

WAYLAND BAPTIST UNIVERSITY
WBU Virtual Campus

School of Languages and Literature **Note: This is a draft. The final syllabus may contain changes.**

Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Course Name: ENGL 5303VCO1 -- Shakespeare

Term and Year: Fall 2017

Instructor:

Dr. Steve Michael

Office: Gates Hall 206C Plainview Campus

Office Phone: (806) 291-1103

Email: smichael@wbu.edu

I can best be reached via email.

Office Hours:

Beginning Aug. 23 (available by email until then)

Monday: 7:30-8:00 • 10:00-1:00

Tuesday: 8:55-9:25 • 12:15-1:15

Wednesday: 7:30-8:00 • 10:00-1:00

Thursday: 8:55-9:25 • 12:15-1:15

Friday: 7:30-8:00

Office visits also by appointment;

Hours subject to change

Class Meeting Time and Location: online, through Blackboard

Catalog Description: An intensive study of eight major plays and the sonnets

Prerequisite: graduate standing or final-term senior meeting requirements of non-degree seeking post-baccalaureate student

Required Textbook and Resources:

Required Textbook:

Bevington, David, editor. *The Necessary Shakespeare*, 5th ed., Pearson, 2017. ISBN: 978-0134139883.

If available, the e-edition is acceptable.

Required Resources:

You will need a reliable and secure computer connection, as well as access to software capable of saving and reading documents in Microsoft Word .doc or .docx formats (Apple or other word processor formats not supported by Blackboard's inline grading feature may have compatibility issues); software capable of reading documents produced in .html and .pdf formats; backup media such as USB flash drive, recordable CDs, or some other external destination.

The course will take place entirely online. You must have a functional Blackboard account and be able to access the WBU library website, as well as articles and other material provided through proprietary databases available via the WBU library website. You also must have an active WBU email address, and you need to check it every day. Your WBU email address is the usual way that I will contact you. If you are having trouble accessing certain items, consider [testing your browser](#) for Blackboard compatibility. You might also look at [WBUOnline's resources page](#) and related [Blackboard Tutorials](#) if you are not familiar with how the service

works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the Blackboard login page.

Optional Materials:

Graduate students in English are strongly encouraged to acquire a copy of the *MLA Handbook*, 8th edition.

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to (1) read and interpret the dramas intelligently and evaluate them critically; (2) explain the basics of the cultural and historical context in which the dramas were written; (3) perceive (beyond the plot) themes and dramatic devices that make Shakespeare Shakespeare; (4) produce in style and content essays and/or oral presentations appropriate for graduate students of English; and (5) conduct research on a topic related to Shakespeare's dramas, articulate and support a thesis, and follow through with appropriate documentation. The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements / Decorum and Makeup Policies: Students are expected to participate in the class and demonstrate regular attendance. This applies without exception. Participation and attendance will be determined by timely completion of message board discussions and quizzes. When a student shows a lack of participation/attendance considered by the instructor to be excessive, the instructor will so advise the student. Any student whose non-attendance/non-participation reaches 25 percent will receive a grade of F in the course. Students are required to have computer and Internet access for the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Makeup work will be offered at the instructor's discretion and will be considered on a case-by-case basis. Any authorized makeups must be completed within the time limit set by the instructor; otherwise, the makeup grade will be zero. For additional information, see "Late Work and Incompletes" below and [WBUOnline's catalog statement on attendance](#).

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS and GRADING CRITERIA:

Outcome competencies will be assessed in the following ways: reading quizzes, Blackboard discussion forum participation, a comparison paper, an annotated bibliography, a first examination, a research paper, and a final examination. **All major written assignments must be submitted in electronic form through Blackboard on their due dates. Late work will be penalized 10 points per 24-hour period and will not be accepted after the third 24-hour period. The Research Essay must be submitted on time. You are expected to save your work to your hard drive in Microsoft Word format, then upload it to the appropriate assignment destination in Blackboard. If you use Apple Pages or some other non-Microsoft word processor, you will need to save or export your document as a Word file prior to submission. Online storage services, such as iCloud, sometimes have compatibility issues with Blackboard; therefore, avoid "sideloading" assignments directly from such services. If I can't load and read your submissions, I can't grade them.**

Comparison Paper

For this assignment, you will need to choose two of the following tragedies: *Hamlet*, *King Lear*, and *Macbeth*. Examine some concern that two of the plays have in common. In an essay of 3-5 typewritten, double-spaced pages, show your reader how both plays deal with this concern. Let your essay be guided by a single controlling idea, something that you want to teach your audience regarding the two plays' common concern. What can you point out that a casual reader might not immediately notice or understand? Possible topics include the following:

- a comparison of powerful women characters, e.g., Gertrude vs. Lady Macbeth or Goneril
- a comparison of how tragedy functions in two of the plays

- a study of ambition and its consequences in two of the plays

The essay will be evaluated according to the following criteria: (1) control and responsible development of discussion; (2) presentation of ideas and wording as evidence; (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style.

Be sure to offer paraphrased and quoted evidence from the plays to substantiate your findings. **Do not use outside sources;** I want to see how well you understand what's going on in the two plays themselves. You are required to use MLA documentation style. See the *MLA Handbook for Writers of Research Papers*, 7th or later edition, or the MLA links provided with the Research Paper Assignment below.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. See the paragraph on "Late Work and Incompletes" below. Please email me or post in the Help Forum if you would like to discuss this project.

Annotated Bibliography

Find at least 8 (eight) library sources on your assigned reading (see the "Research Paper" assignment for source requirements). For each source, write a bibliographic entry using MLA documentation style. Each entry should be followed by a 3-5 sentence summary of the source. The entirety should be arranged alphabetically by authors' last names. The bibliography should be preceded by a brief introduction (1-2 pages) that synthesizes the ideas in the library sources and explains your rationale for selecting the sources. I will post a sample bibliography and introduction.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. See the paragraph on "Late Work and Incompletes" below. Please email me or post in the Help Forum if you would like to discuss this project.

Research Paper Assignment

Choose one of the works we have studied this semester. Then, write an essay that examines some interpretive problem in the work and, by using close reading and research, argue for your resolution of the problem. This is an argumentative paper. "Argumentative" does not necessarily mean that you are disagreeing with someone. It means that you are attempting to show that you are right about something that has not already been established as a fact. You want to convince your audience that something is true by using reason and evidence. A "problem" may include why a character does or doesn't do something, an odd or interesting trend in a plot, and so on. The Research Paper must meet the following requirements:

- **Length** -- a minimum of 10 double-spaced typed pages
- **Source Requirements** -- You must use at least 8 secondary sources. "Secondary" means sources that somehow comment on or clarify the issue you are discussing. These sources must come from somewhere other than your textbooks. The work you are writing about does not count as one of the secondary sources. **You must have at least three articles from academic journals. Do not use reviews or study aids (e.g., SparkNotes, www.shoop.com, etc.) as sources.**
- **Presentation of Evidence** -- You must cite and analyze evidence from your sources. The object of citation is not to "throw in" evidence but to use it and comment on it when you need to support one of your own points. Be sure to analyze quoted evidence from the literary work itself, not just your secondary sources.
- **Documentation** -- You must use MLA documentation style. The most authoritative guide is the *MLA Handbook*, 8th edition, which every graduate English student should have. If you don't have the MLA text, see the following websites for assistance:

<https://owl.english.purdue.edu/owl/resource/747/01/>

<https://style.mla.org/>

How I Will Grade -- The essay will be evaluated in light of the following criteria: (1) control and responsible development of discussion; (2) presentation of evidence from the work under discussion as well as from secondary sources (let me know that you understand how to use summary, paraphrase, and quotation properly); (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style.

Possible Topics -- The following are only suggestions. You can come up with your own topic or use one of the following as an inspiration:

- *Hamlet*: Machiavellianism in *Hamlet* • Is Hamlet truly mad? • Is Ophelia murdered? • Appearance vs. Reality in *Hamlet*
- Is King Lear truly more sinned against than sinning? • What is Shakespeare doing with the relationship between Edmund and Nature? • Why is Gloucester in the play?
- *Macbeth*: Is *Macbeth* an actual tragedy? • The progress of evil in *Macbeth* • Why are the three witches in the play? • Why is Banquo in the play?
- *Sonnets*: What is the real-life identity of one of the love triangle characters: the speaker, the Dark Lady, or the Fair Young Man? Pick only one.
- *1 Henry IV*: How necessary are the two plots (comic robbers and noble rebels)? • Prince Hal as a king in the making
- *Henry V*: Why does Falstaff not appear on stage? • Why does Shakespeare pay so much attention to Captain Fluellen (or Ancient Pistol)?
- Critics often associate Caliban in *The Tempest* with colonialism. What is your view of this issue? • Is Prospero symbolic of something or someone Shakespeare worried about?
- *A Midsummer Night's Dream*: Is Theseus a good ruler? • The presentation of women in *MND* • A character assessment of Puck
- *The Taming of the Shrew*: Kate as "monster" • Is Petruchio trying to oppress Kate or help her? • An analysis of Kate's final speech: is she serious, or is she playing a game with Petruchio?

The Research Paper must be submitted during the week stipulated in the syllabus schedule and will not be accepted after that week. Students are at all times responsible for their materials and are required to keep copies of their work in progress. Please email me or post in the Help Forum if you need assistance or clarification.

Quizzes

Students should expect quizzes over the reading assignments and/or class topics as often as every day. The format of the quizzes usually will be questions that invite brief written interpretive/critical responses. Quizzes will have expiration dates and times, after which they will no longer be available. Except in extremely compelling circumstances, I will not offer early or make-up opportunities. Quizzes will be evaluated for organization and focus, use of evidence in the form of paraphrased or summarized scenes or exchanges, and writing that is clear and free of errors.

Discussion Participation

Each week, I will present at least one topic for discussion on the Blackboard forum for this course. You are expected to participate promptly, helpfully and meaningfully in each discussion. You may be asked to read outside articles in preparation for these discussions. Please be sure that you can access the proprietary databases, such as JSTOR, in the "Articles & Databases" area of the WBU library website in order to view these articles. Discussion opportunities will have expiration dates and times, after which grade values will decay. After three late 24-hour periods, discussion replies will no longer be evaluated and will receive a grade of 0/F.

Exams

There will be two exams -- Exam 1 and the Final Exam. Both exams will be in essay-question form and will be evaluated according to the following criteria: (1) how well you know the content of the reading assignments, lectures, discussions, and any pertinent supplementary material; and (2) how well you organize, develop, and express your thoughts. The first exam may be made up only at the instructor's discretion. Students should be prepared to explain why they missed this exam. The final exam will be comprehensive, and there will be no makeup for it. Students are expected to arrange well in advance to take the final exam during the week stipulated in the syllabus schedule. I cannot offer an alternate date or time.

Grading / Help: (See Grade Distribution table below.) My grading scale is as follows: 90-92/A-, 93-97/A, 98-100/A+; 80-82/B-, 83-87/B, 88-89/B+, and so forth. Anything below 60 is an F. Weighted grades are averaged according to a 100-point scale and are totaled at the end of the semester. If your total is 79.49, your course grade is a C. If your total

is 79.50, your course grade is a B. I am always pleased to talk with you about your progress in the course, any difficulties or victories, or any thoughts you may have about literature and life in general.

Grade Distribution (how much grades count):

Assignment	% of Course Grade	Assignment	% of Course Grade
Quiz Average	5%	Annotated Bibliography	15%
Discussion Participation	5%	Research Paper	25%
Comparison Paper	10%	Final Exam	25%
Exam 1	15%	Total	100%

Note: Completion of quizzes and taking part in discussion forum topics constitute attendance and participation in the course. If your failure to attend/participate reaches a threshold of 25%, your grade in the course will be an F (see "Attendance Requirements/Makeup Policies" above).

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Late Work and Incompletes: All work, including essays, message board responses, quizzes, exams, and other activities, will have due dates. These due dates will be indicated in Lesson and Announcement notifications. Failure to complete participate in discussion forum topics by their due dates will result in reduced grade value. After three 24-hour periods, discussions will not be evaluated and will receive a grade of 0/F. Quizzes will not be evaluated after their expiration dates and will automatically receive a grade of 0/F. Failure to submit major writing assignments on time will result in the reduction of your grade for that work by 10 points per 24-hour period following the due date. For example, if a writing assignment is due by midnight CST (Central Standard Time) on September 24, you will be counted off 10 points if I don't have your work by midnight CST on September 25. You will be counted off 20 points after midnight CST on September 26. After three late periods, the work will no longer be accepted. This policy applies without exception. Make-up opportunities for quizzes or discussions will be offered only in extremely compelling situations at the discretion of the instructor (see "Quizzes" and "Discussion Participation" above). Make-up opportunities for Exam 1 will be offered only when a student has contacted me within three days of the due date. The student must explain the reason for the deficiency, and I will determine whether the work may be made up. No make-up opportunities or extended time will be offered for the final research essay or the final exam. Make-up opportunities for lengthy absences (two weeks or longer) will not be offered except in extremely serious cases. Military personnel who think they may have to be gone on extended TDY's should arrange for computer and internet access during that time. Grades of Incomplete (I) will not be considered. Please contact me early if you're having trouble getting something in so that I can assist you properly.

Course Outline: This offering of ENGL 5303 will introduce students to selected plays and sonnets of William Shakespeare. We will begin by discussing the course requirements and acclimating ourselves to the social and artistic dynamics of Shakespeare's world. Then we will examine three of his tragedies, a select number of his sonnets, two of his histories, one of his "romance" plays, and two of his comedies. The course will not attempt to follow Shakespeare's career chronologically but will, instead, analyze his works from generic and thematic perspectives. See "Schedule for ENGL 5303" in this syllabus for details and a calendar of daily topics / readings / assignments. (NB: examples, ideas, opinions, and theories presented in lectures and discussions do not necessarily reflect the views of the instructor. Furthermore, this syllabus is a plan. Although no significant changes are anticipated, the instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Finally, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.)

SCHEDULE FOR ENGLISH 5303

Class members are responsible for keeping up with the following schedule. **Please complete the reading assignments prior to the weeks indicated. For example, you should already have read *Hamlet* before August 28, *King Lear* before September 4, etc.** This is a working schedule and may be altered at the instructor's discretion, although departures are unlikely. Students will be notified of any changes on Blackboard.

- Week 1 (beginning Aug. 21): Introduction to Shakespeare and His Times
- Week 2 (beginning Aug. 28): Introduction to Shakespearean Tragedy • *Hamlet*
- Week 3 (beginning Sep. 4*): *King Lear* • Sep. 6 is last day to drop or withdraw without record
- Week 4 (beginning Sep. 11): *Macbeth*
- Week 5 (beginning Sep. 18): Selected Sonnets (students will be given a list) • **Comparison Paper Due**
- Week 6 (beginning Sep. 25): Introduction to Shakespearean History • *1 Henry IV* (also called *Henry IV Part I* or *Henry IV Part the First*)
- Week 7 (beginning Oct. 2): *Henry V* • **Exam 1**
- Week 8 (beginning Oct. 9): Introduction to Shakespearean Romance • *The Tempest* • Oct. 13 is last day to officially drop or withdraw with "W" • **Annotated Bibliography Due**
- Week 9 (beginning Oct. 16): Introduction to Shakespearean Comedy • *Midsummer Night's Dream* • Oct. 20 is last day to officially drop or withdraw with grade of "WP/WF"
- Week 10 (beginning Oct. 23): *The Taming of the Shrew* • Tying Up Loose Ends • **Research Paper Due**
- Week 11 (beginning Oct. 30): **Final Exam**

* Week 3 technically begins on Labor Day, Sept. 4, but no assignments are due on this date.

Suggested Research Tools and Reading

General Bibliographies

- *MLA International Bibliography* (available online via the WBU library website; a fast way to find worthwhile scholarly studies; supplement with *ABELL*)
- *ABELL* (available online via the WBU library website; a fast way to find worthwhile scholarly studies; supplement with *MLA International Bibliography*)
- *The Year's Work in English Studies* (available online via the WBU library website; a valuable annual review of criticism; summarizes important scholarly studies on an author and/or work and helps you to see context of recent debates and topics of interest)
- *Essay and General Literature Index* (available online via the WBU library website; excellent source for studies included in edited collections; useful for supplementing all of the above)
- *Magill's Bibliography of Literary Criticism* (okay for finding older journal articles and essays in edited collections, but use other bibliographies first; in volume form in Mabee LRC reference room)
- The Mabee LRC reference room has an excellent collection of checklists and annotated bibliographies on individual authors and literary topics; can also find bibliographies upstairs with other books by and about the authors
- The best Web site for English literature on the Internet is *Literary Resources on the Net*, located at the following URL:

<http://andromeda.rutgers.edu/~jlynch/Lit/ren.html>

Follow the Renaissance link and search "William Shakespeare"

Shakespeare Resources

- *Shakespeare: An Annotated World Bibliography*, published annually in the journal *Shakespeare Quarterly*
- Wells, ed., "The Year's Contribution to Shakespearean Study" in *Shakespeare Survey* (1950-1988)
- Bevington, *Shakespeare*
- Champion, *The Essential Shakespeare: An Annotated Bibliography of Modern Major Studies*
- Good Shakespeare Internet site:
<http://shakespeare.palomar.edu/>

Suggested Reading

Biography

- Park, Honan, *Shakespeare: A Life* (1998)
- Reese, M. M., *Shakespeare: His World and His Work* (1980)
- Rowse, A. L., *William Shakespeare: A Biography* (1963)
- Schoenbaum, S., *William Shakespeare: A Documentary Life* (1975)

Tragedies

- Dillon, Janette, *The Cambridge introduction to Shakespeare's Tragedies* (2007)
- Heilman, Robert Bechtold, *Shakespeare, The Tragedies: New Perspectives* (1984)
- Leech, Clifford, *Shakespeare: The Tragedies: A Collection of Critical Essays* (1965)
- McEachern, Claire Elizabeth, *The Cambridge Companion to Shakespearean Tragedy* (2002)

Histories

- Campbell, Lily Bess, *Shakespeare's "Histories": Mirrors of Elizabethan Policy* (1978)
- Waith, Eugene M., *Shakespeare: The Histories: A Collection of Critical Essays* (1965)
- Wilders, John, *The Lost Garden: A View of Shakespeare's English and Roman History Plays* (1978)

Sonnets

- Booth, Stephen, *An Essay on Shakespeare's Sonnets* (1969)
- Callaghan, Dymna, *Shakespeare's Sonnets* (2007)
- Muir, Kenneth, *Shakespeare's Sonnets* (1979)
- Schoenfeldt, Michael Carl, *A Companion to Shakespeare's Sonnets* (2007)

Romances (*The Tempest*)

- Knowles, James, *Shakespeare's Late Plays: New Readings* (1999)
- Coursen, Herbert R., *The Tempest: A Guide to the Play* (2000)
- Smith, Hallett Darius, *Twentieth Century Interpretations of The Tempest: A Collection of Critical Essays* (1969)

Comedies

- Charney, Maurice, *Shakespearean Comedy* (1980)
- Gay, Penny, *As She Likes It: Shakespeare's Unruly Women* (2002)
- Leggatt, Alexander, *The Cambridge Companion to Shakespearean Comedy* (2002)

General Interest

- Bevington, David M. *How to Read a Shakespeare Play* (2006)
- Kermode, Frank, *The Age of Shakespeare* (2004)
- Korda, Natasha, *Shakespeare's Domestic Economies: Gender and Property in Early Modern England* (2002)
- Rackin, Phyllis, *Shakespeare and Women* (2005)
- Taylor, Michael, *Shakespeare Criticism in the Twentieth Century* (2001)

Note: Our library subscribes to the excellent and authoritative journal *Shakespeare Quarterly*. Please take advantage of this resource.

Wayland Baptist University Standards for Writing

Good writing exhibits the following characteristics:

1. **Content** is clearly purposeful, demonstrating depth, insight, and critical thinking.
2. **Structure** and **organization** are effective, coherent, and logically developed.
3. **Conventions** are conscientiously observed. This includes -- but is not limited to -- sentence structure, usage, and mechanics such as punctuation, grammar, and spelling.
4. **Style** is effective. Style has been defined as "the personality of the writing." It includes -- but is not limited to -- word choice, sentence variety, voice, and attention to audience.
5. **Resources** are quoted and cited correctly, exhibiting quality and breadth. Plagiarism is unacceptable. See Plagiarism Statement in WBU Academic Catalog.

WBU's Writing Center

Writing Center Location: Second Floor of the LRC (Library)

By Appointment Only: Register for a WCONLINE account at wbu.mywconline.com to schedule your appointment.

New Expanded Hours:

Monday-Thursday: 9:00 a.m.-5:30 p.m.; 6:30 p.m.-10:00 p.m.

Fri: 9:00 a.m.-4:00 p.m.

Sat: Closed

Sun: 7:30 p.m.-10:00 p.m.

Contact Information:

Main Line: 806.291.3670

Email: wc@wbu.edu

Like us on Facebook at **Wayland Baptist University Writing Center**

AND

Follow us on Twitter at **wbu_wc**

School of Languages and Literature Statement on Plagiarism and Academic Dishonesty

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's **writing or ideas** as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.

Common examples of plagiarism or academic dishonesty include the following:

- Copying any amount of text directly from an internet website, book, or other document without **appropriate citation** and synthesis into one's own discussion.
- Paraphrasing the ideas presented in any source or oral discussion without appropriate citation.
- Using the evidence and conclusions of any source as the controlling framework for one's own paper.
- Recycling work from a previous or current course, whether your own work or another student's work.
- Purchasing or otherwise downloading a paper from an internet website.

In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute **appropriate citation** of any source:

- Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.
- Placing borrowed text directly from another source within "quotation marks."
- Introducing clearly another author's voice into the document by means of a signal phrase (an introduction of that author).
- Offering, in short, a clear distinction between one's own voice or ideas and those of any outside authors brought into the discussion.

Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.

- Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.
- If the instructor determines that a student's actions constitute Academic Dishonesty, the case will be filed with the dean of the School of Languages and Literature and reported to the university executive vice president/provost, as per university policy.
- Per university policy, second offenses RESULT IN SUSPENSION FROM THE UNIVERSITY.
- In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.