

# English 2800

## Introduction to the English Major



### Catalog Course Description

English 2800 introduces students to the English major and the practice of reading, discussing, and writing about texts and cultural productions across a variety of modes, including poetry, fiction, film, and professional, multimodal and digital texts, among others. Explores a range of genres and textual artifacts from Western and non-Western literary traditions. Builds skills in critical, technical, and creative production through assignments that represent the multiple disciplines in the English department. Previews the four different emphases offered by the English department: literary studies, creative writing, writing studies, and English education, to provide students with a foundation in studies in the humanities. Surveys the professional skills, careers, and opportunities fostered by a degree in English.

### Course Outcomes

By the end of this course, students will be able to:

1. Describe the field of English studies and the four different emphases offered by the English department: literary studies, creative writing, writing studies, and English education.
2. Define key terms, concepts, genres, and disciplines within English studies.
3. Demonstrate skills in close reading, critical analysis, collaborative discussion, secondary literacy instruction, and digital literacy across a variety of texts.
4. Compose texts through the practice of literary and rhetorical analysis and creative response.
5. Assess the academic and professional opportunities and skillsets fostered by a degree in English.
6. Articulate the value of textual and cultural productions as well as studies in the humanities.

### Required Materials

1. Ishiguro, K. (2021). *Klara and the sun*. New York, NY: Vintage.  
**Ebook or physical is okay (I personally prefer physical)**
2. Other articles and materials that will be provided via Canvas.

Spring 2024  
Section 002  
3.0 credits

Modality: Face to Face  
MWF 12:00pm – 12:50pm  
LA 230

Instructor: Shelton Weech

Office: CB 408C  
Email: sweench@uvu.edu

Office Hours:  
MW: 2:00p – 3:00p  
TR: 10:00a – 11:00a  
or by appointment

## Assignments

**Professional Website (300 points):** Using Google Sites, students will create a professional website that has two featured sections:

1. Professional Portfolio (100 points): Students will develop two elements of a professional portfolio that will be shared on their website. Students may choose from a resumé, a LinkedIn profile, or an ePortfolio.
2. Blog (200 points): Students will write weekly blog entries that engage with the readings we do in class each week. Each response will be 300-500 words, and there should be a total of 10 responses.

**Final Project (400 points):** Students will choose one of the emphases of the UVU English major and create a larger project within that emphasis. Focuses may include a longer literary or rhetorical analysis, a theoretical discussion, an extended piece or collection of creative writing or technical documentation, or a teaching-related project. Final drafts of projects will be posted on personal websites. Students will present their projects on the final week of class. Project points are allocated below:

1. Proposal (100 points)
2. Project (200 points)
3. Presentation (100 points)

**Additional Assignments (300 points):** Students will complete other minor assignments throughout the semester. **Any points for in-class activities cannot be made up.**

## Grading

One of my goals for this course is to get you excited about the opportunities you may find within UVU's English major. Because of this, I don't want to discourage anyone who has concerns about whether or not the "quality" of their writing for course assignments is "good enough." Thus, we will be taking a **labor-based** grading approach for this course. What this means is that each assignment will have a requisite number of words assigned to them. As long as students write the requisite number of words for an assignment, they will get full credit on that assignment. Fewer words means fewer points.

That said, all assignments should at the very least be **readable** and show some sense of thought and organization. Reach the word count, but still do the best work that you can. I will give you feedback with the assumption that you did.

The course grade will be determined as follows. All grades are final. I do not round up (or down). Note: Regardless of points, students may receive a failing grade if they fail to complete the main deliverables of Projects 2 or 4, or if they show persistent lack of engagement in completing Additional Assignments.

Assignment	Points
Professional Portfolio	100
Blog	200
Proposal	100
Final Project	200
Final Project Presentation	100
Additional Assignments	300
TOTAL	1000

Letter Grades/Points
A+ = 970 – 1000
A = 940 – 969
A- = 900 – 939
B+ = 870 – 899
B = 840 – 869
B- = 800 – 839
C+ = 770 – 799
C = 740 – 769
C- = 700 – 739
D = 600 – 699
F = Below 600

## General Course Policies

**Participation:** Your success in this class is largely dependent on your engagement and daily efforts. Because this is a face-to-face course, there are points that are contingent on your presence in class, including in-class writings and other activities. These activities cannot be made up unless you reach out to me and I make an exception. I reserve the right to deny exception requests.

**Technology Expectations:** While this class is in-person, important course content (announcements, assignment descriptions, some readings) and course procedures (turning in assignments, etc.) will be done on the Canvas platform. Online access to Canvas is required, and you should be checking Canvas regularly for announcements, due dates, and other communications. I recommend forwarding your Canvas communications to your email so that you don't miss anything.

Students are also expected to have access to an internet connection and to a laptop, tablet, or desktop computer. I've seen students try to do classwork on a phone before, and they're only making life difficult for themselves. Students are welcome to complete course work in computer labs on campus.

**Late work:** Just as in any work environment, you are expected to organize your time and meet deadlines. **I generally do not accept late work.** That said, if circumstances arise that make it impossible for you to complete an assignment on time, please reach out to me as soon as possible so we can work something out.

**Contacting the Instructor:** Please contact me via email at [sweech@uvu.edu](mailto:sweech@uvu.edu). I will respond within 1 business day. Don't expect a reply after 6:00pm MST/MDT. If I reach out to you for any reason, **please respond to me** within a similar timeframe. This way I don't have to wonder if I reached you or not.

My office hours are Monday/Wednesday from 2:00 – 3:00p and Tuesday/Thursday from 10:00 – 11:00a, or by appointment. I am also happy to meet via Teams. If you can't stop by my office in person, please send me an email so we can make arrangements.

**Attendance:** This is an in-person, face-to-face course. As such, attendance is an integral part of your success. In-class activities cannot be made up if you are absent, regardless of your reason for missing class. A few absences will not hurt your grade, but with repeated absences, those points add up. I will take attendance every class period—sometimes at the beginning of class, sometimes later. If you get to class after I have taken attendance, you will be counted as absent. You can still get classwork points for these days if you are there for the work. **If you are absent for a total of more than 6 class periods, you will automatically fail the class.**

**Artificial Intelligence:** This course is about communication, and as such, I expect you to do the writing for this course yourself. AI-powered writing tools like Chat-GPT can be useful invention resources, but they should not be doing your writing for you. The UVU English department acknowledges the potential usefulness of AI for writers, but copy/pasting the exact wording from an AI is considered plagiarism and will be treated as such.

## UVU Policies

**Student Rights and Accountabilities:** On its Student Rights and Accountabilities page (<https://www.uvu.edu/studentconduct/students.html>) UVU specifies that all UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to obey the law, to perform contracted obligations, to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment.

The Student Rights and Responsibilities Code outlines for students what they can expect from the University and what the University expects of them. Students should review their Rights and Responsibilities. The Student Code of Conduct (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>) also outlines the process for academic appeals, and appeals related to misconduct and sanctions.

**Plagiarism:** The Student Rights and Accountabilities (<https://www.uvu.edu/studentconduct/students.html>) also discusses UVU's policy and procedure regarding plagiarism, which includes different types of academic misconduct, such as cheating, plagiarism, or fabrication. Sanctions, conduct resolution, and due process are also covered on this page. Students need to familiarize themselves with UVU's procedures in an effort to avoid any form of academic misconduct.

In addition, The Department of English's Policies and Procedures page (<https://www.uvu.edu/english/resources/policies-procedures.html>) provides detailed information about plagiarism, as well as the sanctions it will implement in cases of academic dishonesty. In cases of intentional plagiarism, students will receive a failing grade on the assignment and may also fail the course depending on the severity of the incident.

**Nondiscrimination Policy:** UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable

opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the Inclusion and Diversity Committee to ask for help and support.

**Equity and Title IX:** Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix/>.

**Religious Accommodation:** UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has [a place for meditation, prayer, reflection, or other forms of individual religious expression](#) as is described on their website.

**Accessibility and Accommodations:** The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job. Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu).

Students needing accommodation due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

# English 2800 Course Calendar

*This calendar will be periodically adjusted to meet the needs of the class. Readings may change or additional readings may be added.*

	Weekly Topics	Readings and Assignments
<b>Week 1</b> January 8-14	M: Introductions W: State of the English Major  F: Personal Website Tutorial	M: No readings. Welcome to class! W: <ul style="list-style-type: none"> <li>Heller, "The End of the English Major"</li> <li>Warner, "The End of the English Major? Not So Fast"</li> <li>Read the major requirements</li> </ul> F: Corrigan, "Want a Job with that English Degree?"
<b>Week 2</b> January 15-21	M: Martin Luther King Jr. Day W: Degrees to Anywhere  F: Professional Documents	M: Enjoy your holiday! W: <ul style="list-style-type: none"> <li>Attend Degrees to Anywhere guest speaker instead of class</li> </ul> F: Read online articles on professional documents (linked on Canvas)
<b>Week 3</b> January 22-28	M: Introduction to Writing Studies  W: <i>Techne</i> and Rhetoric F: Rhetoric, defined	M: <ul style="list-style-type: none"> <li><b>Professional Portfolio Due before start of class</b></li> </ul> W: Plato, <i>Phaedrus</i> excerpts F: <ul style="list-style-type: none"> <li>Foss, "The Nature of Rhetorical Criticism"</li> <li>Bitzer, "The Rhetorical Situation"</li> </ul>
<b>Week 4</b> January 29-Feb 4	M: Multicultural Rhetorics  W: Rhetoric Beyond Words  F: Posthumanism, Rhetoric, and Technology	M: <ul style="list-style-type: none"> <li><b>Blog Entry #1 Due</b></li> <li>Ding, "Confucius's Virtue-Centered Rhetoric"</li> </ul> W: <ul style="list-style-type: none"> <li><i>Picturing Texts</i>: Chapter 1</li> <li><b>Practice Rhetorical Analysis #1 Due</b></li> </ul> F: <ul style="list-style-type: none"> <li>Haraway, "A Manifesto for Cyborgs"</li> </ul>
<b>Week 5</b> Feb 5-11	M: Technical and Professional Communication  W: User- and Human-Centered Design  F: TPC and AI	M: <ul style="list-style-type: none"> <li><b>Blog Entry #2 Due</b></li> <li>Sullivan and Porter, "Remapping Curricular Geography"</li> </ul> W: <ul style="list-style-type: none"> <li>Rose, "Design as Advocacy"</li> <li><b>Practice Rhetorical Analysis #2 Due</b></li> </ul> F: <ul style="list-style-type: none"> <li>Cardon, et. al. "Competencies Needed by Business Professionals in the AI Age"</li> <li><b>Persona Building Due</b></li> </ul>

<p><b>Week 6</b> Feb 12-18</p>	<p>M: Introduction to English Teaching</p> <p>W: Student-focused teaching &amp; Engaged learning</p> <p>F: Questions of Reading</p>	<p>M:</p> <ul style="list-style-type: none"> <li>• <b>Blog Entry #3 Due</b></li> <li>• Burke, <i>The English Teacher's Companion</i>, Ch. 1, pp. 1-17</li> <li>• Brandt, "Sponsors of Literacy"</li> <li>• Shulman, "Knowledge Growth in Teaching"</li> </ul> <p>W:</p> <ul style="list-style-type: none"> <li>• Freire, <i>Pedagogy of the Oppressed</i>, Ch. 2</li> <li>• hooks, "Engaged Pedagogy"</li> <li>• Kittle, "Let Them Read"</li> </ul> <p>F:</p> <ul style="list-style-type: none"> <li>• <i>The Daily</i>, "When Book Bans Came to Small Town New Jersey"</li> <li>• Whitehead and Whitehead, "Young Adult Literature"</li> </ul>
<p><b>Week 7</b> Feb 19-25</p>	<p>M: President's Day W: Teaching Literature</p> <p>F: Teaching Writing</p>	<p>M: Enjoy your holiday!</p> <p>W:</p> <ul style="list-style-type: none"> <li>• <b>Blog Entry #4 Due</b></li> <li>• Burke, <i>The English Teacher's Companion</i> Ch. 1, pp. 17-20</li> <li>• Matheson, "Button, Button"</li> </ul> <p>F:</p> <ul style="list-style-type: none"> <li>• Murray, "Teach Writing as a Process"</li> <li>• Graham, "Post-Process but Not Post-Writing"</li> <li>• Kelley, "Teaching Actual Student Writing in an AI World"</li> <li>• <b>Teaching Philosophy Due</b></li> </ul>
<p><b>Week 8</b> Feb 26-Mar 3</p>	<p>M: Introduction to Literary Studies; Close Reading</p> <p>W: Close Reading in Other Genres</p> <p>F: Meet Your Advisor</p>	<p>M:</p> <ul style="list-style-type: none"> <li>• <b>Blog Entry #5 (Teaching Activity Plan) Due</b></li> <li>• Gallop, "The Ethics of Reading"</li> <li>• Spender, "The Pylons"</li> </ul> <p>W:</p> <ul style="list-style-type: none"> <li>• Eagleton, <i>How to Read Literature</i> Chapter 1</li> <li>• Short Story TBD</li> </ul> <p>F:</p> <ul style="list-style-type: none"> <li>• <b>Close Reading #1 Due</b></li> <li>• Reread and familiarize yourself with the major requirements</li> </ul>
<p><b>Week 9</b> Mar 4-10</p>	<p>M: Interpreting Texts</p> <p>W: Interpreting Texts, pt. 2 F: Interpreting Texts, pt. 3</p>	<p>M:</p> <ul style="list-style-type: none"> <li>• <b>Blog Entry #6</b></li> <li>• Ishiguro, <i>Klara and the Sun</i></li> </ul> <p>W: Ishiguro, <i>Klara and the Sun</i></p> <p>F:</p> <ul style="list-style-type: none"> <li>• <b>Close Reading #2 Due</b></li> <li>• Ishiguro, <i>Klara and the Sun</i></li> <li>• Be to class on time – we're going to watch (and interpret) a TV show text</li> </ul>

<b>Week 10</b> Mar 11-17	Spring Break	Spring Break – Finish <i>Klara and the Sun</i>
<b>Week 11</b> Mar 18-24	M: Interpreting Texts, pt. 4  W: Bringing Texts Together F: Reading Literary Criticism	M: <ul style="list-style-type: none"> <li>• <b>Blog Entry #7</b></li> <li>• Ishiguro, <i>Klara and the Sun</i></li> </ul> W: Hong, selections from <i>Engine Empire</i> F: <ul style="list-style-type: none"> <li>• Eshun, "Further Considerations of Afrofuturism"</li> <li>• Okorafor, "Mother of Invention"</li> <li>• <b>Close Reading #3 Due</b></li> </ul>
<b>Week 12</b> Mar 25-31	M: Introduction to Creative Writing  W: Poetry F: Poetry Workshop	M: <ul style="list-style-type: none"> <li>• <b>Blog Entry #8</b></li> <li>• Sellers, <i>The Practice of Creative Writing</i>, Chapter 1</li> <li>• Additional Reading TBD</li> </ul> W: Reading TBD F: <b>Poetry due for Workshopping</b>
<b>Week 13</b> Apr 1-7	M: Creative Nonfiction  W: Creative Nonfiction Workshop F: Fiction	M: <ul style="list-style-type: none"> <li>• <b>Blog Entry #9</b></li> <li>• Reading TBD</li> </ul> W: <b>Creative Nonfiction due for Workshopping</b>  F: <ul style="list-style-type: none"> <li>• <b>Proposal Due</b></li> <li>• Reading TBD</li> </ul>
<b>Week 14</b> Apr 8-14	M: Fiction Workshop  W: Opportunities for English Majors at UVU F: The English Major, Revisited	M: <b>Story due for Workshopping</b>  W: Reading TBD  F: Reading TBD
<b>Week 15</b> Apr 9-21	M: Workshopping Final Projects  W: Presentations F: Presentations	M: <ul style="list-style-type: none"> <li>• <b>Draft of Final Project Due</b></li> </ul> W: Presentations F: Presentations
<b>Week 16</b> Apr 22-23	M: Presentations	M: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• <b>Blog Entry #10</b></li> </ul>
<b>Finals: Apr 25-May 1</b>		
<b>Final Project Due Friday April 24 11:59pm</b>		