

Professor Francus  
English 386: *British Women Writers*  
Fall 2020  
Tuesdays and Thursdays, 10:00-11:15 online via Zoom  
Office: 227 Colson Hall  
Office Hours: Via Zoom on Wednesdays, 10:00-12:30, and by appointment.  
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### Course Description:

The title of this course includes three categories that are challenging to assess individually, and daunting together: “British,” “women,” and “writers.” The project of English 386 is to explore these terms separately and in conjunction, in order to excavate the traditions of British women writers, the subjects that preoccupied them, and the material and social conditions that affected their writing. In the process, we will develop a more elaborate and accurate vision of British history, gender politics, and literature as a cultural phenomenon.

### Course Objectives:

- To identify and evaluate the major themes, topics, and issues of British women writers.
- To evaluate British women writers within their historical and cultural contexts, to assess the effect of society and culture on women’s writing.
- To learn about the status of women in British history, and especially the status of (and resistance to) British women writers.
- To develop critical thinking and analytical ability.
- To practice formal and stylistic conventions of literary criticism and analysis.

### Expected Learning Outcomes:

At the end of this course, students should be able to:

- Identify and analyze the emerging characteristics of a tradition of British women writers.
- Locate and evaluate a text in social, economic, political, and/or literary history.
- Establish a thesis about a literary text and support that thesis with textual evidence.
- Identify and develop multiple analyses for a single literary text.
- Analyze a text in light of other literary and/or cultural texts.
- Analyze a scholarly argument.

English 386 fulfills the diversity requirement for the English major, and elective requirements for the English minor, and the Women’s Studies major and minor.

Please note: English 101 and English 102 (or equivalents) are not prerequisites for English 386, but they will enable your success in this course.

Date	Topic	Work due for Class
Thursday, August 27	Course Introduction	Review the syllabus
Tuesday, September 1	Virginia Woolf, <i>A Room of One's Own</i> (1929)	1. Read <i>A Room of One's Own</i> , Chapters 1-4  2. Use the currency calculator on the eCampus course site to calculate what the value of 500 British pounds in 1930 would be today.
Thursday, September 3	Virginia Woolf, <i>A Room of One's Own</i> (1929)	Read <i>A Room of One's Own</i> , Chapters 5-6
Tuesday, September 8	Margery Kempe, <i>The Booke of Margery Kempe</i> (circa 1438)	Read selections from <i>The Booke of Margery Kempe</i> (available on eCampus).
Thursday, September 10	The writings of Queen Elizabeth I (1558-1603)	1. Read the early letters and speeches (the letter to her father, to Queen Mary, the first speech to the lords, the first speech to Parliament), available on eCampus.  2. Review Tudor Monarchs – a quick guide (available on eCampus)  3. Review analytical reading exercise
Tuesday, September 15	The writings of Queen Elizabeth I (1558-1603)	1. Read Queen Elizabeth's letters and poems, and later letters and speeches (available on eCampus)  <b>2. Worksheet for Analytical Reading Assignment Due</b>
Thursday, September 17	Aphra Behn, <i>The Rover</i> (1677)	1. Read Acts I and II of <i>The Rover</i>  2. Review British Monarchs of the 17 <sup>th</sup> Century – a quick guide
Tuesday, September 22	Aphra Behn, <i>The Rover</i> (1677)	Read Acts III, IV, and V of <i>The Rover</i>
Thursday, September 24	How to read scholarship, part 1	1. Read Helen Burke, "The Cavalier Myth in <i>The Rover</i> " (available on eCampus)  2. Review the Scholarship Exercise sheet for Burke (available on eCampus)  <b>3. Analytical Reading Assignment Due</b>

Date	Topic	Work due for Class
Tuesday, September 29	Jane Austen, <i>Lady Susan</i> (circa 1793-94)	1. Read <i>Lady Susan</i> 2. Review British Monarchs of the 18 <sup>th</sup> Century – a quick guide <b>3. Reflection Statement #1 on Margery Kempe, Queen Elizabeth I, and Aphra Behn Due</b>
Thursday, October 1	How to read scholarship, part 2	1. Read Lise Gaston, “Gossip Economies: Jane Austen, <i>Lady Susan</i> , and the Right to Self-Fashion” (available on eCampus) 2. Review the Scholarship Exercise sheet for Gaston (available on eCampus) <b>3. Worksheet for Scholarship Analysis due</b>
Tuesday, October 6	Mary Wollstonecraft, <i>The Vindication of the Rights of Woman</i> (1792)	Read the selections from <i>The Vindication of the Rights of Woman</i> (available on eCampus)
Thursday, October 8	Strategies for a research paper	1. Think about a topic for your research paper. 2. Take a look at the research proposal assignment and the worksheet. (Available on eCampus)
Tuesday, October 13	Maria Edgeworth, <i>Castle Rackrent</i> (1800)	1. Read <i>Castle Rackrent</i> <b>2. Scholarship Analysis Assignment due</b>
Thursday, October 15	Peer review session for research proposals	1. Complete the research proposal worksheet and bring to class. <b>2. Reflection Statement #2 on Jane Austen, Mary Wollstonecraft, and Maria Edgeworth Due</b>
Tuesday, October 20	Charlotte Bronte, <i>Jane Eyre</i> (1847)	1. Read <i>Jane Eyre</i> , Chapters 1-10 2. Review British Monarchs of the 19 <sup>th</sup> Century – a quick guide 3. Use the currency calculator on the eCampus course site to calculate what the value of 30 British pounds in 1840 would be today.

Date	Topic	Work due for Class
Thursday, October 22	Charlotte Bronte, <i>Jane Eyre</i> (1847)	1. Read <i>Jane Eyre</i> , Chapters 11-14  2. <b>Research Proposal Due</b>
Tuesday, October 27	Charlotte Bronte, <i>Jane Eyre</i> (1847)	Read <i>Jane Eyre</i> , Chapters 15-20
Thursday, October 29	Charlotte Bronte, <i>Jane Eyre</i> (1847)	Read <i>Jane Eyre</i> , Chapters 21-23
Tuesday, November 3	Election Day – No Class	For information on how to register to vote, go to <a href="https://www.usa.gov/register-to-vote">https://www.usa.gov/register-to-vote</a>
Thursday, November 5	Peer review session for research drafts	Bring your research draft to class for peer review
Tuesday, November 10	Charlotte Bronte, <i>Jane Eyre</i> (1847)	Read <i>Jane Eyre</i> , Chapters 24-28
Thursday, November 12	Charlotte Bronte, <i>Jane Eyre</i> (1847)	1. Read <i>Jane Eyre</i> , Chapters 29-31  2. <b>Research Paper Draft Due</b>
Tuesday, November 17	Charlotte Bronte, <i>Jane Eyre</i> (1847)	Read <i>Jane Eyre</i> , Chapters 32-38
Thursday, November 19	Jean Rhys, <i>Wide Sargasso Sea</i> (1966)	Read <i>The Wide Sargasso Sea</i>
Tuesday, November 24	Caryl Churchill, <i>Top Girls</i> (1982)	1. Read <i>Top Girls</i>  2. Review British Monarchs of the 20th Century – a quick guide  3. <b>Reflection statement #3 on Charlotte Bronte, Jean Rhys, Virginia Woolf, and Caryl Churchill Due</b>
November 25-29	Fall Recess	Get some rest
Tuesday and Wednesday, December 1 and 2	Individual student conferences	Final work on research essay; bring draft and any questions to conference
Thursday, December 3	Course conclusions	
Monday, December 7		<b>Research Essay Due</b>

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

**Course Texts** (on order at WVU Bookstore):

Austen, Jane. *Lady Susan/Watsons/Sanditon* (Penguin)  
 Behn, Aphra. *The Rover and Other Plays* (Oxford)  
 Bronte, Charlotte. *Jane Eyre* (Oxford)  
 Churchill, Caryl. *Top Girls* (Methuen Bloomsbury)  
 Edgeworth, Maria. *Castle Rackrent* (Oxford)  
 Rhys, Jean. *Wide Sargasso Sea* (Norton)  
 Woolf, Virginia. *A Room of One's Own* (Mariner Press)

**Course Assignments:**

Analytical Reading Assignment (~3 pages) – You will be given a choice of passages from Woolf, Kempe, and Elizabeth I. You will choose one passage and write a brief analysis in which you determine whether a feminist, Marxist, or psychoanalytic interpretation is the most illuminating, and state your reasoning. The goals of this assignment are to provide practice in close reading (including working with data in detail), which is a primary skill for literary analysis, and to practice in literary analysis through multiple critical lenses, which is a key in critical thinking. A worksheet will be assigned before the assignment is due, so that I can provide you with feedback and guidance to complete the assignment.

Scholarship Analysis Assignment (~3-4 pages) – You will be given a selection of academic articles on Behn, Austen, and Wollstonecraft. Choose one and write a brief analysis of the article, focusing on the author's thesis, argument, evidence, and style. The goals of this analysis are: to introduce you to the conventions of published scholarship; to provide tools to assess scholarship; and to provide practice in the analysis of academic articles. Familiarity with scholarship will enable you to locate your research within the field, and to strengthen your own scholarship. A worksheet will be assigned before the assignment is due, so that I can provide you with feedback and guidance to complete the assignment.

Three Reflection Statements (~1-2 pages each) – Three times during the semester you will be asked to consider sets of British women writers, and to identify and evaluate the major themes, topics, and issues of their work; to hone definitions of “British,” “woman” and “writer”; and to identify and analyze trends among these writers.

Research Proposal (~1-2 pages) - You will be asked to submit a proposal for your final research essay, which should include your thesis, the parameters of your project, your postulated argument. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis), and practicing developing a viable plan for a literary analysis for a conference length (8-10 page) research paper.

Research Essay Draft (~4-5 pages) – You will be asked to submit a draft of your final research essay, which should include your thesis, and the basics of your argument. The goal of this assignment is to ensure that you are progressing on your final research paper in productive ways, and to provide your feedback on your work in progress to enhance your final essay.

Research Essay (~8-10 pages) – A research paper on the work of a British woman writer of your choosing. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis), thinking critically and analytically about British women writers, integrating research into your writing, and practicing writing skills according to the conventions of academic writing.

**Grading:**

One Analytical Reading Analysis: 20%  
 One Scholarship Analysis: 20%  
 Three Reflection Statements: 10% each; 30% total  
 One Research Essay: 30%

The Worksheets, the Research Proposal and the Research Essay Draft 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. Class participation includes (but is not limited to): speaking in class; using the chat board for comments during class; sending me emails with questions and/or with information that I can share with the class that adds to our study. 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 email assignments to me *by noon* of 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. The assignments, other than your final research essay and your proposal, do not require external research. They require knowledge of the course texts; clear, careful thinking; and writing.
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.

### Class 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. My preference is that you leave your video screens on, so everyone can see everyone, but you are not required to do so. If you do not like your background, go to Zoom's help page to change it: <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>. Please remain on mute unless you are speaking.
3. Please be patient as we work with and learn the bells and whistles of online technology.
4. Please turn off cell phones and other electronic devices during class, unless I request that you use them.
5. 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 text in detail in class.
6. 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.

**Class Etiquette (continued):**

7. 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.
8. Please do not send an email or comments in the chat room in ALL CAPS, because it reads like you are shouting.
9. Please make sure that you are contacting the person you intend—and not someone else, or the entire class.
10. Never give someone else your password.
11. Please do not send your classmates information that is not related to class unless they request it.

**COVID-19 Syllabus Statement**

[https://tlcommons.wvu.edu/syllabus-policies-and-statements# covid syllabus](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.

**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 13<sup>th</sup> 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 13<sup>th</sup> week of instruction, students may petition the Dean of the College, found on the [Office of the Provost website under the Level 2](#)



4. Tutoring Services: website: <https://studentsuccess.wvu.edu/services/tutoring-centers>
5. Tech Support: Email: [ITShelp@mail.wvu.edu](mailto:ITShelp@mail.wvu.edu)  
Phone: 304-293-4444 or Toll Free: 1-877-327-9260

### 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.”

**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.”

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>)”

#### **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.”