English 2110: World Literature, Spring 2018

**Sections 030 & 036 (MW 10:00-11:15a.m. / 11:30a.m-12:45p.m.)**

**Dr. Weaver, GSU-PC Clarkston**

\*\**The course syllabus provides a general plan for the course; deviations may be necessary.*

Dr. Weaver’s Contact Info:

Office: CE 2140.

Open Hours: MW 1-2:30 p.m. / TR 4-7:30 p.m.

Office ph: 678-891-3933

Email: rweaver@gsu.edu

(also email and chat through iCollege)

\*make appointment for times outside of hours

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**I. Course Catalog Description:** A survey of important works of world literature, this course introduces students to a variety of forms and styles of expression and representation commonly known as literature. As well as learning about literary movements and periods, students will consider relationships between literature, other arts, and cultural contexts. This course strives to improve students’ reading comprehension by teaching basic literary concepts and by encouraging critical thinking through comparison.

**In this specific section**, we will move through the rough time periods organized by our anthology, and in doing so, discuss a number of questions such as: There has been a long-running (long as in since there’s been literature) argument about the purpose of literature (all art, for that matter). Should it simply and solely entertain, or is its purpose something different, such as provocation, engagement about social or political issues, or certain and particular intellectual enterprises? Can it be both? What’s the point? What is the role of adaptation and hybridity in the development of “world literature”? What are some other major themes in the literature of the world, and how does history impact the treatment of those themes?

**Why?** Literature has been a primary means by which human communities and nations have imagined, defined, and questioned their common identity, and literature allows us to engage (though enlarging our capacity for empathy, articulation, and understanding) other citizens with whom we share all kinds of spaces. Because we will focus on the basics of writing literary analysis (what is a "close reading"? what is the difference between a narrator and an author?), our treatment of literary history will not be comprehensive. Instead we will consider broad topics like how literature works, what strategies writers use, and we will discuss several plays, poems and stories in the context of these topics.

**Learning Outcomes:** As a result of completing this course, students will be able to:

1. Produce analytical and explanatory writing about works of literature, continuing to build on writing foundations and critical-thinking skills of English 1101 and English 1102.
2. Compare and contrast the meaning of major texts from both Western and non-Western cultures.
3. Recognize how cultures affect values and experiences.
4. Recognize universal themes of human experience in diverse literary works.
5. Recognize themselves as participants in a particular culture and see how this affects their experiences and values.
6. Produce well-organized communication that meets conventional standards of correctness, exhibits an appropriate style, and presents substantial material.
7. Communicate effectively using appropriate writing conventions.
8. Assimilate, analyze, and present in oral and written forms a body of information and, in online courses, assimilate, analyze, and present in written forms a body of information.
9. Adapt communication to circumstances and audience.
10. Interpret content of written materials on related topics from various disciplines.
11. Demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.
12. Continue to develop as readers, writers, and thinkers, enhancing their continuing education experiences and preparing them for work in a global economy.

**Prerequisites:** ENGL 1102 with a "C" or better or ENGL 1102H with a "C" or better

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**II. Required Materials:**

 **Computer Skills:** Every writing assignment you turn in will be typed, and turned in through Perimeter College’s online learning management system, iCollege. Basic computing and word-processing skills (on programs such as Microsoft Word or Google Docs) will be necessary. You should also have basic web navigation skills. You may be required to turn in a digital-born project in addition to written work.

* **Hardware / Software**: Students must have reliable access to 1) a computer, 2) the Internet, 3) MS Office.
1. The MS Office suite is available to students free at GSU-PC: <http://technology.gsu.edu/technology-services/it-services/email-and-file-storage/panthermail/microsoft-office-suite-students/>
2. **TopHat Subscription**: We will be using the Top Hat ([www.tophat.com](http://www.tophat.com/%22%20%5Ct%20%22_blank)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.  You can visit the Top Hat Overview ([https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide](https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide%22%20%5Ct%20%22_blank)) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Subscriptions are available in our bookstore.
* **Texts:** (Bring the relevant text to every class session, unless otherwise specified):
1. *The Norton Anthology of World Literature*. Third Edition. Vol. 2. Ed. Martin Puchner, et al. New York: W. W. Norton & Co., 2013. Purchase ($73.50 new, $55.25 used) or rent ($58.80 new, $29.40 used) the print version from the campus bookstore. Or purchase the EBook ($37.50 for 360-day access or $50 for unlimited access)—this requires you to bring your own laptop or a similar device to class—at <https://digital.wwnorton.com/worldlit3v2>.
	1. \*Various handouts / materials supplied by me, the library, or found on the Internet (including library databases).
2. **Recommended** text: dictionary
* **Miscellaneous Costs:** Other than the costs of textbooks and software, additional costs may include: museum admission fees, transportation, film / TV access, printing of written and visual projects (ex: posters), copying, and other supplies as necessary.

**V. Grading** (assignment sheets and rubrics will be provided for all major projects):

Project 1: Literary Analysis *(Demonstrate and strengthen skills in critical reading and analysis)* **10%**

Exam 1 (*Midterm--Practice skills in identifying important themes, movements, or information* **10%**

Project 2: Creative Project (*Practice creative response to literary texts)* **10%**

Exam 2 *(Final Exam:--Practice exam skills above, but in groups writing questions)* **20%**

Project 3: Cultural Event Write-up *(Practice reflective and connective skills)* **10%**

Process-writing (In-class writing, drafts, peer review, quizzes): **15%**

Participation (including attendance, discussion, demeanor, and deportment): **15%**

**LATE POLICY**: **Late assignments will be graded down by 10% every day after the due date for the 10 days following that date.** In cases of emergency or other extenuating circumstances, contact me about these circumstances *before* the due date if you do not want the downgrade. The later you turn in your assignment, the less time I have to provide you with meaningful feedback for your future work in the class. *Note: due to time constraints, this policy will be modified at the ends of regular semesters and throughout summer term or half-semester classes.* While you may choose not to turn in a major assignment, or to miss quizzes, you should be very careful not to miss too many. You will not be able to make up exams without 1) notifying me ahead of time that you will miss class, and without 2) university-approved absence documentation.

Evaluation criteria will be discussed in class for each of the graded assignments. I define letter grades this way:

A: work surpasses all basic requirements, work demonstrates a unique approach to the assignment, and insights go beyond the surface and make thought-provoking connections.

B: work is complete in a way that demonstrates initiative and independent thought beyond the basic requirements.

C: work meets the minimum requirements D: work meets only some of the minimum requirements F: work is incomplete and does not meet basic requirements.

\*\**I reserve the right to send your projects back to you with a 0 grade if you have a major issue, such as: missing citation, misunderstanding of assignment, or anything else that I deem necessary of an immediate intervention. You will be asked to revise. Turn in the revision in 24 hours with no grade deduction from the final project grade. Every day after that results in a %1 deduction, up until two weeks from the date you receive the 0. After that time, you will receive the grade the project deserves.*

I am happy to discuss your progress in the course at any time, and in fact look favorably upon students who take advantage of opportunities to learn and improve their work by speaking with professors. But, at the end of the semester,your opportunities for improvement diminish rapidly, so the earlier the better.  **Also, don’t ask me to reconsider your grade.** Many students believe that they can negotiate with humanities professors (but not science or math professors) for a better grade because they perceive humanities professors as soft and subjective. This belief is wrong. If you wish to officially appeal your final grade for this course, please refer to this website: [http://perimeter.gsu.edu/departments/english/#gradeappeals](http://perimeter.gsu.edu/departments/english/%22%20%5Cl%20%22gradeappeals%22%20%5Ct%20%22_blank)

My **feedback** to your work is intended for these purposes: 1) to explain the grade you received on major assignments; 2) to help you understand your areas of improvement for future projects; 3) to direct you to resources for improvement; and 4) to ask questions / spur further thinking. For more details regarding the feedback you’ll receive for major projects, please see the rubrics discussed in class and posted on iCollege. Rubrics will slightly change with each major assignment; make sure that you consult the right one. I prefer to discuss grades in person, but will consider email for such a discussion. In addition, if you disagree with a grade I gave, you must wait **24 hours** before discussing it with me. Take that time to review the assignment sheet, the grading criteria posted on the syllabus and project rubric, the feedback you received, and to put your concerns in writing.

**Note about peer review:** Peer review is an incredibly important part of communication and communication improvement. Not only will you get important feedback on your own work, you will also improve your revision skills by providing feedback to others. In short, peer review makes you a better communicator.

**Further, peer review is connected to reflection**, another important process in this class. Reflection on our work and our drafting processes accelerates learning and improvement. Expect to reflect often throughout the semester.

**Grammar / Mechanics Disclaimer:** This course presumes that because you were exempt from or passed English 1102, you have a basic knowledge of Standard American English, including but not limited to variations in sentence structure, subject-verb agreement, pronoun-antecedent agreement, parallel structure, dangling modifiers, grammatical expletives, possessives and plurals, punctuation, capitalization, word choice, and various other grammatical and mechanical problems. If you are someone for whom this knowledge and practice are a struggle, this course gives you time to improve. If you do not, your grades will be severely affected. You have resources available to help you improve your knowledge. At the Campus Learning and Tutoring Center (depts.gpc.edu/~gpcltc/) you can work one-on-one, in private, with a tutor to improve. It’s important for you to know that they **are not a proofreading service**; their expertise is in helping you identify areas for improvement in your work, as well as helping you throughout the drafting process. I encourage you to bring early drafts or communication questions to them. I encourage you to seek out tutoring here at Perimeter to improve and to help you refine already strong competence, moving from good to excellent. Many resources, including the textbooks from your 1101 / 1102 classes, explain common grammatical and mechanical problems and give you practical advice for learning about and fixing them. Online resources exist as well--make use of all of the resources that you can.

**VII: Guidelines for reading and writing texts**

**A note about reading:** One of the best ways to prepare for our work is to have read the material before hand. We will read and view a lot this semester, and you need to keep up. This may sound obvious and repetitive, but I ask you to consider that there’s a difference between “active” reading / viewing / listening (keeping a dictionary handy, underlining or taking notes, etc.) and other ways of reading. **Be prepared for me to check for evidence of this throughout the semester**. In addition, I would stress that careful, active reading cannot happen in an environment where you will be distracted easily. In other words, you deserve to have a study environment where you can work with maximum effect. I urge you to make full use of strategies such as underlining, highlighting, and creating reading notes. Annotating your underlining / highlighting in the margin is an effective way to make clear why you noted a passage; keeping a separate sheet of notes is effective as well.

**A note about inquiry projects (IPs):** these short assignments should be seen as opportunities for inquiry. In other words, they are spaces wherein you will investigate an observation, question, or detail from the assigned readings / topics, or perform work toward a major paper. An inquiry is analytical and reflective, not a paraphrase or summary. It involves risk and creativity and should highlight reflection and exploration rather than declaration. My prompts are geared toward your identification of key themes, problems, or ideas, not simply as questions to be answered. Your audience for these is your classmates and I; you can use the first person “I” or the third person. Though these are meant to be analytical, feel free to write in a style that is comfortable to you. They are short, but dense in ideas. You can use them as first drafts or as ways to generate material and clarify ideas toward a longer exploration. Because these are not formal essays, you do not have to include an introduction or conclusion or a works cited page; use each sentence and all of the space to do the work of inquiry. Though informal, the IPs need to have a single, identifiable focus. A successful IP will also convey a clear sense of investigation, use evidence from the texts or other sources, demonstrate the writer’s insight, and avoid summary. As part of your participation grade, IPs will not be given separate grades, but will be evaluated with a✓+, a✓, or a✓- . These *roughly* mean, respectively, A (exemplary), B (good), and C (thanks for turning it in—try to do more in the next IP).

Your major written projects (or portions thereof) will be written more conventionally, following general conventions of academic writing, such as full sentences, use of sources, grammatical and technical correctness, and fully developed paragraphs. We will discuss moments when the conventions of standard academic English don’t apply.

\*\*\*All assignments will be in a plain font, 12 point, with information in the upper left hand corner like so:

Name

Engl 2110--Weaver

Assignment

Date Due:

email address

Written projects should be double-spaced with regular margins and will follow the appropriate citation style guidelines for your field. I will reduce your assignment grade by 5% if you turn it in without page numbers or the upper-left header.

**III. Participation:** What I mean by participation is this: in addition to showing up on time and awake, you will actively engage in our frequent in-class writing exercises, collaborations, workshops, and discussions. Class discussion is essential to understanding and interacting with the material. I expect that you will come prepared to discuss the material intelligently, thoughtfully, and with reference to the text. Importantly, disruptive (talking while you should not be) or otherwise contra-indicated discussion will negatively affect your participation grade. This class depends upon your maturity and willingness to be open to the experience. I will also expect that your comments, suggestions, and questions be respectful toward your classmates, and that you listen respectfully to what everyone has to say. The classroom is a *public space*, and as such, expectations of honesty, respectfulness, attentiveness, and inquisitiveness prevail. Engagement is multi-fold; it includes your active involvement in discussions and small- and large-group activities, your timely completion of readings and assignments, and your regular attendance. This is not a lecture-based course; while it will contain some lecture moments, it will emphasize work in small groups, discussion as a large group, and other activities that draw on students’ participation. For these reasons, *please use your laptop, cell phones, or other electronic devices ONLY when given explicit permission to do so.*

Here is a guideline for class demeanor and participation grades:

**“A” participation**: excellent attendance, superlative preparation (multiple readings of all assigned texts, excellent assignments, and further reading) for all class sessions, full awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, awareness about staying quiet so others may talk, full participation and leadership in group work and peer review, excellent IPs / small assignments.

**“B” participation:** good attendance, full preparation for all class sessions (full reading of all assigned texts good assignments), good awareness and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), frequent substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent IPs / small assignments.

**“C” participation:** solid attendance, satisfactory preparation (at least one reading of all assigned texts, basic fulfillment of assignments), awareness, and focus while in class (not sleeping or checking Twitter or talking when you shouldn’t), substantive contributions to discussion (driven by inquisitiveness, respect, and honesty), questions or comments that further the discussion and invite classmates to respond, full participation in group work and peer review, excellent IPs / small assignments.

**“D” participation:** numerous absences, lack of awareness and focus (sleeping in class, checking your phone or laptop when asked not to do so, and preparation (not doing the readings or completing assignments), disruptive and / or disrespectful behavior, frequent tardiness or leaving class early, lack of contributions to class discussion, failure to participate in group work.

**WITHDRAWAL POLICY:
February 27** is the last day for a regular withdrawal from full semester courses. However, there are certain limits on the number of withdrawals students may take during their associate-level degree program. **Please see the Complete Withdrawal Policy for Associate-Level Students for more details:** [http://advisement.gsu.edu/self-service/policies/withdrawal-policy/](http://advisement.gsu.edu/self-service/policies/withdrawal-policy/%22%20%5Ct%20%22_blank)

Given the complexity of the policy, students should speak with a financial aid advisor and an academic advisor prior to withdrawing from a course.

**Roll Verification Policy:** Students who *never* attend this course will be reported as “Never Attended” in the 4th week of the semester, which will trigger a course withdrawal, marked in your record with a “-W.”

If you stop attending, participating in, or turning work in for this class for whatever reason during the first four weeks of the course without notifying the instructor, you may be withdrawn from the class and will receive a W for the course.

For more information on withdrawals, withdrawal limits, and registration, please see: [http://catalog.gsu.edu/associate20162017/university-academic-regulations/#registering-for-classes](http://catalog.gsu.edu/associate20162017/university-academic-regulations/%22%20%5Cl%20%22registering-for-classes%22%20%5Ct%20%22_blank)

**IV. General Policies, Class Conduct, and Attendance**

**Discrimination and Harassment:** Perimeter does not discriminate on the basis of race, age, religion, national origin, sex, sexual orientation, marital status, disability, or status as a U.S. veteran. Alternative viewpoints are welcome in this classroom. However, statements that are deemed racist, sexist, classist, or otherwise discriminatory will not be tolerated. While we all come from different backgrounds and learn in different ways, we share (in this class, at least) a common intellectual pursuit. We will, as a class, agree on common terms and ground rules for our discussions. Challenging each other’s viewpoints is a very, very necessary part of building and forming ideas. There is such a thing as a healthy disagreement! But, remember: while evaluating IDEAS is important, criticizing or attacking the PEOPLE who hold them is unacceptable, as are purposeful acts of bigotry. We may have guest lecturers or observers during the semester, and I will expect that you treat them with as much respect as you do your instructor and your classmates.

**Sensitive Topics**: Many of the readings, viewings, or other material that we will analyze together raise sensitive topics that are culturally or politically controversial, immediately resonant and relevant to our own experiences, or can make for difficult conversation for a variety of reasons. Our job as a scholarly community is to create an atmosphere of mutual respect that encourages the appropriate expression of ideas and feelings. This work necessitates thoughtful references and connections (of feelings and ideas) to the texts under consideration. In other words, our primary approach to sensitive topics is going to be through critical analysis of the topics as explored in the texts, and through examining the topics’ relation to the course goals.

**This class is rated NC-17.** Readings, viewings, art exhibits, and in-class discussions in this course may cover topics which some students may find uncomfortable, disturbing or controversial, including but not limited to profanity, mature situations, sexuality, and violence. Anyone unwilling or unable to engage in such discussions should take a different class. No substitute materials will be provided. Please come speak with me if you have concerns about the material we may discuss before you decide to drop.

**Regarding attendance:**

A student who is absent for any reason is responsible for all material and activities missed in class. If you need to be absent, please come see me or contact me ahead of the class session that will be missed (get notes and assignments from a classmate as well, **because, yes, you’ve missed something).** Alerting me ahead of time is courteous and demonstrates your commitment to doing well in the course. However, I understand that things come up. As long as you make a good faith effort to let me know that something unavoidable is happening that makes you miss class, and you work to make up for any deficit that this causes.

Because English courses often require discussions, in-class writing, writing workshops, and other engaged learning practices, it is imperative that students attend classes regularly and punctually for courses to be successful; therefore, instructors may use attendance to determine up to 15% of a student's grade for the course if a student misses 15% (or more) of the class sessions. Instructors may also count the time students miss from class due to arriving late and leaving early toward their total absences. I expect for you to attend all classes as scheduled, to arrive to class on time, and to stay for the duration of each class meeting. **Being more than 10 minutes late to class or leaving more than 10 minutes early from class three times counts as one absence.** **If you miss more than five classes in a class meeting twice a week, then you should expect your final grade in the course to be one letter grade lower than your total points on assignments unless you show me documentation of an illness or emergency that accounts for any absence over five.** It is your responsibility to check your attendance record on iCollege to ensure its accuracy and to speak with me when you notice any discrepancies between my record of your attendance and your memory of attending class. If you are late to class, then you must check with me after class that I have recorded you as late rather than absent. When you miss class, it is your responsibility to check iCollege, to speak with your classmates, and/or to come to my tutorial and advisement hours for updates. Please do not email me asking me what you missed. Students are responsible for finding out what they may have missed while absent. Except for absences officially excused by the college, I do not allow students to make up quizzes or in-class assignments. However, I build in a limited amount of extra credit related to in-class work so that missing one or two such in-class assignments will not negatively impact a student’s grade.

**VIII: Resources**

Please refer to the Clarkston English Department’s website ([http://depts.gpc.edu/~clahuman/)](http://depts.gpc.edu/~clahuman/%29)for general information regarding department goals and objectives, attendance, and plagiarism. Specifically, because this is a class wherein you’ll be working with your classmates, unexcused absences let your classmates down and your own grade may suffer. Even missing ONE class session puts you in danger. Yet life happens – if something comes up, please come see me or contact me (as well as a classmate). **I mean it.** Don’t wait to speak with me until after you’ve missed too many classes, too many assignments or passing grades on papers to pass successfully. Let me (and your other profs/instructors) know how we can help you succeed *before it’s too late.* If something or someone is getting in the way of your success here, Perimeter has resources to help you deal with it. The TRIO offices and the Dean of Students / Office of Student Affairs (http://deanofstudents.gsu.edu/pc/) are great places to start.

Perimeter College seeks to provide an environment that is free of bias, discrimination, and harassment.  If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this.  If you report this to a faculty member, he or she must notify one of our college’s Assistant Title IX Coordinators / Student Deans about the basic facts of the incident (you may choose whether you or anyone involved is identified by name).  For more information please refer to our sexual misconduct page in the [Student Code of Conduct](http://codeofconduct.gsu.edu/), page 43.

A note about technology, contact, and access: I am happy to answer queries via email, but I urge you to ask questions in class or on our class blog (accessible through our **iCollege site**)as your classmates likely have similar questions and can benefit from the discussion. I check email often, but not incessantly. If you email me, you can usually expect a reply within a few hours on weekdays. **Check your GSU email and iCollege frequently.** I send out a lot of information via iCollege and email, and you are responsible for keeping up-to-date. **Use only your GSU email and iCollege to communicate with your professors.**

It is your responsibility to submit assignments in appropriate file / digital formats. For written documents, use MS Word. As a GSU student you have very cheap / free access to all sorts of software, including the MS Office suite. I will not make extraordinary efforts to get your files or projects to open or display properly. If, after making ordinary effort, I am unable to get your assignment to open or display properly on my computer, I will hold you responsible and you will not receive a desirable grade for the project.

**Your Parents/Guardians:** Your parents/guardians are not in my class; you are. This should be obvious, but given recent trends, I need to state officially that I will not respond to parent/guardian requests for information regarding the class or your status in it unless, in accordance with FERPA, I have written confirmation from the student for third-party permission to view or discuss student information.

**Plagiarism,** brusquely defined, is using someone’s written, intellectual, artistic, etc. work in lieu of your own. Here at Tech (in general and in my classes), plagiarism is **severely** punished. **YOU MAY FAIL THE COURSE IF YOU PLAGIARIZE ANY WORK.** You are responsible for knowing and abiding by GPC’s policy for academic integrity. Consult GSU’s policy on Academic Honesty at: <http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

* + Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
	+ Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
	+ Submission of material that is wholly or substantially identical to that created or published by another person or person, without adequate credit notations indicating authorship (plagiarism);
	+ False claims of performance or work that has been submitted by the claimant;
	+ Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
	+ Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;
	+ Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.

\*\*\*Work that violates the policy will receive zero credit and may result in failure of the entire course. I will also report any serious misconduct to the Dean.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

**Disability Services:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services ([disability.gsu.edu](disbility.gsu.edu)). Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. If you have registered, please notify me by the second week of the semester so I can arrange to provide you with reasonable accommodations. If any other factors might be problematic for your performance in this class, let me know and we will try to work something out.

Signed Student/Instructor Agreement

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. WEAVER

I affirm that I have read the entire syllabus and policy sheet for Dr. Weaver and understand the information and the responsibilities specified.

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DIRECTIONS: Read carefully and check all that apply.

\_\_ I give my instructor, Rebecca Weaver, permission to use copies of the work I do for this course, ENGL 2110, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

\_\_ I do NOT give my instructor, Rebecca Weaver, permission to use copies of the work I do for this course, ENGL 2110, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

\_\_ Please use my name in association with my work.

\_\_ Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, he/she may wish to contact you. Please provide your contact information below:

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phone number (optional)