

Professor Francus
English 170HN: Rogues & Reprobates: Crime and Criminals in the 18th Century
Fall 2020
320 Clark Hall
Tuesdays and Thursdays, 1:00-2:15
Office: 227 Colson Hall
Office Hours: Via Zoom on Wednesdays, 10:00-12:30, and by appointment
E-Mail: mfrancus@mix.wvu.edu (alternate: Marilyn.Francus@mail.wvu.edu)

Course Description:

Many modern stereotypes of criminals have their origins in eighteenth-century literature: the characters in the *Pirates of the Caribbean* films are the descendants of Captain Cook, Bluebeard, and Captain Morgan, just as the *Ocean's Eleven* crew are heirs to the gentleman highwaymen and con artists of the time.

In English 170HN, we will excavate the ways that law and crime are represented in eighteenth-century culture, and how culture comments on the legal system, justice, property, class, gender, and society. We will discuss crime and criminals in the eighteenth century through a variety of genres, including novel, biography, newspaper accounts, and ballads—not only to learn about genre, but to study the rise of modern media and the power of cultural circulation. Last but not least, we will analyze the rise of the rogue hero, as those who break the law become folk heroes in society and culture.

Course Objectives:

- To introduce students to the study of law and literature.
- To practice critical thinking about law, literature and culture, with an emphasis on thesis, argument, and the evaluation of evidence.
- To provide practice in academic writing, with an emphasis on writing as an intellectual process.
- To introduce students to archival research.

Expected Learning Outcomes:

- At the end of this course, students should be able to:
 - Define the key terms of legal practice.
 - Evaluate 18th-century narratives in light of their legal and cultural evidence.
 - Identify the ways that law and crime are represented in, and interpreted by, a variety of genres.
 - Identify the characteristics of the rogue hero, and develop evidence-based arguments about the rogue hero.
 - Establish a thesis about a literary or cultural text, and support that thesis with evidence.
 - Pursue archival research on literary and cultural topics.

Date	Topic	Work for Class
Thursday, August 27	Introduction	Review syllabus
Tuesday, September 1	Key Terms of Crime and Law	Read McLynn, <i>Crime and Punishment</i> , Introduction and Chapter 1 (London) available on eCampus
Thursday, September 3	The Mob Boss: Jonathan Wild	1. Read Fielding, <i>Jonathan Wild</i> , Book I chapters I-VI (pp.7-23, Oxford edition) 2. Read “Policing in London” on the Old Bailey Session Papers website https://www.oldbaileyonline.org/static/Policing.jsp
Tuesday, September 8	Jonathan Wild	Read Fielding, <i>Jonathan Wild</i> , Book I chapters VII – Book II chapter V (pp. 24-64, Oxford edition)
Thursday, September 10	Jonathan Wild 18 th -century Newspaper Exercise	1. Read Fielding, <i>Jonathan Wild</i> , Book II chapters VI -XIV (pp. 64-84, Oxford edition) 2. Review 18 th -century newspaper exercise handout 3. Bring tech to class
Tuesday, September 15	Jonathan Wild	Read Fielding, <i>Jonathan Wild</i> , Book III chapters I-XIV (pp, 85-124, Oxford edition)
Thursday, September 17	Jonathan Wild	1. Read Fielding, <i>Jonathan Wild</i> , Book IV, chapters I-VI (pp. 125-142, Oxford edition) 2. Read “Trial Procedures” on the Old Bailey Session Papers Website https://www.oldbaileyonline.org/static/Trial-procedures.jsp 3. Worksheet for Newspaper Assignment due
Tuesday, September 22	Jonathan Wild	1. Read Fielding, <i>Jonathan Wild</i> , Book IV, chapters VII-XVI (pp, 142-181, Oxford edition) 2. Read “Judges and Juries” on the Old Bailey Session Papers website https://www.oldbaileyonline.org/static/Judges-and-juries.jsp
Thursday, September 24	Crime in Song: Ballads	Read “The Highwayman’s Advice to His Brethren,” “A New Ballad of Three Butchers and Ten Highwaymen,” “The Cook Maid’s Garland,” and “The Female Highway Hector” (available on eCampus)

Date	Topic	Work for Class
Tuesday, September 29	The Pickpocket: Jenny Diver Old Bailey Sessions Paper Exercise	<p>1. Read “The Particular Account of the Extraordinary Exploits of Mary Young, Alias Jenny Diver” from <i>The Malefactors Register</i> (available on eCampus)</p> <p>2. Watch “How to read an Old Bailey Trial” video at https://www.oldbaileyonline.org/static/HowToReadTrial</p> <p>3. Review Old Bailey Sessions Paper exercise handout</p> <p>4. Newspaper Assignment Due</p> <p>5. Bring tech to class</p>
Thursday, October 1	The Escape Artist: Jack Sheppard	Read “The Trial of John Sheppard for Burglaries, with a Particular Account of His Life and Exploits” from <i>The Tyburn Chronicle</i> (available on eCampus)
Tuesday, October 6	The Con Artist: Moll Flanders	<p>1. Read Defoe, <i>Moll Flanders</i>, the Preface through her marriage to Robin (ending with “...to be well married or not at all.”) pp. 37-103, Penguin edition</p> <p>2. Worksheet for Old Bailey Session Papers Assignment Due</p>
Thursday, October 8	Moll Flanders	Read Defoe, <i>Moll Flanders</i> , from Moll’s marriage to her second husband to her courtship and marriage to her third husband and their arrival in Virginia; from “I lov’d the company of Men of Mirth and Wit...” to “...we were receiv’d with all the Demonstrations of Tenderness and Affection (by my Husband’s Mother) that were possible to be express’d.” (pp. 104-133, Penguin edition)
Tuesday, October 13	Moll Flanders	Read Defoe, <i>Moll Flanders</i> , from life in Virginia with her third husband to Jemy’s letter; from “We liv’d her all together...” to “I am yours most Affectionatly, J.E.” pp. 133-210, Penguin edition
Thursday, October 15	Moll Flanders	Read Defoe, <i>Moll Flanders</i> , from Jemy’s departure to leaving her child with the cottager’s wife; from “Nothing that ever befell me in my Life...” to “..and as my affairs then stood, of any that cou’d be thought of at that time.” (pp. 210-238, Penguin edition)
Tuesday, October 20	Moll Flanders	<p>1. Read Defoe, <i>Moll Flanders</i>, from contacting the bank to Moll’s decision to work alone as a thief; from “I then began to write my Friend...” to “..had more Presence of Mind when I was to bring my self off.” (pp. 238-288)</p> <p>2. Old Bailey Session Papers Assignment Due</p>

Date	Topic	Work for Class
Thursday, October 22	Moll Flanders Rogue Hero Exercise	1. Read Defoe, <i>Moll Flanders</i> , from Moll's comments on partner getting caught, to her comments about her successful thefts; from "I had indeed one Comrade..." to "...I manag'd with the utmost Dexterity, and always with Success." (pp. 288-311, Penguin edition) 2. Review Rogue Hero Exercise
Tuesday, October 27	Moll Flanders	Read Defoe, <i>Moll Flanders</i> , from some of Moll's mishaps as a thief, to her transportation to Virginia; from "At length, as when does the Pitcher..." to "...kept particularly for the Captain, and for Passengers." (pp. 311-386, Penguin edition) Worksheet for the Rogue Hero Assignment Due
Thursday, October 29	Moll Flanders	Read Defoe, <i>Moll Flanders</i> , from the rest of the voyage to Virginia to the end of the novel, pp. 387-427, Penguin edition
Tuesday, November 3	Election Day	Go Vote!
Thursday, November 5	Pirates 101: Crime on the High Seas	Read Leeson, "An-arrgh-chy: The Law and Economics of Pirate Organization" (available on eCampus)
Tuesday, November 10	Pirates Edward Teach (a.k.a. Blackbeard) and John Rackam	Read "Captain Teach, alias Blackbeard" and "Captain John Rackam and his Crew" in Defoe's <i>The History and Lives of All the Most Notorious Pirates</i> (pp. 29-37, 59-66) available on eCampus Rogue Hero Assignment due
Thursday, November 12	Pirates Anne Bonny and Mary Read	Read the excerpt from Johnson's <i>A General History of Pirates</i> (available on eCampus)
Tuesday, November 17	Modern media and the rogue hero: Pirates on film, Part 1 <i>Captain Blood</i>	1. Watch <i>Captain Blood</i> (1935) on eReserves 2. Review the Brief Checklist of Film Elements, available on eCampus 3. Check the Internet Movie Database entry for <i>Captain Blood</i>
Thursday November 19	Pirates and media	Read Burwick and Powell, "Pirate Clichés," available on eCampus
Tuesday November 24	Modern media and the rogue hero: Pirates on film, Part 2 <i>Pirates of the Caribbean</i>	1. Watch <i>Pirates of the Caribbean</i> (2003) on eReserves 2. Review the Pirate Cliché Checklist available on eCampus 3. Check the Internet Movie Database entry for <i>Pirates of the Caribbean</i> (2003)

Date	Topic	Work for Class
November 25-29	Thanksgiving Break	Get some rest
Tuesday, December 1	Discuss Take-Home Final Make-up work day	Bring questions to class about course material
Thursday, December 3	Course conclusions	Bring questions to class about course material and/or Take-home final exam
Tuesday December 8		Take-Home Final Exam due

The course schedule may change at the instructor's discretion.

English 170HN fulfills the University's GEF 6 Arts & Creativity requirement, and elective requirements for the English major and minor.

Course Requirements:

A Newspaper Assignment (~3 pages). You will choose a newspaper article or an advertisement by or about Jonathan Wild from the 17th and 18th-century Burney Newspaper database, and develop a thesis and argument about the way(s) the newspaper represents and interprets Wild and crime in eighteenth-century Britain. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis); thinking critically and analytically about crime and media; developing a thesis and proving it; and practicing writing skills according to the conventions of academic writing. A worksheet will be assigned before the assignment is due, so that I can provide you with feedback and guidance to complete the assignment.

An Old Bailey Sessions Paper Assignment (~3 pages). You will write a short essay (~3 pages) on a court case involving theft from the Old Bailey Session Papers, the documents from the British legal system that are available online at <http://www.oldbaileyonline.org/>. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis); thinking critically and analytically about law, crime and criminals; developing a thesis and proving it; and practicing writing skills according to the conventions of academic writing. A worksheet will be assigned before the assignment is due, so that I can provide you with feedback and guidance to complete the assignment.

A Rogue Hero Assignment (~2 pages) You will write a short essay (~2 pages) in which you will make a case for a rogue hero moment in one of our course texts. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis); thinking critically and analytically about definitions of the hero, the criminal, and the rogue hero; developing a thesis and proving it; and practicing writing skills according to the conventions of academic writing. A worksheet will be assigned before the assignment is due, so that I can provide you with feedback and guidance to complete the assignment.

A Take-Home Final Exam. The final exam will consist of three parts: an analysis of a newspaper article; an analysis of an Old Bailey court case; a rogue hero assessment; and a reflection statement about crime, law, and culture. Your final, like your assignments, should reflect careful reading and thinking about your subject. The final is designed to showcase the skills that you have learned during English 170 HN.

Grading:

The Newspaper Assignment:	25% of your final grade
The Old Bailey Sessions Paper Assignment:	25% of your final grade
The Rogue Hero Assignment:	20% of your grade
The Take-Home Final Exam:	30% of your final grade

The Worksheets are required but not graded. These are works in progress, which provide you with support and feedback for your work, which is why they are required and not graded.

Class participation will be taken into consideration for students with borderline grades. If a student's final grade falls between a B and a B+, and the student has been an active, insightful class participant, the student will receive a B+ for the course. This policy only holds for final grade calculations, and only raises the student's borderline grade to the next immediate grade level (so a B will not be raised to an A- or an A based on class participation).

Grading Criteria:

A (90-100) – Excellent work; the assignment has been completed in a professional and timely manner. The assignment has a clear, relevant thesis and organization, chooses compelling evidence to substantiate the analysis, and engages with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignment has been completed in a professional and timely manner. The assignment has a viable thesis and shows substantial engagement with the subject at hand, but the analysis is partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignment has been completed, but not necessarily in a professional or timely manner. The assignment shows effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignment has not been completed in a professional or timely manner. The assignment shows a lack of effort on the part of the student, and a lack of engagement with the assignment. Written work lacks analysis, evidence, and organization; extensive substantive and stylistic revisions are needed.

F (<59) – Inadequate work; the assignment has not been completed. Work, when submitted, shows a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Submission of Assignments:

1. Your papers are to be submitted electronically as a .doc or a .docx, so I can add comments using track changes, and email them back to you. Papers should be double-spaced, in 11- or 12-point font, with one inch margins, paginated, and include your name.
2. Please keep a copy of every assignment that you submit.
3. Please hand in assignments on time by *5:00 PM* the day that they are due. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness and notifies me in advance. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).
4. I will acknowledge receipt of your work via email. If you do not receive an email acknowledgment from me *by midnight* of the due date, please repost—and forward your initial email to me again.
5. Do not summarize the plot of a work or rephrase your class notes in your assignments.
6. If your software includes spellcheck and grammar check functions, please use them. Please use the Editing Guidelines and the Stylesheet on the course eCampus site. They will help you hone your critical thinking and writing skills and strengthen your essays. Please keep in mind that in addition to yours truly, there are resources at the University to help with your writing, including the Writing Studio in Colson Hall.

COVID-19 Syllabus Statement

https://tlcommons.wvu.edu/syllabus-policies-and-statements# covid_syllabus

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring the required PPE, PPE will be available in the building for students to acquire. Students who fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions.

If a student becomes sick or is required to quarantine during the semester, they should notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.

If you develop symptoms of COVID-19, please call WVU Medicine Student Health: 304-285-7200.

Classroom Etiquette

1. Please come to class on time; I will take attendance at the beginning of class. Please do not leave in the middle of class; it is distracting and disrespectful. Please do not schedule appointments (medical, advising, etc.) during class time.
2. You will be expected to wear personal protective equipment (PPE) in class and on campus.
3. You will be expected to maintain social distance within the classroom.
4. You will be expected to sit in your assigned seat.
5. Eating and drinking will not be allowed in class.
6. Items 2, 3, 4, and 5 are University policies for everyone. If these policies are not followed, I have been instructed to refer matters to the Office of Student Conduct (304-293-801).
7. Please turn off cell phones and other electronic devices during class, unless I request that you use them.
8. You will be expected to complete the reading before coming to class, and to bring the relevant text to class, since we will often be analyzing texts in detail in class.
9. If you send me an e-mail, I will respond within 24 or 48 hours. If I have not responded in that time, then I have not received your posting. Please e-mail me again.
10. Please check your email regularly—not only for course correspondence, but University announcements. If I send you an email, please acknowledge my email in a timely fashion.
11. Please do not send an email in ALL CAPS, because it reads like you are shouting.

Assistance

Should you need assistance during a time of difficulty or crisis, please contact the Office of Student Life in E. Moore Hall, 304-293-5811.

The University has support services to help you:

The Carruth Center: Email: WVUCCCPS@mail.wvu.edu
 Phone: 304-293-4431
 Crisis Text Line: 741741

Tutoring Services: website: <https://studentsuccess.wvu.edu/services/tutoring-centers>

Tech Support: Email: ITShelp@mail.wvu.edu
 Phone: 304-293-4444 or Toll Free: 1-877-327-9260

For the WVU Attendance and Emergency Leave Policy, please see

<http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Emergency>

Attendance Policy

Instructors or programs set attendance requirements and policies that are appropriate for the goals and instructional strategies of their courses. Instructors are responsible for keeping accurate attendance records when attendance is used in grading. Students who are absent from class for any reason are expected to take full responsibility for their own academic work and progress and are required to complete missed work or equivalent work, as deemed appropriate by the instructor.

University Sanctioned Absences

University sanctioned absences are absences in which instructors provide opportunities to make up missed substantial class work or activities (e.g., assignments, exams) and will not penalize students for those absences. University sanctioned absences include mandatory military obligation, COVID-19 related absence, mandatory court appearances, and participation in university activities at the request of university authorities. Quarantined students are not to be penalized for physical absence, but may be expected to complete class work and activities as assigned. Instructors are expected to be flexible in allowing students to make up work missed due to university sanctioned absences. Instructors and students may consult with their Dean's Office on events that constitute official university sanctioned events.

WVU supports its students who are also members of the United States armed forces, reserve units, and National Guard. Absences of less than three weeks of course work for military obligation (i.e., drill or training) are university sanctioned absences. WVU's [Center for Veteran, Military, and Family Programs website](#) has additional information on the drill schedule for the West Virginia National Guard and can provide official verification of a student's military orders upon request.

For university sanctioned absences totaling more than three weeks of course work resulting from military obligation, see WVU's [Military Leave section of the undergraduate catalog](#).

Students who will miss more than a week of course work due to health condition or personal trauma should refer to WVU's [Emergency Leave Policy](#) (details below).

Students wishing to appeal an instructor decision regarding an absence for a university sanctioned event may appeal to the Dean of the college/school for the relevant course.

Final course grades affected by attendance in an individual course may be appealed using the normal course grade appeal process located on the [Appeals tab of the Academic Standards section of this catalog](#).

Excused Absences

Other events may justify an excused absence at the discretion of the instructor or program. Instructors appropriately notified regarding anticipated absences that are not university sanctioned may use their judgment as to whether to allow make-up work. Examples of events that may justify an excused absence include religious observances, illness of the student, illness of an immediate family member, death of an immediate family member, or extreme weather.

Students may miss class or assignments due to a variety of medical and health-related issues. There are two broad categories for such absences: those resulting from unexpected injuries and illnesses, and

those related to a disability(ies) and/or chronic condition. When a student must be absent from class due to an unexpected and medical illness they should contact their instructors directly. For an extended illness the WVU Division of Student Life can assist the student in notifying his or her instructors. Students missing class due to a disability should contact the Office of Accessibility Services for assistance.

Students who will miss more than a week of course work due to health condition or personal trauma should refer to WVU's [Emergency Leave Policy](#).

Several high holy days have been added to the academic calendar for instructors to reference in their academic planning. Instructors may consult the [Division of Diversity, Equity, and Inclusion website](#) for support regarding religious observances.

The Office of Accessibility Services can serve as a resource to discuss student absences related to accommodations. Contact Information can be found on the [About Us tab of the Office of Accessibility Services website](#).

Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems are not university sanctioned and should not typically qualify for excused absences.

If an instructor chooses to allow excused absences for these other events, the stated attendance policy for the course should specify the number of days that may be missed and instructions for contacting the instructor for the excused absence.

Instructors may request third party documentation.

Procedures

All attendance policies must be made available to students in writing (typically within the course syllabus) within the first week of class.

Students are responsible for notifying their instructors of expected university sanctioned absences **within two weeks** of the event or as soon as possible. Instructors may require written documentation in advance of the university sanctioned absence from the academic or athletic unit sponsoring the activity for students participating in official activities. Instructors may request additional verification from the [Center for Veteran, Military, and Family Programs website](#) for students serving military obligation. Students who are absent from class for any reason are responsible for contacting their instructors promptly, unless the instructors' policies require otherwise.

Students wishing to appeal an instructor decision regarding an absence for a university sanctioned event may appeal using the [final grade appeal process](#) for the relevant course.

Final course grades affected by attendance in an individual course may be appealed using the normal course grade appeal process located on the [Appeals tab of the Academic Standards section of this catalog](#).

Emergency Leave Policy

During any semester, students may experience serious emergencies that will prevent them to be present in class or participate in a course for more than a week.

Short Term Leave (1-3 weeks)

Upon presentation of documentation, students who will miss **between one and three weeks of classes** will work with their instructor to develop a plan to catch up on the work that they have missed.

Up to the 13th week of instruction, students have the ability to withdraw from one or several classes.

If the event and its subsequent related absences takes place after the 13th week of instruction, students may petition the Dean of the College, found on the [Office of the Provost website under the Level 2 Reviewers webpage](#), where the course is housed to obtain a late withdrawal from a single class. Students who wish to withdraw from all their classes can petition the Dean of the College where their major is housed for a full, retroactive withdrawal. Students unable to attend or participate after the 13th week for a relatively short duration (which may include exam week) may arrange for an Incomplete with provision to make up the final exam.

Long Term Leave (more than 3 weeks)

Students who will miss **more than three weeks of course work** due to a health condition or personal trauma should notify the appropriate Dean of the College, found on the [Office of the Provost website under the Level 2 Reviewers webpage](#), where their major is housed. The student should explain the circumstances of their absence and, with the assistance of the Dean, work with each of faculty members to agree upon a plan of action. In most cases, students will be asked to provide documentation or other evidence.

If necessary, these students may withdraw from the university and will go through one of the two following processes depending upon when the student withdraws.

1. Withdraw from the University up to and including the 13th week of instruction. Students who withdraw before the end of the 13th week of instruction may need to return portions of their financial aid award. A W will be placed on all courses.

2. Withdraw from the University after the 13th week of instruction. Students who leave the University after the 13th week of instruction should work with their home college/school's Dean's Office.

The relevant Dean's Office will assist the student in reviewing the student's eligibility for credit for their courses on a course-by course basis with the instructors.

If the course is substantially complete and the student has done passing work, the student should receive the grade earned at that time.

If the instructor establishes that the course is not quite substantially complete and the student requests it, the instructor can follow the procedure for an Incomplete, with the agreement of the department chair and the Dean of the College where the course is housed.

When it is deemed that no credit can be awarded, the student can be administratively withdrawn from the course.

Academic Dishonesty:

West Virginia University's definition of academic dishonesty is available in the Undergraduate Catalog (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#definitionsandtypesofacademicpenalties>):

“The term “academic dishonesty” means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters. In addition to the definitions and examples provided below, [supplementary information about types and examples of academic dishonesty is available](#).

1. **“Plagiarism”** means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual.
2. **“Cheating and dishonest practices in connection with examinations, papers, and/or projects”** include, but are not limited to, (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor or supervisor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
3. **“Forgery, misrepresentation, or fraud as it relates to academic or educational matters”** includes, but is not limited to, (i) wrongfully altering, or causing to be altered, any records; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting records; (iv) furnishing the results of research projects or experiments for the inclusion in another's work without proper citation; or (v) furnishing false statements in any University academic proceeding; and (vi) providing false or misleading information to gain an academic advantage.

A student at West Virginia University who engages in academic dishonesty will be subject to one or more of the following academic penalties (see the previous section for full descriptions of those penalties that can also be imposed for failure to meet academic requirements or standards):

1. Course-level academic penalties. When academic dishonesty occurs within the context of a course (including individually supervised courses), the course instructor/coordinator has the option of imposing the following academic penalties, including but not limited to:
 1. Change in assignment or test grade.
 2. A lower final grade, including failure of a course.
 3. A final grade of unforgivable failure (UF). The UF penalty can be recommended by the course instructor/coordinator but must be reported to the appropriate office by the dean of the college or school offering the course after the time limit for a student appeal has expired or the appeal process has been completed, upholding the UF penalty. The student may repeat the course, but the undergraduate D/F repeat process will not be applied to the UF.
 4. Required repetition or revision of the assignment or test.
 5. Exclusion from further participation in class, including laboratories or clinical experiences.
 6. Other course resolutions within the discretion of the course instructor/coordinator.

2. Other academic penalties. If academic dishonesty occurs either in a course or within the context of program requirements, the academic penalties below may be imposed.
 1. Required repetition or revision of a program requirement, or termination of the student's participation in specific program-related activities. When academic dishonesty occurs within the context of program requirements and expectations not associated with a specific course (including, but not limited to, completing qualifying exams, conducting research, performing duties associated with a graduate assistantship, performing required service or professional activities, etc.), the student's program director, supervisor, or chair of an appropriate committee may impose these or similar academic penalties.
 2. Failure of a program requirement or failure to meet academic standards.
 3. Academic probation or suspension at the program, college, or school level for failure to meet program requirements and academic standards.
 4. Dismissal from a program, college, school, or the university."

WVU Academic Integrity Statement:

West Virginia University's Academic Integrity Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>:

"The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University [Academic Standards Policy](http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification). (<http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter."

Please note **WVU's Sale of Course Material Syllabus Statement** (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>): "All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the [Student Conduct Code](https://studentconduct.wvu.edu/policies-and-procedures). (<https://studentconduct.wvu.edu/policies-and-procedures>)"

Student Evaluation of Instruction Statement:

West Virginia University's Student Evaluation of Instruction Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>:

"Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor."

Inclusivity Statement:

West Virginia University's Inclusive Statement is available at <https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>:

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](https://accessibilityservices.wvu.edu/). (https://accessibilityservices.wvu.edu/) More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (https://diversity.wvu.edu/) as well.”

Sexual Misconduct Statement:

West Virginia University's Sexual Misconduct Statement is available at <https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>:

“West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Policy 44](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](https://titleix.wvu.edu/staff). (https://titleix.wvu.edu/staff)

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline).”

Adverse Weather Statement:

West Virginia University's Adverse Weather Commitment is available at <https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>:

“In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.”