Course Overview:

Reflecting Backward, Projecting Forward: The Long Reach of the Eighteenth-Century

The eighteenth century was a time of exploration. Acts of exploration into times past, imagined futures, traveling the globe, political & religious boundaries, as well as societal rules & expectations were all part of a major shift in western civilization during this time. Literature is an excellent source of documentation for the ideas and inquiries that influence the people of a specific time and place. The eighteenth century is known as the Age of Reason, when modern science (as we know it) was born; as the Age of Enlightenment, when philosophers and those who embraced social change sought new ways of knowing the world around them. It was the Age of Print Culture, when writers published for the masses and inadvertently created the Public Sphere. This was also the Augustan Age, when poets turned toward classical models to re-see their world through another’s eyes. In literature of this time, we witness: the beginning of the women’s rights movement; public debates over politics, religion, and culture; and the original conception of social media: the court of public opinion. Although we will only be close-reading literature from a slice of history, as a critical thinking course, we will be challenging ourselves to draw a variety of parallels between eighteenth-century British literature, its historical influences, and the influences it had on the future of western society as we know it today.

General Education Requirement

This seminar meets the General Education requirement for Arts and Humanities literature (3 credits): demonstrates an understanding of the arts and humanities in historical and cultural contexts.

Student Learning Outcomes

Literary Analysis

- Analyze a text both objectively and subjectively.
- Infer the historical context (time, place, author, motivation, etc.) of a text from it's characteristics, and justify one's inference.
- Develop explanations for historical and contemporary issues, trends, and problems.
- Compare and contrast different texts to provide evidence of change or growth through history, across cultures, across locations, or in a particular author.

Critical Thinking

- Analyze multi-dimensional challenges.
- Extrapolate from one conceptual context to others.
- Synthesize alternative solutions to complex challenges

Cogent Writing

- Evaluate primary and secondary sources to conduct research.
- Explain complex ideas effectively

Requirements

This class is participating in the Clemson Thinks² (CT²) campus-wide Quality Enhancement Plan that focuses on undergraduate critical thinking, a skill that is invaluable for your success in college and in your career pursuits after graduation.
How this Course Works

This course uses an unconventional approach to assessing student learning called specifications “specs” grading. (If you’re curious about this approach, see this overview.) Instead of grading each assignment on a measure of “quality,” everything will be assessed as Satisfactory/Unsatisfactory based on whether a student demonstrated the stated learning goals. Assignments are broken into two groups: non-negotiable and optional. All six assignments in the non-negotiable group must be completed by every student in order to pass the course with a D. In the optional group, students will choose how many specs they would like to complete to earn the grade they want; there are five specs in the optional group. The grade breakdown can be found in the lists on page 4.

Note that this is a new learning system for all of us, and I agree to take however much time is needed to ensure that students understand expectations and practices, and am poised to help you reach your desired level within the system. My goal is to help each student achieve Satisfactory learning on all components of the course that you undertake, and to be transparent about expectations for learning throughout the term. This will require communication on both parts: yours and mine.

“Specs” Grading

All assignments in the course will be assessed as Satisfactory/Unsatisfactory, with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as “minimally competent” (as is typical for a “C” grade), but rather as a mark of having achieved the assignment’s learning goals and specifications (both of which will be stated in the assignment itself) (probably equivalent to a “B” grade). Either an assignment meets the goals, or it does not – there is no gradation of assessment.

The only letter grade that will be given in the course will be your final grade, and it will reflect the number of options you succeeded in completing. The final letter grade is not an assessment of your intelligence, your abilities, or your value as a person – in fact, I never will grade “you” directly, and grading is never a reflection of who you are as a person. Rather, the grade reflects what you demonstrated that you learned in this course. No more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might choose that passing the course requires for your goals – it’s perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors at Clemson and beyond. If you strive to get an “A” in the course and maximize your learning, you should know that you are taking on that work and challenge yourself, and should make sure you are in a personal and academic situation to achieve that level of engagement.

Tokens

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility – and most of all, to maximize opportunities for learning – every student starts the course with 3 virtual tokens that can be “exchanged” for some leniency or opportunities for revision. Using a token will allow a student to do one of the following:

- Eliminate an absence from their attendance record
- Count an Unsatisfactory or not completed assignment as Satisfactory
- Submit a non-negotiable assignment up to 48 hours late without penalty (including weekends)

I will track your tokens throughout the semester. You will be responsible for sending me an email or Slack text when you choose to exchange a token, and establishing what they will be exchanging the token for. Once you have used a token, you may not get it back, so use them wisely. Exchanging tokens for absences will happen at the end of the term.

1 Specs grading description has been borrowed and adapted from Dr. Jason Mittel of Middlebury College @ https://justtv.wordpress.com/2016/02/16/rethinking-grading-an-in-progress-experiment

ENGL2130.011 • Fall 2016
British Literature
The following non-negotiable assignments are designed to significantly enhance your critical thinking skills through literary analysis.

**Team Teaching Assignment:**

For this assignment, students will work together in teams to teach in one unit of the course. Each team will be graded on several components, including: preparing the other students in the class to take a quiz written by me; shared workload; and preparation/presentation quality. Team teaching presentations will be on Wednesday & Quizzes will be on Friday during 7 weeks of the first part of the course. Teams will sign up for teaching content choices during the first week of the term. Students will also be able to grade teammates. A passing teammate score is a required specification for this assignment.

**Literature Quizzes (6):**

Each team member will follow the prompt provided to address and answer fully. Fully answered prompts will be in complete sentences, have a thesis/argument that answers the dominant inquiry of the prompt, and have correct grammar & mechanics. A fully answered prompt should average around 250 words.

A Satisfactory quiz will have all answers on one document submitted for the entire group; this document will be properly formatted with the header required for my course (with all contributing team members' names on line 1), 1” margins and appropriate font (see syllabus). Title, in-text citations and Works Cited page will not be required for quizzes.

Students who are absent for the in-class quiz will have until 11:59pm the following Sunday night to submit a fully answered prompt on [2 selected readings or approaches] in order to earn a Satisfactory grade for this assignment.

**Poster Presentation Assignment:**

For this assignment, students will be creating e-posters to present both the literary analysis and the critical thinking skills they have learned in this course. Think of this as your opportunity to prove that you learned enough to make your preferred grade for the course. The purpose here to help students recognize and acknowledge what they've learned in the course by showing that their work has met the student learning outcomes. This is a choose-your-own-content, or “CYOC” assignment.

There are three main components to this assignment, that must be submitted complete and on time in order to earn a Satisfactory:

- poster URL
- presentation notes
- reflection essay

**Final Exam Assignment:**

This assignment is intentionally open-ended. There will be specific requirements (specs), but beyond these specs, you can be as creative/generic as you want. Your questions can be open-ended or multiple choice and everything in-between. You will both create and take your exam - choose your own adventure! :) The entire exam must meet all 9 SLOs.

**Critical Thinking Pre-Test and Post-Test:**

Additionally, students will be required to take the California Critical Thinking Skills Test (CCTST) at the beginning and end of the course, during assigned class meeting times.

The CCTST is the critical thinking test that the students in CT2 classes take as pre and post tests. The CCTST is one of the most widely used tests in education, business, and government. The CCTST is not only a test but it is also a fairly rigorous exercise in the use of critical thinking skills. The test should take you around 45 minutes total. At the conclusion of the test you will receive a score report giving your overall score and your performance in each of the sub-categories of CT.

**Rubrics indicating specifications that need to be met to earn Satisfactory on all assignments in this course are available in Canvas.**
The following assignments are designed to significantly enhance your critical thinking skills through reflection and guidance.

**Critical Thinking Quizzes (6):**

Students must make at least an 80% on this quiz to earn a Satisfactory grade. Multiple attempts will be allowed up until 11:59pm the Monday of each unit.

**Critical Thinking Reflections (4):**

These assignments will be due on the last day of every month (Aug-Nov).

A Satisfactory reflection will be submitted on time and complete. A complete reflection will be 500-750 words; have at least 80% correct grammar & mechanics - complete sentences, paragraphs, appropriate page formatting; and include a self-reflective component that answers the following questions, at minimum: 1) has your understanding of CT changed in the past month? If so, how? If not, why?, 2) What are at least 3 concepts of Critical Thinking that you have applied in the past month for this course? In what aspect of the course were these applied?, 3) Have you applied any CT skills to life outside of our course? If so, describe. If not, describe ways you might be able to in the future., 4) Which CT component have you found the most useful this month? Explain.

**Literature Reflective Writing (6):**

These assignments will be due on the 15th and last day of every month (Aug-Nov).

A Satisfactory reflection will be submitted on time and complete. A complete reflection will be 500-750 words; directly refers to at least 3 components of Critical Thinking covered that month; has at least 80% correct grammar & mechanics - complete sentences, paragraphs, appropriate page formatting; and includes a self-reflective component that answers the following questions, at minimum: 1) Do you feel as if your literary analysis skills have improved (since the last reflection)? Defend. 2) What are at least 3 concepts of Literary Analysis that you have applied in the readings (since the last lit reflection)? In what aspect of the course were these applied (which specific assignments/events)?, 3) How has your understanding of the reading topic changed from analyzing the con/texts? 4) Which aspect of literary analysis have you found the most useful this month? Explain.

**Visiting Lecture Assignments (2):**

To earn a Satisfactory grade for this assignment, students must earn at least an 80%, or meet all specifications for the assignment, depending on the criteria provided by visiting lecturer. The assignment must be submitted online to Canvas complete and on time by 11:59pm the Friday night of the respective week (Critical Thinking, 21 October and Library, 28 October).

**Midterm Conference:**

To earn a Satisfactory for this assignment, students must meet the following specifications: sign up for a conference appointment at least 24 hrs in advance for the week assigned to conferences - first come, first served; arrive on time for conference meeting and plan to stay for at least 10 minutes; come to conference prepared with at least 3 specific questions - in writing - about the course, so far; come to conference with at least 2 specific questions - in writing - about the remainder of the course; submit the 5 written questions to Canvas by 11:59pm on 14 October, along with a short (100-250 word) note addressed to me. This note should whether or not your questions have been answered; if so, how? and if not, why do you think this?. It should also incorporate a self-critique of the level of effort you have put into the course up to this point, and if any changes need to be made, include specifics.

**Rubrics indicating specifications that need to be met to earn Satisfactory on all assignments in this course are available in Canvas.**
Course & University Policies (A-Z)

Absences
Active participation and engagement is a very important component of my course and I expect students to be in attendance on the days when our class meets. This is a hybrid course, so there will be fewer required days of attendance than there would be in a traditional classroom setting; there will be 39 class meetings that are not optional. If you miss 9 or more of these days, then you will earn an automatic fail for my entire course. Every student is allowed to miss 3 class meetings without penalty.

If I (the instructor) am more than 15 minutes late to a class meeting, and have not contacted you via Slack, then you are welcome to leave the classroom without penalty.

If you (the student) miss 9 or more of these days, then you will earn an automatic fail for my entire course.

Every student is allowed to miss 3 class meetings without penalty.

- If you miss 4 classes, you will lose one letter on your final grade.
- If you miss 6 classes, you will lose two letters on your final grade.
- If you miss 8 classes, you will lose three letters on your final grade.
- Tardies (5+ minutes missed at any point in the class meeting) = 1/3 of an absence

Academic Grievances
Academic grievances are handled by Dr. Jeffrey Appling in Undergraduate Studies. Students are advised to visit the Ombuds Office prior to filing a grievance.

Academic Integrity
As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Clemson University defines academic dishonesty as follows:

- Giving, receiving, or using unauthorized aid on any academic work;
- Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one’s own efforts.

As a student you are responsible for maintaining academic integrity and avoiding plagiarism. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on Academic Integrity and the process for handling instances of academic dishonesty in any form, please visit http://www.clemson.edu/ugs/integrity.htm.

Academic Success Center
The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit www.clemson.edu/asc for more information on their services and workshops.

Accessibility Statement
Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Disability Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible [...]. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

Cooper Library
Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit http://clemson.libguides.com/ask for more information or to get in touch with a librarian.

Camille Cooper (cooper2@clemson.edu), the English subject librarian, is familiar with the assignments you will be completing this semester, so she is an excellent resource for all of your research-related questions and problems. She also created a handy course guide for the databases that you will need to complete your assignments for this course.
Course & University Policies (cont.)

Contacting the Instructor
In addition to my regular office hours, please contact me as soon as possible with any questions or concerns that you have about the course or your academic performance in the course. The best way to get in touch with me is via the Slack app or by email at sstripl@clemson.edu. You may also make an appointment to chat with me via Skype (ncsteph). I'm always happy to help, so don't be a stranger!

Copyright
All materials provided by me in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws. (Note: all images in this syllabus are found on the eighteenth century Wikipedia page).

Disability Services
Student Disability Services (SDS) coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional.

All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. To learn more information about official policies and procedures or to request accommodations, contact Student Disability Services at sds@clemson.edu or 864.656.6848 or visit SDS's website.

Essay Format
All written work should adhere to current MLA guidelines for formatting and citation. Use 1" margins and either 12-point Times New Roman or 10.5-point Century Gothic fonts. Include a Creative Title in regular font.

The Header
I would like for you to use in this course is slightly different from the official MLA header, notice the single-spacing, the date format, and the 4th line. This header should not be part of the header space in Word; it should go under the header space, in the top-left corner of the first page, only:

Your Name
ENGL 2130-11 Stripling
DD MMM YYYY
Assignment Type

In the header space, place your last name & the page # in the top-right corner of every page.

Feedback
I am always happy to offer you feedback on your work in progress. As you're drafting, feel free to send quick questions about theses, introductions, organization, etc. via email, but keep in mind that it takes time to offer detailed comments on full drafts. If you would like me to review your draft, please allow at least a 24-hour turnaround period. Be sure to factor in the time it will take you to revise after you receive my comments. If you have questions about MLA citation or format, please try to find the answer on your own before contacting me. (After all, if you can type your question into an email message to me, you can also type it into the search engine of your choice!)

Grading
I intend to return all assessed material to you within 72 hours (excluding weekends and official university holidays/closures). Regarding grading questions: If you have a question about how specs credit was earned, please wait twenty-four hours after the assignment is returned and contact me via email. I require a 24-hour "cool down" period before I answer questions about your "graded" work. Please be as specific as possible in your email so that I can address your questions and concerns in a timely manner.

Inclement Weather
Any assignment that is scheduled at the time of a class cancellation due to inclement weather, power outage, etc. will be given at the earliest possible date, probably the next class meeting. Details will be communicated Canvas, Clemson email, and Slack. Any assignments due at the time of a class cancellation will be due the next class meeting unless contacted by your instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email, Canvas, or Slack within 24 hours of the weather-related cancellation.
Course & University Policies (cont.)

Late Work
All assignments are due by the beginning of class on the dates specified in the course schedule, unless otherwise specified. I do not accept late work, so please adhere to all posted - and future amended - deadlines. Any changes I make to deadlines will be for your benefit - I will never change the schedule in a manner that will negatively affect your chances of success in my course.

Non-Discrimination
Clemson is committed to a policy of equal opportunity for all and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, national origin, pregnancy, age, disability, veteran’s status, genetic information, or protected activity, whether in employment, education programs and activities, admissions, or financial aid. If you have questions about equal opportunity or experience sexual harassment or discrimination while at Clemson, please contact Jerry Knighton, who oversees Title IX programs at Clemson (864-656-3181). Please consult the university policy for full details: http://www.clemson.edu/campus-life/campus-services/access/titleix/.

Office Hours
During these times, I am available to help you:

- Process the text or an assignment
- Figure out a research plan
- Navigate the writing process at any stage (outline, find an argument, draft content & revision) before the assignment is actually graded, and
- Understand how you earned the pass or fail, and future steps you can take.

Office hours are a chance for you to be proactive in my course. Students who take advantage of this time with me one-on-one (or more) before their work is graded almost never fail the assignment. I will hold office hours on MWF from 10-11am in my office 517 Strode Tower. I will also be in the OTEI this term in the afternoons; you are welcome to stop by 448 Brackett Hall and see me there MWF from 1:30-3:30pm.

Privacy Policy
This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

Technical Support
If you are having hardware or software problems, CCIT’s Service Desk may be able to help you. Contact them at ITHELP@clemson.edu with a detailed description of your problem. Students will be required to submit evidence of a CCIT ticket request for service that accurately describes the situation before an extension or alternative assignment will be given.

Writing Center
Clemson University’s Writing Center offers free one-on-one tutoring for all Clemson students. Visit their website at http://www.clemson.edu/centers-institutes/writing/ for more information about their services or to make an appointment.
## Semester Schedule

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<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<td>Unit 2 Quiz</td>
<td>CYOC Historical Context</td>
<td>Take Exam</td>
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<td>CT Ch 6</td>
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<td>CYOC Cultural Context</td>
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<td>Unit 7 Teach</td>
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<td>Final Exam 8-10:30am</td>
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<td>Unit 3 Teach</td>
<td>Unit 7 Quiz</td>
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<td>Unit 3 Quiz</td>
<td>CYOC C21 Relevance</td>
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<td>CONFERENCES</td>
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<td>CYOC Poster Outline</td>
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<td>CT Ch 3</td>
<td>CONFERENCES</td>
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<td>Unit 4 Teach</td>
<td>No Class - Online Reflection/Discussion</td>
<td>Poster Content</td>
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<td>Unit 4 Quiz</td>
<td>Poster Design</td>
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<td>Course Intro – Syllabus</td>
<td>CT</td>
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<td>Poster Polishing - URL DUE @ 11:59pm</td>
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<td>Team Set-Up and Intros</td>
<td>CT Ch 4</td>
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<td>21</td>
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<td>Unit 5 Teach</td>
<td>CT - No Class, Assignment Due</td>
<td>Poster Presentations in 310 Watt Innovation Center</td>
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<td>Critical Thinking (CT) Pre-Test (Barre B105)</td>
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<td>Unit 5 Quiz</td>
<td>Thanksgiving - No Class</td>
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<td>Unit 1 Teach</td>
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<td>Thanksgiving - No Class</td>
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<td>Unit 1 Quiz</td>
<td>CT Ch 5</td>
<td>Library</td>
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<td>28</td>
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<td>Unit 6 Teach</td>
<td>Library - No Class, Assignment Due</td>
<td>CT Post-Test (Barre B105)</td>
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<td>CT Ch 1</td>
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<td>30</td>
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<td>Unit 6 Quiz</td>
<td>Create Exam</td>
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<td>31</td>
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<td>Unit 2 Teach</td>
<td>Class Debrief/Discussion + Poster Intro</td>
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# Reading Schedule

**KEY:**
C18 = Custom Eighteenth-Century book  
CT = Custom Critical Thinking book

<table>
<thead>
<tr>
<th>Date</th>
<th>To read BEFORE class meeting</th>
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<tbody>
<tr>
<td>24 Aug</td>
<td>Restoration &amp; Ballads - pp. 1-37 &amp; 224-228 (C18)</td>
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<tr>
<td>29 Aug</td>
<td>Identifying Arguments and Non-Arguments - pp. 1-27 (CT)</td>
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<td>31 Aug</td>
<td>Enlightenment &amp; Transatlantic Cultures &amp; Wilmot - pp. 38-60 &amp; 118-139 &amp; 229-241 (C18)</td>
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<td>5 Sep</td>
<td>The Use and Abuse of Language - pp. 27-39 (CT)</td>
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<td>7 Sep</td>
<td>Print Culture, Stage Culture &amp; Periodicals/Prints - pp. 61-117 (C18)</td>
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<tr>
<td>12 Sep</td>
<td>Argument Structure and Assessment - pp. 40-57 (CT)</td>
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<td>14 Sep</td>
<td>Behn's <em>The Rover</em> - pp. 300-355 (C18)</td>
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<tr>
<td>19 Sep</td>
<td>Argument Evaluation - pp. 58-74 (CT)</td>
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<tr>
<td>21 Sep</td>
<td>Laboring-Class Poets &amp; Gay's <em>A Beggar's Opera</em> - pp. 165-178 &amp; 260-299 (C18)</td>
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<tr>
<td>26 Sep</td>
<td>Argument Types - pp. 75-94 (CT)</td>
</tr>
<tr>
<td>28 Sep</td>
<td>Town/Country &amp; Goldsmith - pp. 179-219 &amp; 253-259 (C18)</td>
</tr>
<tr>
<td>3 Oct</td>
<td>Fallacies - pp. 95-109 (CT)</td>
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<tr>
<td>5 Oct</td>
<td>Wycherley's <em>The Country Wife</em> - pp. 356-404 (C18)</td>
</tr>
<tr>
<td>17 Oct</td>
<td>Writing and Assessing Argumentative Essays - pp. 190-210 (CT)</td>
</tr>
<tr>
<td>24 Oct</td>
<td>Essays About Literature - pp. 110-189 (CT) – for reference</td>
</tr>
<tr>
<td>2 Nov</td>
<td>TBD</td>
</tr>
<tr>
<td>9 Nov</td>
<td>Bring full article to class from outside research that connects CYOC to twenty-first century, with citation info</td>
</tr>
<tr>
<td>11 Nov</td>
<td>Must bring computers to class</td>
</tr>
<tr>
<td>14 Nov</td>
<td>Must bring computers to class</td>
</tr>
<tr>
<td>16 Nov</td>
<td>Must bring computers to class</td>
</tr>
</tbody>
</table>

*Note:* The professor may make changes to any part of this syllabus during the semester. Changes will be announced in class and posted on Canvas.