, culture or style.

Learning Outcome 5: Demonstrate knowledge of an interaction with current scholarly criticism.

Learning Outcome 6: Ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals.

**Assignments and Grades:**

Students taking a 5000-level class should expect to do 3 hours of work outside of class for every hour in class.

Please tie the MENG learning outcomes listed above to your assignments; simply list the learning outcome number(s) next to each assignment.

For example:

• Two Short (600-800 words) Papers (10 points each--20 points total) (LO 1-6)

• Annotated Bibliography (10 points) (LO 2,3,6)

• Journal Evaluation (10 points) (LO 3,4,5,6)

• Thesis Abstract (10 points) (LO 3,4,5)

• A 12-15-Page Paper (50 points) (LO 1-6)

• Active classroom participation: frequent, quality contributions to class discussions, completed reading and writing assignments, participating in peer editing workshops. (10 points) (LO 1,2,3,6)

**Course Outline**

##### Week One:

**Week Two:**

**Week Three:**

**Week Four:**

**Week Five:**

**Week Six:**

**Etc.**

Grading Criteria Used for MENG 6010 Essays

**A:** An essay or paper in this category:

* is well developed and well organized
* clearly illustrates and develops key ideas
* displays a high degree of inventiveness & originality
* displays a sophisticated and superior use of language
* demonstrates syntactic variety
* is virtually free from errors in mechanics, usage, sentence structure, and diction

**B:** An essay or paper in this category:

* is well organized and developed, though it may have small flaws in organization or paragraphing
* illustrates and develops some key ideas
* displays good control of language and a consistent tone
* demonstrates some syntactic variety
* is generally free from errors in mechanics, usage, sentence structure, and diction

**C:** An essay or paper in this category: (NOTE: ONLY Grades of B- or Higher Count Toward Degree Requirements)

* is adequately well developed and organized
* illustrates and develops one or two key ideas
* displays capable and accurate use of language
* may display occasional errors in mechanics, usage, sentence structure, and diction, but not a consistent pattern of such errors