

# English Department Handbook

*2018-2019*



# Table of Contents

## Introduction

Full-Time English Department Faculty	3-4
Placement Procedures & Appeals	5
English Course Objectives	5-6
Required textbooks	6
English Course Offerings	7-8
Literature Course Offerings	8-11
Honors Course Offerings	11-12
English Department Awards	12
English Pathways & Transfer Programs	12

## English Department Policies

Plagiarism	13
Grading	13
Attendance Reporting	13 - 14
Absenteeism (students)	14
Incompletes	14
Sick Days	14
Copies	14

## Resources

Checklist for syllabus	16
SCC Library	16
ACE Center	16
Concerning and/or Threatening Student Writing	16
Academic Early Alert	16
Title IX	16-17
Office of Accessibility Services	17
Counseling/Mental Health Services	17

## Student Enrichment Opportunities

<i>Mid Rivers Review</i>	18
Creative Writing Certificate	18
Diversity Certificate	18
Global Studies Certificate	19
Honors Program	19
Service Learning	19
Phi Theta Kappa	19
Creative Writing Society	19

## Forms

MLA style guide handouts	20
Copy Center Request form	
<i>Mid Rivers Review</i> submission form	
Academic Early Alert Program	
SCC Library's New Digital Resources	
Violence Risk Assessment Form	
Sample Syllabi	

## Full-Time Faculty Members

### Joseph Baumann, Instructor of English

B.A. in English, Truman University  
M.A. in English, Truman University  
Ph.D. in English, University of Louisiana at Lafayette

Email: jbaumann@stchas.edu Phone: 636-922-8609  
ALP instructor, Creative Writing Society sponsor, Creative Writing Certificate contact  
Common Survey Courses: *American Literature, Mythology, Introduction to Creative Writing*

### Lindsay Brand, Instructor of English

B.A. in English, University of Missouri – St. Louis  
B.S. in Education, University of Missouri – St. Louis  
M.F.A. in Writing, Lindenwood University

Email: lbrand@stchas.edu Phone: 636-922-8207  
ALP instructor, Creative Writing Society sponsor  
Common Survey Courses: *Introduction to Creative Writing*

### Bryonie Carter, Associate Professor of English

B.A. in English, University of Missouri – St. Louis  
M.A. in Contemporary Approaches to English Studies, Goldsmiths College, University of London  
Graduate Certificate in Gender Studies

Email: bcarter@stchas.edu Phone: 636-922-8266  
Service Learning coordinator, online instructor  
Common Survey Courses: *World Literature, Gender Studies*

### David Cirillo, Professor of English

B.A. in English, University of Missouri – St. Louis  
M.A. in English, Kent State University

Email: dcirillo@stchas.edu Phone: 636-922-8616  
Online instructor  
Common Survey Courses: *Mythology*

### Christina Gant, Assistant Professor of English

B.S. in English, Washington University  
Undergraduate Certificate in Creative Writing  
M.A. in English – Rhetoric & Composition, University of Missouri – St. Louis

Email: cgant@stchas.edu Phone: 636-922-8665  
SCC Coffeehouse organizer, Phi Theta Kappa Honors Society advisor  
Common Survey Courses: *Mythology, Introduction to Creative Writing*

### Jacqueline Gray, Professor of English

B.A. in English, University of Memphis  
M.A. in English, University of Colorado

Email: jgray@stchas.edu Phone: 636-922-8569  
English Department Chair  
Common Survey Courses: *British Literature, Introduction to Creative Writing*

**Virginia Bunn Guneyli, Professor of English**

B.A. in English, University of Missouri – St. Louis  
M.A. in English Language & Literature, University of Missouri – St. Louis  
Graduate Certificate in Gender Studies

Email: [vguneyli@stchas.edu](mailto:vguneyli@stchas.edu) Phone: 636-922-8617  
Diversity Certificate contact, ALP instructor, online instructor  
Common Survey Courses: *World Literature, Introduction to Creative Writing*

**Michael Kuelker, Professor of English**

B.A. in English, St. Louis University  
M.A. in English (Research), St. Louis University

Email: [mkuelker@stchas.edu](mailto:mkuelker@stchas.edu) Phone: 636-922-8256  
*Mid Rivers Review* editor, Democracy Days organizer  
Common Survey Courses: *American Literature, Holocaust Literature*

**Rachel McWhorter, Instructor of English**

B.A. in English, Samford University  
M.A. in Women's Studies, University of Alabama  
M.A. in English, University of Minnesota  
PhD. in English, University of Minnesota

Email: [rmcwhorter@stchas.edu](mailto:rmcwhorter@stchas.edu) Phone: 636-922-8447  
ALP instructor, Phi Theta Kappa Honors Society advisor  
Common Survey Courses: *American Literature*

**Jayne Novara, Associate Professor of English**

B.A. in English Literature & Writing, McKendree University  
M.A. in English Literature, West Virginia University

Email: [jnovara@stchas.edu](mailto:jnovara@stchas.edu) Phone: 636-922-8407  
ALP instructor, online instructor, Professional Development Committee Chair  
Common Survey Courses: *Mythology*

**Aaron Proctor, Associate Professor of English**

B.A. in Literatures in English, University of California – San Diego  
M.A. in English Literature, Washington University

Email: [aproctor@stchas.edu](mailto:aproctor@stchas.edu) Phone: 636-922-8260  
Common Survey Courses: *British Literature, Introduction to Shakespeare*

**Corey Porter, Associate Professor of English**

B.A. in English, Southern Illinois University  
M.A. in English Literature – Rhetoric & Composition, University of Houston

Email: [cporter@stchas.edu](mailto:cporter@stchas.edu) Phone: 636-922-8296  
ALP instructor, online instructor  
Common Survey Courses: *Science Fiction*

**Heather Rodgers, Professor of English**

B.A. in English, University of Missouri – St. Louis  
M.A. in English Literature, University of Missouri – St. Louis  
Graduate Certificate in College Teaching

Email: [hrogers@stchas.edu](mailto:hrogers@stchas.edu) Phone: 636-922-8506  
Honors Program director

# Placement

Students who have a high school GPA of 3.0 are automatically placed in English Composition 1 (ENG 101). Everyone else is automatically placed in Developmental Writing II (ENG 096).

## Appeal Process

The English Department strongly encourages students to appeal their writing placement if they are placed in Developmental Writing II by GPA alone.

Students wishing to challenge their placement may take the English assessment on campus in the Student Center, Room 133. For more information, email [ac@stchas.edu](mailto:ac@stchas.edu) or call 636-922-8629.

Students will go to the Assessment Center and complete a sample writing. At least three members of the English faculty will read these essays and score them. These scores determine what composition course the student should begin in.

## English Course Objectives

### **ENG 095      Developmental Writing 1**

This course is graded on a Pass/Fail basis.

By the end of the course, students will

1. Write grammatically correct, complete sentences that include:
  - a. Subject-verb and noun-pronoun agreement
  - b. Standard punctuation
  - c. Spelling
2. Use a variety of sentence types including simple, compound, and complex
3. Organize coherent paragraphs with specific content in support of a main idea
4. Write in an objective 3<sup>rd</sup> person voice as well as a personal narrative voice
5. Learn to adhere to the writing process

\* Upon the recommendation of the instructor, students may request evaluation for direct placement into ENG 101 without completing ENG 096.\*

### **ALP Cluster: ENG 096 Developmental Writing II + ENG 101 Composition I**

The students who are placed into ENG 096 will take ENG 096 along with ENG 101 during the same semester. This is known as ALP (Accelerated Learning Program.) The same instructor will teach these linked courses. These classes are paired, and the ENG 096 class serves as support for the student while they complete ENG 101-level assignments for their ENG 101 course.

The ENG 096 course is graded on a Pass/Fail basis. If an ALP student successfully passes ENG 101, they pass the ENG 096 course. If the student does not pass ENG 101, the instructor will evaluate the ALP student to determine whether they need to retake the ALP pairing.

By the end of the course, the ALP student's grade for the ENG 101 portion of the pair will be evaluated in the same manner as a student in a stand-alone ENG 101 course. (See below).

## ENG 101      **Composition I**

This course is evaluated with letter grades.

By the end of the course, students will

1. Develop – through writing – defensible approaches to critical thinking, reading and argumentation using a variety of texts
2. Learn to write an active thesis and develop it through paragraphs which exhibit strong controlling ideas and specific supporting ideas
3. Construct an essay that is rhetorically effective in its organization, development, and language, and in its appeal to specific audiences
4. Assess and integrate sources in order to garner new knowledge, substantiate ideas, and support assertions
5. Learn effective and appropriate methods of documentation, specifically MLA
6. Learn drafting, revising and editing skills by analyzing and evaluating their own work as well as the work of others
7. View writing the essay as a way to discover knowledge

## ENG 102      **Composition II**

This course is evaluated with letter grades.

Students will...

1. Develop their ability to form an active thesis and develop that thesis through paragraphs that exhibit strong controlling ideas and specific supporting details
2. Refine their ability to construct an essay that is rhetorically effective in its organization, development, and language
3. Develop a rhetorically effective and appropriate style that appeals to specific audiences
4. Develop a maturity of control over their writing demonstrated by care with grammar, mechanics, and factual accuracy
5. Be able to locate, identify, and learn to evaluate the reliability of standard academic sources including online sources
6. Be able to support an interpretive stance using logic and sources
7. Polish formal documentation skills
8. Reconcile diverse opinions and reactions that reflect the varying perspectives on events both globally and locally as seen in both literature and expository essays

## **Required Textbooks**

ENG 096              No Required Textbooks

ENG 101              *Models for Writers: Short Essays for Composition* by Alfred Rosa & Paul Eschholz  
*A Writer's Reference (9<sup>th</sup> Edition)* by Diane Hacker & Nancy Sommer

ENG 102              *Norton Anthology to Literature (Shorter 12<sup>th</sup> Edition)* by Kelly J. Mays  
*A Writer's Reference (9<sup>th</sup> Edition)* by Diane Hacker & Nancy Sommer

Adjunct faculty are required to use these textbooks for their classes. They may not add additional texts to their syllabi without permission from the English Department Chair.

# English Course Offerings

**ENG 095 Developmental Writing I** (3) Prerequisites: Writing Placement Score 1-2/Place in RDG 092 or higher. Remediates basic writing weaknesses such as basic grammar and sentence structure. Focus on construction of developed paragraphs. Course is ungraded and may be repeated.

**ENG 096 Developmental Writing II** (3) Prerequisites: Placement or ENG 095 with pass grade Pre-college-level writing class focusing on basic writing skills. Includes review of sentence structure, grammar, punctuation, and paragraph structure. May require assignments in ACE Center. Course does not count toward most degrees. Some sections offered as ESL friendly, i.e. taught by instructor trained to work with students for whom English is not primary language. Course grade on pass (P), repeat (R), or fail (F) basis.

**ENG 101 English Composition I** (3) Prerequisites: Meet 1 of the following: 1.) Assess into ENG-101; 2.) Pass ENG-096; 3.) Grade of C or better in ESL-109 and a grade of C or better in ESL-106 (or assess out of ESL-106). College-level writing course required for all other college-level writing classes. Emphasizes essay structure, ways of organizing information, and use of sources. Basic research skills and critical thinking skills as integral part of course.

**ENG 102 English Composition II** (3) Prerequisites: C grade in ENG 101 or EACT27 Advanced college-level writing course emphasizing analysis and in-depth research. Critical reading and thinking skills as well as library skills are integral part of course.

**ENG 115 Technical Writing** (3) Prerequisites: ENG 101 Required course for some technical programs. Writing skills applied to technical reports and summaries. Emphasizes special language, information, and audience demands of technical subjects and audiences. Students must receive a minimum grade of C in ENG 101 to register for course.

**ENG 125 Business Writing** (3) Prerequisites: C or better in ENG 101 Required course for some business majors. Writing skills applied to various types of business communications including business correspondence. Emphasis on demands of special audiences and types of communications.

**ENG 200 Book Writing Workshop** (3) Student should have excellent writing skills and be proficient in the English language. Skills and methods required to professionally write a fiction or nonfiction book. Students will complete the framework and a minimum of three chapters for possible submission to a publisher.

**ENG 201 Introduction to Creative Writing** (3) Exploration of various forms and processes of creative writing.

**ENG 202 Creative Writing II** (3) Prerequisites: ENG 201 A continuation of Creative Writing I with a focus on publication of works through both a review of submission procedures for periodical publications and publishers and production of a literary magazine. Writing for this class will be interpretive in nature.

**ENG 203 Self-Publishing Workshop** (3) From manuscript preparation to media marketing, presentation of how to publish books for bookstore shelves or for family history. Guest speakers enhance course with expertise in industry. Instructor is published professional writer.

**ENG 206 Fiction Writing** (3) Advanced creative writing with emphasis on guided editing and revision of narrative forms including essay, fiction, and creative non-fiction.

**ENG 207 Poetry Writing** (3) Advanced poetry writing with emphasis on open discussion of student work and individualized critique by instructor and peers.

**ENG 208 Writing for Stage and Screen** (3) Advanced drama and screenplay writing with emphasis on open discussion of student work and individualized critique by instructor and peers. Additional emphasis on formatting and industry expectations.

**ENG 209 Writing Creative Nonfiction** (3) Advanced writing of various forms of creative nonfiction, including but not limited to memoir, autobiography, travel writing, lyric and meditative essay, and others, with emphasis on open discussion of student work and individualized critique by instructor and peers.

**ENG 210 Writing Science Fiction, Fantasy, and Surrealism** (3) An examination of the technique and craft of writing fiction through the specific lens of writing science fiction, fantasy and surrealism, three of the most popular genres in American writing. Includes genre trends as the back drop for developing their abilities as writers of short fiction.

**ENG 249 Editing the Literary Publication** (1) By serving as assistant readers for a literary journal, students will learn the industry practices and standards of literary publishing by reading and evaluating work submitted by writers and assisting in design and production. Note: Completion of ENG 201 recommended.

**ENG 250 Advanced Creative Writing Workshop** (3) Prerequisites: ENG 206, 207, 208, or 209 or permission of instructor An advanced creative writing workshop for students who have completed either Fiction Writing, Poetry Writing, Writing for Stage and Screen, or Writing Creative Nonfiction, in which students will further hone their skills and polish their work in a workshop setting. Instructor and class-wide feedback will be the primary form of response.

**ENG 280 Linguistics: The Science of Words** (3) Prerequisites: ENG 101 Introduction to linguistics, the study of how language forms and changes. Includes phonetics, phonology, morphology, syntax, and semantics, along with language acquisition and development, and pragmatics.

**ENG 298 Creative Writing Portfolio** (1) As a culmination of creative writing studies, students will work one-on-one with the instructor to create a portfolio of polished manuscripts. Required materials will be determined by the instructor.

**ENG 299 Topics in Creative Writing** (3) Special topics writing class. Topics vary semester to semester.

## Literature Course Offerings

**LIT 200 World Mythology** (3) Prerequisites: ENG 101 Survey of central myths of Greece, Middle East, Africa, India, Native America, and China. Emphasis on how myths have shaped various cultures.

**LIT 201 Mythology in Western Culture** (3) Prerequisites: ENG-101 This class focuses on the pervading influence of Western mythological traditions in literature and culture.

**LIT 205 Introduction to Literature** (3) Prerequisites: ENG 101 An introductory survey of major literary works, with special attention given to terminology and critical analysis.



**LIT 207 Introduction to the Bible as Literature-The Old Testament: Genesis through Malachi (3)**

Prerequisites: ENG 101 A review of Biblical significance and influence in secular literature. Biblical literacy is assumed by such authors as Chaucer, Keats, Shakespeare, Asimov, Kemp, and Atwood. Cultural touchstones of morality, humanity, and sexuality grounded in Biblical texts will be examined in literature.

**LIT 210 American Literature From 1620-1865 (3)** Prerequisites: ENG 101 Study of development of U.S. literary tradition beginning with early colonists through Civil War. Reading and discussion of major authors of poetry, fiction, drama and historical documents.

**LIT 215 Introduction to Poetry (3)** Prerequisites: ENG 101 A close study of poetry with special emphasis on the varieties of poetic form and the means of interpretation and evaluation. The works studied will be international in nature and from at least three different centuries.

**LIT 216 Dramatic Literature (3)** Prerequisites: ENG 101 Introductory course in dramatic literature stressing the influences of the past upon modern theater, the commonality and differences between theatrical and filmed drama, and the process on how the written script becomes a live or filmed production.

**LIT 218 Literature about Place (3)** Prerequisites: ENG 101 With increasing mobility and blending of cultures, ideas about place and setting are even more crucial to identity than in the past.

**LIT 220 American Literature From 1865-present (3)** Prerequisites: ENG 101 Survey of American literature beginning with the period after the Civil War to the present. Major American writers in poetry, fiction, and drama will be read and discussed in relation to the development of intellectual thought and literary theory. Includes writers who reflect diverse voices: Native American, African American, Asian American, Latin American, etc. who make America unique.

**LIT 221 The American Dream and the 20th Century (3)** Prerequisites: ENG 101 A multi-discipline course focusing on the concept of the American Dream in history, literature and film. This course emphasizes the American Era from the end of WWI to the present.

**LIT 222 Native American Literature (3)** Prerequisites: ENG 101 A multi-disciplined study of the contribution of non-Europeans upon the national culture.

**LIT 223 African American Literature (3)** Prerequisites: ENG 101 Survey of African-American literature from colonial America to present day United States. Includes slave narratives, essays speeches, music, poetry, short fiction, novels and drama/film, as well as a focus on their historical contexts.

**LIT 230 Contemporary Fiction (3)** Prerequisites: ENG 101 Introduction to American and international fiction written from 1960 to the present. Includes short and long fiction with major emphasis on the similarities and differences of the cultural narratives that reflect the global village.

**LIT 236 Science Fiction (3)** Prerequisites: ENG 101 Focus on interplay between society and scientific theories, advances and fears of change. Beginning in the romantic period, examines societal reactions to challenges presented by scientific discovery and the resulting changes in world view. Course uses fiction and film.

**LIT 237 Detective Fiction (3)** Prerequisites: ENG 101 Among the most popular type of genre fiction, beginning with E.A. Poe. Reflecting values and fears of the society and provides entertainment and insight into cultures past and present. Classic writers of detective fiction, contemporary practitioners and film examples are used.

**LIT 238 Horror Fiction** (3) Prerequisites: ENG 101 Examination of classic and contemporary writing in order to explore the human fascination with the monstrous, the supernatural, and states of psychological consciousness. Includes the evolution of the horror genre and examine its place in the literary cannon.

**LIT 239 Humor in Literature** (3) Prerequisites: ENG 101 Explores humor in various media, including written sketches, short stories, novels, film by various writers, and the evolution of the humor genre, as well as the value it holds both historically and presently.

**LIT 240 Contemporary Literature** (3) Prerequisites: ENG 101 Survey of post-modern literature from 1946 to the present. Includes reading and discussion of poems, essays, short stories, plays, and novels representative of the global and multicultural nature of contemporary society.

**LIT 241 Sociology Through Literature** (3) Prerequisites: ENG 101, SOC 101 Application of sociological concepts to literature to analyze socio-historical events. **LIT 242 Post Colonial Literature** (3) Prerequisites: ENG 101 From Australia to Asia, from the Middle East to Africa, writers in the former colonies of the British empire found a unique voice to explore their lives and their countries. Focuses on the voices of postcolonial literature in the 20th century as they deal with issues of power, gender and politics.

**LIT 250 English Literature Before 1800** (3) Prerequisites: ENG 101 Overview of earliest works written in English. Traces development of various forms of literature from beginnings in early Anglo-Saxon poetry through Shakespeare's plays and Romantic Poets.

**LIT 252 Introduction to Shakespeare** (3) Prerequisites: ENG 101 Introductory course of Shakespeare's insights into human behavior, the conflict inherent within societies, and his use of language. **LIT 260 English Literature After 1800** (3) Prerequisites: ENG 101 Overview of English literature beginning with Romantics and continuing through Modern Age. Includes poetry, drama, fiction, and essays.

**LIT 262 Gothic Literature** (3) Prerequisites: ENG 101 Focuses on a broad reading of novels, films, stories, and poems in the Gothic literary sensibility. Unlike horror fiction, which focuses on grisly detail, Gothic is primarily concerned with fear of the unknown and resulting paranoia.

**LIT 265 Fiction to Film** (3) Prerequisites: ENG 101 Investigates fiction and film with emphasis on their uniqueness and relationship, their common narrative elements that convince reader and viewer of their correspondence to life, and of the process of translation from one narrative form to another.

**LIT 267 Film as Literature** (3) Prerequisites: ENG 101 This course seeks to read film from a literary perspective; discussions and readings are rooted in literary concepts such as character, theme, narrative structure, genre, motif, symbol, literary theory and adaptation. Sections of the course may generally survey this topic or be focused on a particular topic such as a single director, genre, or discourse.

**LIT 271 Literature and Contemporary Cultures** (3) Prerequisites: ENG 101 Introduction to prose, poetry, drama, and film from around the globe by authors from 1900 to Present.

**LIT 272 World Literature - Ancient World Through the Renaissance** (3) Prerequisites: ENG 101 Survey course in the foundations of world literary traditions from pre-Classical and Classical World through Middle Ages and Renaissance.

**LIT 273 World Literature - Enlightenment to 20th Century** (3) Prerequisites: ENG 101 Survey course in the foundations of world literary traditions from the European Enlightenment through the 20th century.

**LIT 274 Evolution of the Tragedy: Tragic Heroes and Heroines** (3) Prerequisites: ENG 101 Overview of the evolution of dramatic tragedy from Greek to Modern theater.

**LIT 275 Holocaust Literature** (3) Prerequisites: ENG 101 Study of novels, essays, poetry, and other art centered on genocide in the Second World War and the post-Holocaust world. Explores matters of Jewish particularity as well as global implications of the Holocaust.

**LIT 280 Gender Issues in Literature** (3) Prerequisites: ENG 101 with a grade of C or better. Through the reading of fiction and non-fiction texts, this class introduces students to literary, cultural, political and historical issues that shape gender and identity.

**LIT 289 Writing about Literature** (3) Prerequisites: ENG 101 This course focuses on different ways of reading literature, using various theoretical lenses. Read the words of literary theorists and then apply their analysis along to novels, poems, short stories, drama, and films.

**LIT 299 Topics in Literature** (3) Prerequisites: ENG 101 Variety of special literature studies offered.

## Honors Courses

**HON 100 Inquiries in Composition and History** (3) Interdisciplinary Honors course dealing with topics in English and History. Students will explore connections between the disciplines of English and History, while meeting the requirements and objectives of an English 102 or History 102. Topics will vary. Admissions to the Honors program required.

**HON 101 Inquiries in English and History** (3) Interdisciplinary Honors course dealing with topics in English and History. Students will explore connections between the disciplines of English and History, while meeting the requirements and objectives of an English 102 or History 299 course. Topics will vary. Admissions to the Honors program required.

**HON 102 Inquires in Psychology and Political Science** (3) An introductory overview of the intersection of psychology and political science. It is an examination of behavioral, cognitive, psychoanalytic, humanistic and biological viewpoints in psychology. The course includes learning principles and applications, motivation, emotions, stress, psychobiology, personality, abnormal behavior and approaches to therapy as well as the workings of the federal, state, and local governments in the United States. This course will also give students a broad overview of the issues that underlie our political system, as well as how citizens and government interact with one another. Admissions to the Honors program required.

**HON 103 Inquiries in Political Science and Communications** (3) Interdisciplinary Honors course dealing with topics in political science and communications. Explore connections between the disciplines of political science and communications. Topics will vary. Student can count this as credit for COM 102 or POL 299. Admissions to the Honors program required.

**HON 104 Inquiries in Literature, Composition and Anthropology** (3) Interdisciplinary Honors course dealing with topics in literature and anthropology. Students will explore connections between the disciplines of literature, composition and anthropology. Topics will vary. Students can use the course to meet the requirement of LIT 200, ENG 102 or ANT 181.

**HON 105 Inquiries in Philosophy and Math** (3) Interdisciplinary honors course dealing with topics in philosophy and math. Exploration of the connections between the disciplines of philosophy and math. Topics will vary. Admissions to the Honors program required.

**HON 106 Biology and Psychopharmacology** (3) Overview of the intersection of biology and psychopharmacology. Emphasis will be on issues related to the use of specific psychoactive drugs in human culture. Students will become more informed about the bio-psychological factors that underlie drug use and abuse. Course will include a survey of human body structure and function for the non-science major while meeting the requirements of BIO 110 (Human Biology) for students pursuing an Associates of Arts degree.

**HON 107 Inquiries in Composition and Sociology** (3) Explore connections between the disciplines of composition and sociology while meeting the requirements and objectives of an English 102 or Sociology 101 course. Topics will vary. Admissions to the Honors Program required.

**HON 108 Inquiries in Literature and Philosophy** (3) Interdisciplinary Honors course dealing with topics in literature and philosophy. Students will explore connections between the disciplines of literature and philosophy. Topics will vary.

## English Department Awards

*E.B. White Award* for Expository Writing

*Annie Dillard Award* for Creative Non-Fiction

*Jim Haba Award* for Poetry

*Daniel Woodrell Award* for Fiction

Students of Promise or Excellence – More later

## English Pathways

More later

## English Transfer Agreements

More later

# English Department Policies

## Plagiarism

According to the SCC Student Handbook:

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific documentation and, if verbatim statements are included, through separation from the rest of the paper by indentation or quotation marks as well. By submitting work for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness:

- Whenever one quotes another person's actual words.
- Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words.
- Whenever one borrows facts, statistics or other illustrative materials – unless the information is common knowledge.

Due to the overwhelming availability of papers on the internet, the department encourages (but does not require) professor to utilize plagiarism-detecting software through Canvas. It provides proof of plagiarism while being more efficient than spending an afternoon typing key phrases from potentially plagiarized passages into multiple search engines.

That being said, we encourage instructors to be upfront about the plagiarism-detecting software. Some instructors submit plagiarized papers to the class to assuage fears. Others allow students to submit papers and scan the report to make sure everything is properly cited. The students could then resubmit if they forgot to properly quote something. Communicate your expectations to the students.

Also, the reports from the software need to be looked over because they are the result data from algorithms. A trained human eye is necessary to read the results.

Punitive action for a plagiarized paper may include a grade of an "F" on the assignment, or an "F" in the course. Please be sure to state your plagiarism policy in your syllabus. As the instructor, it is your decision about the course of action you wish to take.

While the first instance of plagiarism in the class can be handled at your discretion, a student who plagiarizes a second time should be reported to the Department Chair.

## Grading

Clear grading criteria is important. Some instructors use rubrics while others prefer conferencing. Just be transparent about your expectations for them as well as the course objectives. This is beneficial for both instructor and student.

## Attendance Reporting

Keep accurate records of student attendance. Report them through SCC Connection at mandatory Attendance Reporting times in the semester. **It is mandated** to report them at the close of the first four weeks of the semester.

Our students cannot get financial aid dispersed unless attendance is reported. This can keep a student from enrolling in classes or cause them to lose financial aid.

We do have midterm grades, but this only applies to “D” or “F” grades. With the submission of one of those grades, instructors will be prompted to enter the last class attended.

Provide student attendance records along with grades at the end of each semester.

## **Absenteeism**

Inevitably, absences will affect students’ grades. The department expectation is that students who have met the course objectives should not be held back on the basis of attendance alone.

## **Incompletes**

Due to extenuating circumstances (or at instructor’s discretion), a student may be given an extension of time to complete course objectives. The “I” will be issued only at the discretion of the instructor. The instructor will be prompted to enter a date by which the assignments will need to be submitted.

Once you issue an “I,” the student may not withdraw from the course in which the “I” was issued. The “I” must be made up by the midterm of the following semester or it will become an “F” grade.

The incomplete must be completed with the instructor who originally issued the “I.” The “I” does not count in computation of grade point average.

## **Sick Days**

If you are sick or unable to come to work for an unforeseen emergency, please send an email as soon as possible to [AHSdocs@stchas.edu](mailto:AHSdocs@stchas.edu). Our office docs will see that a sign is posted on your classroom door.

Canvas is very helpful in these situations. You can post instructions to your students on your page, or send it to them a message through Canvas.

Generally, pay is not adjusted for the first absence. However, if class is missed more than (1) credit hour taught, pay may be adjusted on a prorated basis.

## **Copies**

If you need more than 20 copies of something, please utilize our campus’s copy center. They will make the copies and send them to your school mailbox. The English Department cost code is 10-10195-5235.

You can also type specifics into an email, and attach your document you desire to be printed. Their email is [copycenter@stcharlescommunity.onmicrosoft.com](mailto:copycenter@stcharlescommunity.onmicrosoft.com).

# Resources

## Checklist for Syllabus

- Name of the college
- Semester and year
- Instructor Name, office telephone, and email address
- Course name and number
- Course Objectives
- Text titles & author names
- Schedule of major topics to be covered, reading and homework
- Grading description and a grading scale
- Administrative withdrawal policy
- Statement of published withdrawal date and related policies
- Statement about student attendance policy
- Statement about when graded papers and exams will be returned to students
- Statement addressing accessibility for students
- Statement addressing mental health services for students

## Library & Research

Our library has resources to help students succeed like helpful reference librarians, online messaging for a quick question, volumes of books and periodicals, and access to high-quality databases to make students' research a little easier. Note: They also have our common textbooks on reserve for students to use.

They also offer instruction in research/online databases in their Library Classroom. Faculty that want to schedule instruction can call the SCC Reference Desk directly (636) 922 8620 - or reach out to Julia Wilbers at [jwilbers@stchas.edu](mailto:jwilbers@stchas.edu) or (636) 922 8450 to discuss specifics.

## ACE Center

We have the ACE Tutoring Center on our campus on the second level of the Social Sciences Building. They provide a variety of writing assistance: paragraphs, essays, research papers, pre-writing (brainstorming, organizing, developing ideas), MLA documentation, proofreading. They are awesome! Please remind your students to take advantage of these free services.

**Location:** SSB 2201  
**Phone:** Call (636) 922-844 for an appointment  
**Hours:** M-W 7:30-9, Th 9-9, & Fri 7:30-3:30

# Assessing Concerning/Threatening Student Writing

Brian van Brunt, Ed. D. from NaBITA did a presentation during our Professional Development Days in August 2018.

NaBITA (National Behavior Intervention Team Association) is an organization for the support and professional development of behavioral intervention team members.

If your students' writing causes you concern, please submit a CARE Team report, as outlined under that section. We encourage you to do this. The CARE Team is highly-trained in this area.

However, if you'd like to see the types of things they look for, please check out the following article written by Dr. Van Brunt.

**Van Brunt, B. (2016). "Assessing Threat in Written Communications, Social Media, and Creative Writing." *Journal of Violence and Gender*, 3(2), p. 78–88.**

Additionally, he shared forms with us in August that behavioral intervention teams use when assessing student writing. Those forms will be located at the end of this handbook.

## Academic Early Alert

If a student is demonstrating behaviors that could impact his/her success in the course, please complete the Academic Early Alert form. Let the student know the nature of your concern and that you will be submitting a form.

[https://cm.maxient.com/reportingform.php?StCharlesCC&layout\\_id=1](https://cm.maxient.com/reportingform.php?StCharlesCC&layout_id=1)

## Care Team

The Campus Assessment Response and Encouragement (CARE) Team is a cross-functional assessment group that will respond to students in apparent or potential distress and provide assistance to students who are exhibiting concerning behaviors. The CARE Team is responsible for upholding college policies and procedures regarding student behavior.

If you need to report concerning student behavior, you will need to log into The Portal. Once in, you can access the form under Quick Links on the right hand side.

## Title IX

The College is committed to maintaining a campus environment that emphasizes the dignity and worth of all members of the College community. All forms of discrimination, harassment, sexual harassment and sexual violence degrade the quality of work and diminish the academic mission of the College and will not be tolerated. The College takes all reports of discrimination, harassment, sexual harassment and sexual violence very seriously and responds to such reports in a prompt, equitable and impartial manner. All investigations will be thorough, reliable and impartial. The College strictly prohibits retaliation of any kind against an individual for reporting discrimination, harassment



or sexual violence pursuant to this policy; assisting someone with a complaint of discrimination, harassment or sexual violence; or participating in an investigation/disciplinary procedures following a complaint of discrimination, harassment, sexual harassment or sexual violence.

Please direct any specific questions/concerns to:

**Martha Kampen**

Chief Diversity Officer/Employee Title IX

Coordinator

636-922-8654

ADM 1123

## **Office of Accessibility Services**

If a student has a health condition/disability which may require accommodations in order to effectively participate in their courses, please urge them to contact the Office of Accessibility Services in the Student Center: SC 133, or call (636) 922-8247.

It is mandatory to comply with accommodations per ADA. We get information on our roster as well as an email about specific accommodations.

## **Counseling/Mental Health Services**

A mental health counselor is available to assist all current SCC credit students. If you have personal issues that are interfering with your college career or student life, talk to us. If you're a current student, you can schedule an appointment by calling (636) 922-8536.

Counseling sessions are:

- Free of Charge
- Confidential
- Short-Term & Solution-Focused
- 45-Minute Sessions

# Student Enrichment Opportunities

## *Mid Rivers Review*

Mid Rivers Review is the college literary and art journal for St. Charles Community College. Contributors hail from St. Charles County as well as all around the world. We invite submissions of original poetry, short fiction, prose and visual art from SCC students, faculty, staff and members of the community.

### **Submission Guidelines:**

- Original, unpublished poetry, short fiction, creative nonfiction, and artistic black and white photos may be submitted
- No simultaneous submissions. Entries will not be returned.
- All written submissions must be typed as a Microsoft Word document using 12-point type and a standard font. Author's name should not appear anywhere on the manuscript.
- Poems should be single-spaced, one poem per page, with stanza and line breaks clearly indicated; limit 4 poems.
- Fiction or essay entries should be 1500 words or less, double-spaced (5-6 double-spaced pages); limit two prose entries.
- Black and white photos or artwork entries should be submitted initially as 4 x 6 (or larger) prints. Color entries will be considered for cover. Electronic submission of photos is required.
- If work is accepted, author must provide work in electronic format as email attachment (Microsoft Word or PDF) or Google document

Pen a brief cover letter in an email to [midriversreviewscc@gmail.com](mailto:midriversreviewscc@gmail.com). Attach your submission for the journal as well as a completed copy of the Submission Form.

*Questions? See Michael Kuelker*

## **Creative Writing Certificate**

Earning a Certificate of Specialization in creative writing provides students the opportunity to hone their skills and abilities in a variety of forms of creative writing, as well as the practices of publishing writing.

*Questions? See Joe Baumann.*

## **Diversity Certificate**

This certificate will offer students an opportunity to exhibit their specialized experience with diversity while acquiring their general education. It indicates that students have participated in college-level academic discourse on topics such as age, race, gender, disabilities, and culture. These may encompass Gender Studies, Diaspora Studies (Black, Indian, Native American Indian and Jewish Studies, for example), Disabilities Studies, and Regional Studies.

*Questions? See Virginia Guneyli*

## **Global Studies Certificate**

This program is designed to enable students to develop a fundamental level of international and intercultural competence, and to prepare them to assume their role in an increasingly complex, interconnected and interdependent world. Additionally, the program will reinforce the four State-Level Skill Area Goals and the four State-Level Knowledge Area Goals of the new General Education structure using an explicit global focus.

*Questions? See Denise McCracken*

## **Honors Program**

The SCC Honors Program provides enriching and challenging academic experiences and dynamic learning opportunities for our high-achieving students. We promote diverse, interdisciplinary learning and seek to foster a community of life-long learners who motivate, support, and serve each other, our campus, and our community.

Receiving an Honors certificate looks great on a student's résumé and puts them in a good position to earn transfer scholarships and gain admission into Honors programs at four-year schools.

*Questions? See Heather Rodgers*

## **Service Learning**

Community service participants volunteer for the primary or sole purpose of meeting the needs of others and bettering the community as a whole. People engaged in high quality service learning meet the needs of their communities while increasing their own academic achievement. Service-learning students will also take part in structured time designated to investigate community needs, invoke upon thoughtful planning of the project and complete a guided reflection regarding the relationship between service experience and more traditional in-class learning. Most important, they will engage equally with learning and service and reflect on the connections.

*Questions? See Bryonie Carter*

## ***Phi Theta Kappa***

*Phi Theta Kappa* is the international honor society of two-year colleges. The purpose of PTK is to recognize and promote academic achievement. Alpha Xi Chi, SCC's Chapter, conducts activities related to the hallmarks of Phi Theta Kappa: Service, Fellowship, Leadership, and Scholarship. Students will be invited to become members upon completion of 12 or more college-level credits with a minimum 3.5 cumulative GPA.

*Questions? See Christina Gant*

## **Creative Writing Society**

The Creative Writing Society of St. Charles Community College is dedicated to motivating, inspiring and enhancing the work of fellow writers on campus. This group is open to all genres of creative writing.

*Questions? See Joe Baumann or Lindsay Brand*

# Forms

MLA style guide handouts

Copy Center Request form

Mid Rivers Review submission form

Academic Early Alert Program

SCC Library's New Digital Resources

Violence Risk Assessment of Written Word

Sample Syllabi