

**ENL 2012 – Survey of English Literature: Medieval to 1750, Section 9135, Class 20362,
Spring 2022**

Instructor Name: Ms. Claire Karnap

Course meeting times & locations: MWF Period 4 (10:40 AM – 11:30 AM), MAEB 0238

Office Location and Hours: TUR 4409 on W at 12 PM to 2 PM or by appointment

Course website: Canvas (Zoom, if necessary due to Covid)

Instructor Email: ckarnap248@ufl.edu

Course Description: This survey course will introduce students to a wide range of genres covering the Medieval Period through the Restoration and Eighteenth-Century British literature. The texts we study will introduce students to important literary figures from each period and examine how the authors address topics, such as gender, environmental spaces, social/class structures, and well-being concerning identity. The course will encourage students to create critical questions about the works. We will consider the following questions: How do we define identity and space? How do the different environments and political contexts contribute to altering identities? Students will also be encouraged to examine other areas of interest related to literary works.

We will explore genres that include poetry, drama, essays, short stories, letters, the epic, and excerpts from larger works, such as novels. As we proceed chronologically through the Norton anthologies and examine the works concerning their historical contexts, students will be encouraged to share their ideas about the works in both small group activities and during class lectures. Students will also delve into resources offered by the Bodleian Library, the British Library, and our own University of Florida library.

Students are expected to complete the assigned readings before attending each class meeting and contribute stimulating discussions about the works while participating in class discussions. Coursework includes argumentative writing assignments, such as discussion posts, a close reading analysis, and a research paper. Students will also complete in-class unannounced quizzes periodically throughout the course to ensure reading comprehension. The course's goal is three-fold: students will strengthen their analytical skills through close-reading, discussions, and analysis, develop their writing skills by completing analytical assignments, and explore how we might connect lessons from the timeless readings to today's contemporary society while also learning key points of respectful communication through peer reviews and class discussions.

COVID Statement: This semester, the university has mandated a return to face-to-face (F2F) teaching. You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. (<https://coronavirus.ufl.edu/health-guidance/>)

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.ufl.edu/health-screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework. I encourage you to share contact information with multiple classroom peers, and contact them to receive notes, etc. via email.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. If I am exposed to the virus, class sessions will continue synchronously via Zoom.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

The Norton Anthology of English Literature Package 1 volumes A, B, C (ISBN: 9780393603125)

- 10th edition Norton/ Stephen Greenblatt, general editor

Recommended Websites:

- [Purdue Owl MLA style guide](#)
- [British Library Online Resources](#)

Assignments (see below for Grading Rubric):

Reading Quizzes (10 quizzes * 10 points each = 100 points): Ten unannounced quizzes will be administered throughout the term. The quizzes will test your familiarity with the text's plot, narrative, characters, key themes, as well as define unfamiliar words in the texts read for that specific day. Students **MAY NOT** use notes or the texts during the quiz.

Participation (Homework, In-Class Writing Responses, Peer Reviews), 100 points total
Students are required to respond to discussions (both in-class and on Canvas), bring 2 discussion questions to specific class meetings as posted on the syllabus, complete in-class peer reviews, and contribute on a regular basis in class discussions.

Discussion Entries (8 entries—350 words each), 40 points each (total 320 points)
Students will write 8 discussion entries (350 words each) throughout the term. Due dates will be announced in advance for each entry. The entries should respond to a specific reading and offer a close analysis on a particular idea, character, theme, symbolism, etc. Students are welcome to use the discussion entries to offer a close reading on a specific passage. The assignment offers students the opportunity to create argumentative statements about the texts and also practice close reading in preparation for their other papers. Direct quotes, in-text citations, and the Works Cited page do not count towards the word count.
Word Count: 350 words each (8 entries total= 2,800 words total)

Short Paper #1: Close Reading Analysis, 150 points
For the Close Reading Analysis, you will make an argument about any of the texts we have read up until this point. The paper must be argumentative and include a thesis statement with a clear, well-developed, and specific claim based on textual evidence from the reading(s) of your choice. Students are welcome to argue for connections between a few readings, compare and contrast two author's interpretations, and complete a close analytical reading of one or more passages. Students should consider the literary works' historical contexts provided in the Norton anthologies. This paper is intended for you to strengthen your close-reading skills before the Research Paper. Secondary sources are not required, but if used must be credible, reliable, and cited in correct MLA format (include no more than one source). The paper is due by February 28th at 11:59pm on Canvas. Direct quotes, in-text citations, and the Works Cited page do not count towards the word count.
Word Count: 1,200 words

Research Paper, 330 points
For the Research Paper, you will write a paper on a topic of your choice that pertains to the class topic using the readings covered in class. Students are welcome to pursue their own interests for this paper, but their paper topic must incorporate readings we have covered this semester and be related to themes discussed in our readings from the syllabus. Successful papers must be argumentative in nature, and include a strong, well-developed thesis statement that makes a specific claim based on substantive evidence. The paper must be well-supported and include **three** secondary sources published within the past fifteen years (peer-reviewed journal articles, books, chapters, etc). The Rough Draft will be due on April 15th in class for Peer Review and the Research Paper is due on April 18th at 10 am on Canvas. Word Count: 2,000 words

Direct quotes, in-text citations, and the Works Cited page do not count towards the word count.
Total Word Count Required for Class: 6,000 Words

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: You are allowed four absences. Like all lecture-discussion courses, this one needs you! Use your allotted (4) absences wisely (for emergencies, major illness) as you would for any job. You will lose a half a letter grade from your final grade at **five** absences, and you will fail the course at **six** absences.
3. *Tardiness*: Two tardies (more than 15 minutes late each time) will result in one absence. If you miss a class, you must contact a fellow classmate for material covered that day.
4. *Classroom Behavior & Netiquette*: Students should arrive to class prepared and on time. Open discussion and respectful debate of the material is encouraged; however, rudeness and disrespectful behavior will not be permitted in any form. Inappropriate behavior will result in student being dismissed for the day and counted absent. Students are permitted to use computers/tablets for notes but should not use any form of social media (texting, Facebook, Instagram, snapchat, etc.) during class. Student will be counted absent if found using social media or texting during class.
5. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community:
<https://titleix.ufl.edu/about/title-ix-rights/>
6. *Paper Format & Submission*: All assignments and papers must be formatted using MLA (9th edition) and must be submitted by the assigned deadline on Canvas. Failure to do so will result in deduction from your grade. See schedule on Canvas for specific dates and submission requirements. Please note that word counts do not include headers, headings, or Works Cited pages.
7. *Late Papers/Assignments*: Late submissions will not be accepted for minor assignments (quizzes, class discussion group activities, presentations, etc.). Major assignments (discussions, short papers, final paper, etc.) will be deducted a letter grade for each day late. Major assignments will not be accepted after two days past the due date.
8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.
UF Student Honor Code:
A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
 - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

- b. Self-plagiarism, which is the reuse of the student's own submitted work, or the simultaneous submission of the student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the student did not author.
10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
 11. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 13. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
 14. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
 15. *Policy on environmental sustainability*: Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)
 16. *In-Class Recording*: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Weekly Schedule (subject to change):

*Norton Anthology will be abbreviated as “NA, vol...” on syllabus table schedule listed below:

*All readings are required and must be completed for the class under which they are listed.

Students should always read the biographical pages designated for each author in the Norton anthologies.

Wk.	Day	Readings and Lecture	Due Dates
		Unit One: The Middle Ages	
1	W 1/5	NA, vol. A: Introduction to the Middle Ages and Syllabus Review	
	F 1/7	NA, vol. A: Introduction to Anglo-Saxon Literature Read the “Introduction” (3-26) and Read “Caedmon’s Hymn” and “The Dream of the Rood” (30-37)	
2	M 1/10	NA, vol. A: Read <i>Beowulf</i> (37-67)	
	W 1/12	NA, vol. A: Read <i>Beowulf</i> (68-109) Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	
	F 1/14	NA, vol. A: Anglo-Norman Literature—Romance (158-160) Read Marie De France, “Milun” (160-171) and “Lanval” (171-185)	Discussion Entry #1 due by 11:59 PM
3	M 1/17	NO CLASS: MLK Holiday	
	W 1/19	NA, vol. A: Introduction to Middle English Literature in the 14 th & 15 th centuries Read <i>Sir Gawain and the Green Knight</i> , (201-225)	
	F 1/21	NA, vol. A: Read <i>Sir Gawain and the Green Knight</i> , (226-256) Bring 2 discussion questions on a sheet of paper—I will collect the documents at the end of class.	

4	M 1/24	NA, vol. A: Read Chaucer, <i>The Canterbury Tales</i> “The General Prologue” and “The Wife of Bath’s Prologue” (256-282)	
	W 1/26	NA, vol. A: Read Chaucer, <i>The Canterbury Tales</i> “The Wife of Bath’s Prologue” (300-328)	
	F 1/28	NA, vol. A: Christ’s Humanity Read Julian of Norwich all sections (430-442)	Discussion Entry #2 due by 11:59 PM
Unit Two: The Sixteenth Century and the Early Seventeenth Century			
5	M 1/31	NA, vol. B: Introduction to the Sixteenth Century Read Introduction (3-33) and Sir Thomas More (41-43), <i>Utopia</i> (Book 1) (44-69)	
	W 2/2	NA, vol. B: Read More, <i>Utopia</i> (Book 2) (69-117) Bring 2 discussion questions on a sheet of paper—I will collect the documents at the end of class.	
	F 2/4	Workshop—Short Paper #1: Close Reading Analysis --Bring draft with introduction, tentative thesis statement, and topic sentences for group discussions.	
6	M 2/7	NA, vol. B: Read Faith in Conflict: The English Bible—1 Corinthians 13 (145-149) and William Tyndale, from <i>The Obedience of a Christian Man</i> (149-150)	
	W 2/9	NA, vol. B: Read Sir Thomas Hoby, Castiglione’s <i>The Courtier</i> (176-192) Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	
	F 2/11	NA, vol. B: Read Women in Power (193) and Mary, Queen of Scots, from Casket Letter Number 2 (208-212), A Letter to Elizabeth I, May 17, 1568 (212-214), <i>From Narrative of the Execution of the Queen of Scots</i> . In a Letter to the Right Honorable Sir William Cecil (214-221)	Discussion Entry #3 due by 11:59 PM
7	M 2/14	NA, vol. B: Read Sonnets by William Shakespeare (718-722), 1, 3, 12, 18, 19, 60, and 116	
	W 2/16	NA, vol. B: The Early Seventeenth Century Read (891-917) John Donne (920-922), “The Flea” (923), “The Good-Morrow” (923) and Mary Wroth, “The Countess of Montgomery’s Urania” (1110-1116)	
	F 2/18	NA, vol. B: Inquiry and Experience: Essays (1212)	

		Read Sir Francis Bacon, “Of Truth”, (1213), “Of Marriage and Single” (1214), “Of Superstition”, (1218)	
8	M 2/21	NA, vol. B: Read Richard Lovelace, “Lucasta” (1329-1332) and Andrew Marvell (1339), “The Coronet” (1341), “A Dialogue Between the Soul and Body” (1342), “To His Coy Mistress” (1346), “The Garden” (1354) Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	
	W 2/23	Peer Review Short Paper #1	
	F 2/25	NA, vol. B: Read Robert Burton, <i>The Anatomy of Melancholy</i> (1239-1246) and John Milton (1447), “On the Morning of Christ’s Nativity” (1451), “On Shakespeare” (1459), “Lycidas” (1467)	Discussion Entry #4 due by 11:59 PM
Unit Three: The Restoration and the Eighteenth Century			
9	M 2/28	NA, vol. C: Read Introduction (3-31) and John Dryden, “Absalom and Achitophel: A Poem” (38), “Criticism” (77) and “The Author’s Apology for Heroic Poetry and Heroic License” and “A Discourse Concerning the Original and Progress of Satire” (82-84)	Short Paper #1: Close Reading Analysis due by 11:59 PM
	W 3/2	NA, vol. C: Read Samuel Pepys, <i>The Diary</i> (86-95) Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	
	F 3/4	NA, vol. C: Read Aphra Behn (133-135), “The Disappointment” (136-139), <i>Oroonoko</i> (139-159)	Discussion Entry #5 due by 11:59 PM
10	M 3/7	SPRING BREAK—No Class	
	W 3/9	SPRING BREAK—No Class	
	F 3/11	SPRING BREAK—No Class	
11	M 3/14	Introduce Research Paper NA, vol. C: Read Behn, <i>Oroonoko</i> (160-186)	
	W 3/16	NA, vol. C: Read Jonathan Swift, (254-256) “A Modest Proposal” (454-460) and Lady Mary Wortley Montagu (628-629), all sections (629-635)	
	F 3/18	NA, vol. C: Read Alexander Pope (486-490), “The Rape of the Lock” (506-525)	Discussion Entry #6 due by 11:59 PM

12	M 3/21	NA, vol. C: Read Print Culture & the Rise of the Novel (561-564) and Frances Burney: <i>Evelina</i> excerpts (592-599) and Samuel Richardson, <i>Clarissa</i> (587-592) Utilizing the UF library resources: Scholarly secondary sources for your Research Paper	
	W 3/23	Read Daniel Defoe, <i>A Journal of the Plague Year</i> pages TBA	
	F 3/25	Read Daniel Defoe, <i>A Journal of the Plague Year</i> pages TBA Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	Discussion Entry #7 due by 11:59 PM
13	M 3/28	Read Daniel Defoe, <i>A Journal of the Plague Year</i> pages TBA	
	W 3/30	NA, vol. C: Read Debating Women: Arguments in Verse (636-637), Jonathan Swift “The Lady’s Dressing Room” (637-640), and Lady Mary Wortley Montagu’s “The Reasons That Induced Dr. Swift to Write a Poem Called the Lady’s Dressing Room” (640-642)	
	F 4/1	NA, vol. C: Read Mary Leapor, all sections (653-657) Workshop: Final Papers—Introductions, tentative thesis statement, and topic sentences	
		Unit Four: The mid-Eighteenth Century & Course Wrap-up	
14	M 4/4	NA, vol. C: Jonathan Swift, “A Modest Proposal” (454-460)	
	W 4/6	NA, vol. C: Read Samuel Johnson (711-713), “ <i>Idler</i> No. 31 [On Idleness] (732-734) and <i>A Dictionary of the English Language</i> (800-806) Bring 2 discussion questions on paper for group work and I will collect them at the end of class.	
	F 4/8	NA, vol. C: Read Laurence Sterne, <i>A Sentimental Journey through France and Italy</i> (862-902)	Discussion Entry #8 due by 11:59 PM
15	M 4/11	NA, vol. C: Read Laurence Sterne, <i>A Sentimental Journey through France and Italy</i> (903-940)	
	W 4/13	Read Margaret Doody, “An Introduction to <i>Pamela, or Virtue Rewarded</i>” from the British Library and read excerpt from Samuel Richardson, <i>Pamela; or, Virtue Rewarded</i> (chs. 1-4)	
	F 4/15	In-class Peer Review for Research Paper	

16	M 4/18	NA, vol. C: Read Thomas Gray, all sections (994-1001)	Research Paper due by 10 AM
	W 4/20	NA, vol. C: Read William Cowper, (1023), “The Task” and “The Castaway” (1024-1028) Gator Evals & Course Wrap-up	

Research Paper due April 18th at 10 AM

Due Dates for Assignments:

Reading Quizzes (10)	Unannounced
Classwork	Varies
Discussion Entry #1	Jan. 14 th at 11:59pm
Discussion Entry #2	Jan. 28 th at 11:59pm
Discussion Entry #3	Feb. 11 th at 11:59pm
Discussion Entry #4	Feb. 25 th at 11:59pm
Discussion Entry #5	March 4 th at 11:59pm
Discussion Entry #6	March 18 th at 11:59pm
Discussion Entry #7	March 25 th at 11:59pm
Discussion Entry #8	April 8 th at 11:59pm
Short Paper #1: Close Reading Analysis	Feb. 28 th at 11:59pm
Research Paper	April 18 th at 10 AM

Points Breakdown for Assignments:

10 Reading Quizzes	10 points each (total 100 points)
Participation	100 points total
8 Discussion Entries	40 points each (320 points total)
Short Paper #1: Close Reading Analysis	150 points
Research Paper	330 points
Total Points Possible	1,000 points

Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

Assessment Rubric:

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Specific rubrics and guidelines applicable to individual assignments will be provided on Canvas for each major assignment during the course of the semester.

*Each assignment will be graded considering the following five major categories: Content, Organization and Coherence, Argument and Support, Style, and Grammar. Assignments are graded using points with each category assigned a designated number of points. Each assignment's rubric will reflect designated points and graded by the expectations for each category below.

A Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a "B," but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the "A" range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of most typos and grammatical or mechanical errors.

B Proficient: You did what the assignment asked of you at a high-quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the "B" range, an essay must be complete in content, be well organized, and show special attention to style. A paper in the "B" range has a few typos, grammatical or mechanical errors.

C Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you're working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D Poor: You did what the assignment asked of you at a poor-quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Note: You must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000

words. NOTE ALSO: a grade of “C-” will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.