



FACULTY OF ARTS
Department of English

COURSE OUTLINE

ENGL305: Literature Before 1700 (Online)

Fall 2021

Instructor	Dr. Morgan Vanek
Email:	morgan.vanek@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Instructor Office Hours:	Tuesday and Wednesday, 1:00-2:00 p.m. (via Zoom) Zoom link will be posted on D2L.
Teaching Assistants	Hannah Anderson, e: Hannah.anderson@ucalgary.ca Jeremy Blunt, e: jeremy.blunt1@ucalgary.ca Tathagata Som, e: tathagata.som@ucalgary.ca Rachel Stubbs, e: rachel.stubbs@ucalgary.ca Technical Support: Mahmoud Ababneh, e: mahmoud.ababneh@ucalgary.ca
Meetings	Weekly synchronous lectures: Monday & Wednesday, 12:00-12:50 p.m. Weekly synchronous tutorials: Friday, 12:00-12:50 p.m. OR 2:00-2:50 p.m.

Course description

Right now, the future of the historical survey of English literature is uncertain. From one perspective, a course dedicated to the close study of literary texts, and especially very old literary texts, is simply useless, unlikely to produce either goods or skilled workers relevant to the modern economy. From another perspective, there is no question that the study of literature can help us to productively question the notions of value that underpin that utilitarian critique – but from this perspective, the particular texts that the historical survey of literature typically treats are part of the problem, representative of a canon more likely to reinforce oppressive binaries than help us imagine a new world. The purpose of this course is to stage this debate, and then equip you to enter it with your own thoughtful and informed position. By comparing five canonical literary texts in English to five responses that these texts have inspired from contemporary authors, you will develop and test a series of your own responses to these existing critiques of the historical survey of English literature – and by the end of this term, you will also have the broad knowledge of literary history and the critical vocabulary you will need to articulate, as a class, a few new paths through this broader debate about what literature and literary studies can add to both your undergraduate degree and the world beyond it.

Mode of delivery

This course will take place **online** via Zoom, Desire2Learn (D2L), Slack, and occasionally TopHat. Each week, there will be an asynchronous lecture posted to D2L on Monday, a synchronous meeting via Zoom on Wednesday, and a synchronous tutorial meeting via Zoom on Friday; between classes, discussion will take place mostly via Slack. To best succeed in this course, you are encouraged to participate in both the weekly synchronous sessions via Zoom and TopHat and the asynchronous learning tasks using the D2L learning environment and our Slack workspace. However, if you are unable to participate live in the synchronous sessions, you will be able to watch the recorded lectures and submit your comments on the reading prior to each synchronous class meeting.

Course learning outcomes

Upon successful completion of this course, you will be able to:

1. Prepare a close reading of a literary text using appropriate critical terms;
2. Prepare a comparative analysis of two literary texts using appropriate critical terms;
3. Offer constructive feedback to your peers, and respond to peer feedback on a piece of your own argumentative writing;
4. Assess and effectively revise your own argumentative writing;
5. Describe and productively intervene in debate about the use and limitations of a historical survey of English literature, using appropriate critical terms and references to relevant texts;
6. Demonstrate introductory-level knowledge of key historical and cultural contexts relevant to the study of literature before 1700.

Required reading

The following texts are available at the University of Calgary Bookstore in print and e-book formats:

- *Beowulf: A New Verse Translation*, trans. Seamus Heaney (Penguin)
- Maria Dahvana Headley, *The Mere Wife* (Raincoast Books)
- William Shakespeare, *The Tempest* (Norton)
- Salman Rushdie, *The Satanic Verses* (Penguin)
- John Milton, *Paradise Lost* (Norton)

Additional required readings by Jonathan Swift, Robin Morgan, and Joshua Whitehead, including *Ottawah, the Last Chief of the Red Indians of Newfoundland* (anon., 1848) will be posted on D2L.

Grading Scheme

Introduction to Contract Grading

As you may have discovered by this point in your undergraduate degree, grades can communicate many things. For instance, grades are relatively good at providing feedback on how well your work meets a certain external standard; they are also good at creating ranks, or helping you understand how your work compares to others. Over the last few decades, however, research in teaching and learning has consistently demonstrated that conventional grading systems also have downsides: they tend to advantage students who already know a lot about a subject or skill before the evaluation period begins (compared, say, to students who learn a lot about the subject or skill over the course of the term), and the hierarchies that they establish tend to discourage risk-taking and experimentation. (If you'd like to learn more about this, Blum's *Ungrading* (2020) collects a number of useful articles.) The seeming objectivity of numerical grades also naturalizes something that is in fact an open question: what is the purpose of a university course? Is it, in fact, to rank your work relative to others and introduce you to an externally defined standard of evaluation? Or is it to give you a container and the tools to interrogate that project, and space to consider what other learning goals might be more appropriate to the situation of the present? Since one of the objectives of this course is to invite you to explore propositions just like these, the assessment scheme this course will use will also differ from the conventional grading model.

In this course, you will determine your grade by fulfilling a contract for the term; as you'll see below, this contract will set out in advance the requirements for a letter grade in each range, as well as the penalties for not fulfilling the terms of the contract. If you complete the assignments set out for each grade range on the contract (and here, 'Complete' refers to assignments that meet all of the criteria set out below), you will get the grade that follows. This means, of course, that grades in this course will

mean something slightly different than they usually do, and they won't be especially helpful if you want to compare the scores you've received to the scores of other students in this class. What I hope this system will do, however, is free you from this concern about what one particular reader (e.g. your TA) thinks about your work, and focus instead in clearly defining your own learning objectives for each assignment, and then reflecting on how successfully you think you met those objectives.

If you are concerned about how you will know whether the assignment you have prepared will be considered 'Complete,' or how you will know whether the learning goals you've set for yourself are appropriately ambitious, please rest assured that you will receive lots of guidance to this end. The instruction sheets for each assignment are detailed, and they include both information about what constitutes acceptable work on each assignment and a list of the criteria that the TAs will be using to assess your work. Along with each instruction sheet, you will also have a self-assessment checklist that you can use to make sure that your submission includes all of the features it needs to meet the assignment's requirements, and it will be written in the same terms that the TAs will be using to assess your work. You will also have the opportunity to submit your work for peer review, which will give you both a chance to compare your own work to one of your peer's responses to the same instructions, and also an opportunity to see how well your work appears to meet those requirements through someone else's eyes. Finally, you will receive written feedback from your TA – but that feedback, and all of this other peer feedback, is untied from your grade. If you successfully complete the assignments set out in the contract below for a certain grade range, you will receive the grade defined by the contract.

This arrangement will ask us to trust one another. I trust you to set meaningful intentions for your work in this course, to take the reflections seriously, and to complete the coursework you contract for in good faith and to the best of your ability. However, if this system causes you more anxiety than it alleviates, please make an appointment to come see me to discuss your progress. If you are ever worried about your grade, your best strategy will be to do the readings, join in the weekly discussion (either during our synchronous meetings or between classes), and complete the assignments – but I do also want to make sure that you feel supported in meeting your own learning goals for this course, so I hope you will not hesitate to get in touch.

I know this assessment scheme is likely to be unfamiliar to many of you, and so may feel like a bit of an experiment. I look forward to undertaking this experiment together – and I appreciate your trust in me.

ENGL305 Grading Contract

Assignments & Deadlines

Below, please find a brief description of the assignments that can count towards your final grade for this course. More detailed descriptions appear below, and full instruction sheets and assessment criteria will be posted on D2L at least two weeks before each assignment is due.

Assignment	Due date
Writing & Reflection	
Close Reading (750 words)	Oct. 8
Comparative Analysis (1000-1200 words)	Nov. 5
Revision & Response (1500-2000 words)	Dec. 3
Participation	
Context Quizzes (x4)	Sept. 13; Sept. 27; Oct. 18; Nov. 15
Peer Review Worksheets(x3)	Oct. 1; Oct. 29; Nov. 26
Mid- & End-of-Term Reflection (x2)	Oct. 15; Dec. 8

There are only two grades for each assignment: Complete or Incomplete.

A 'Complete' assignment is one that:

- a) demonstrates a good faith effort to meet the central objective for that assignment, as indicated on the instruction sheet;
- b) conforms to any directions related to the assignment's scope (e.g. length, engagement with primary sources, etc.);
- c) includes complete copies of all of the framing materials set out on the instruction sheet, including but not limited to a self-assessment checklist and a reflective worksheet; and,
- d) is submitted on time, or within the grace period permitted for each assignment. (For details on this grace period, see 'Late Assignments,' below.)

An 'Incomplete' assignment is one that does not meet these requirements. Only 'Complete' assignments will be counted towards the grades set out in the contract below – but as always, if you have any concerns about the Complete/Incomplete status of any of your work for this course, please make an appointment to meet with me.

Assignment Descriptions

Writing & Reflection Assignments

Close Reading (750 words)

'Close reading' describes a way of reading that attends not just to what a text says, but also to how it goes about saying it. For this assignment, you will choose one of our course texts and then use your close reading skills to interpret it. Your interpretation, which should be approximately 750 words long, must include both a clear argumentative claim and a detailed explication of at least one formal feature of this primary text. To be considered complete, your submission must also be accompanied by a self-assessment and brief reflective worksheet. You will also have the opportunity to seek peer feedback on your work before submission.

Comparative Analysis (1000-1200 words)

For this assignment, you will choose two course texts and write a 1000-1200-word essay comparing them. As always, this comparative analysis should be focused on how reading these two texts together has helped to sharpen your understanding of at least one key feature in one (or both) of these texts. To be considered complete, your submission must also be accompanied by a self-assessment and a brief reflective worksheet. You will also have the opportunity to seek peer feedback on your work before submission.

Revision & Response (1500-2000 words)

In order to complete this assignment, you must have submitted at least one of the other two major pieces of writing for this course – because for this assignment, you will respond to the feedback that you have received on this other piece of writing and revise your work for resubmission. In addition to your resubmission, you will also prepare a thoughtful and detailed response to the feedback that you received on your first submission, explaining how your revision addresses any concerns or questions that your reviewer identified. Altogether, your resubmission and response to your reviewer should be approximately 1500-2000 words – and once again, you will have the chance to seek peer feedback on your work before submission. To be considered complete, this resubmission must also be accompanied by a self-assessment and a reflective worksheet.

Participation Assignments

Context Quizzes (x4)

Though our reading will include contemporary literature, this course will also consider four (broadly defined) periods of English literary history: Anglo-Saxon literature, the sixteenth century, the seventeenth century, and the very beginning of the eighteenth century. Just before we move between these periods, you will be encouraged to read the Norton introductory headnote to the period we are about to discuss (posted on D2L). To check your understanding, you will also be invited to complete a short, open-book quiz on this material. To be considered complete, each of these quizzes must be finished before class on the due date indicated on the syllabus.

Peer Review Worksheets (x3)

One week before each of the major writing assignments for this course is due, you will be invited to bring one full but rough draft of this writing assignment to exchange with one of your peers during your regular tutorial meeting. Using a worksheet to guide you, you will then review your peer's work and offer clear and constructive criticism. Once you have reviewed one another's work, you will meet briefly to discuss your feedback and map out your plan to revise your work in response. To complete this assignment, you will submit a PDF copy of this worksheet (that includes both your peer's notes on your essay and your own plans for revision) via D2L by the beginning of the following week. Each of these worksheets will be assessed for completion.

Mid-Term and End-of-Term Reflection (x2)

Over the course of this semester, we will return to a few critical questions again and again: First, what do you expect to learn from a course like this one? What do you expect to do, as a participant in that class, to facilitate that learning? For this reason, among others, your grades for this course will be determined by the particular assignments you hand in, and you will be offered a number of opportunities to reflect carefully on what you hoped to learn from each assignment and how you think your own work demonstrated both that effort and that learning. These worksheets represent two of those opportunities. Each will be assessed for completion.

Grade Range Requirements

To earn an A in this course, you must complete all THREE of the major writing assignments (the Close Reading, the Comparative Analysis, and the Revision & Response), and complete at least SEVEN of the nine participation assignments. You can choose which combination of the participation assignments you wish to submit, and you do not need to notify me or your TA about which ones you will not (or are unable to) submit.

To earn a B in this course, you must complete at least TWO of the major writing assignments (e.g. the Close Reading AND the Revision & Response, or any combination that you choose), and complete at least SEVEN of the nine participation assignments. You can choose which combination of the participation assignments you wish to submit, and you do not need to notify me or your TA about which ones you will not (or are unable to) submit.

To earn a C in this course, you must complete at least ONE of the major writing assignments (e.g. the Close Reading OR the Comparative Analysis), and complete at least SIX of the nine participation assignments. You can choose which combination of the participation assignments you wish to submit, and you do not need to notify me or your TA about which ones you will not (or are unable to) submit.

To earn a D in this course, you must complete at least ONE of the major writing assignments (e.g. the Close Reading OR the Comparative Analysis), and complete at least THREE of the nine participation assignments. As always, you can choose which combination of the participation assignments you wish to submit, and you do not need to notify me or your TA about which ones you will not (or are unable to) submit. (Note: You are of course welcome to complete more than this minimum number of participation assignments, but please note the threshold for a C grade is SIX participation assignments; this means that if you do not complete this minimum number of assignments, you cannot earn a grade in the C range.)

The instructor reserves the right to assign a grade of F to any student who fails to submit enough 'Complete' work to meet the minimum threshold for a D grade as set out above.

Please note that there is no registrar-scheduled final examination for this course, and there are no extra credit assignments. Students are not required to complete all assignments in order to pass this course.

Conversion to Undergraduate Grading System

The letter grades used in this course can be converted to the University of Calgary's four-point Undergraduate Grading System using the following scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

Assessment Details

Submission Guidelines & Late Assignments

All assignments must be submitted via D2L as either a Word document (.doc) or PDF (.pdf) by or before 5:00 p.m. on the day that they are due. Because the grades for this course are tied to the completion of particular assignments, assignments that are not submitted on time are considered 'Incomplete.' This policy exists to ensure that our teaching assistants have enough time to provide you with useful feedback before your next written assignment is due.

For each assignment, however, please note: there is a grace period of three business days following the stated deadline, after which point the assignment will be considered incomplete. You do not need to notify your tutorial leader if you intend to use this grace period, but there are no additional extensions. We are, however, still in the midst of an unprecedented global health crisis – so in the case of serious illness (or any related complications or isolation requirements, etc.), please email your TA, cc'ing me, as soon as possible to discuss an alternate submission date. Late papers should also be submitted online as a Word document (.doc) or PDF (.pdf).

Tutorials & the ENGL305 teaching team

Unless the syllabus states otherwise, the readings scheduled for discussion during each tutorial meeting are the same as the readings scheduled for discussion during the lectures on Monday and Wednesday of

that week. To this end, both your tutorial leader and I will expect you to have completed all of the assigned reading before the first lecture on Monday, and to bring new questions for in-depth discussion both to our synchronous meeting on Wednesday and to your synchronous tutorial meeting on Friday.

Your tutorials are also intended to give you an opportunity to practice the skills you'll need to carry out all of your major writing assignments for this course. For this reason, your tutorial leader will be responsible for grading your Close Reading, your Comparative Analysis, and each of the self-assessments and Peer Review worksheets that you will submit along with these assignments. If you choose to complete the final Revision & Response assignment, this work will be marked by another teaching assistant for the course, so you will receive at least two different reviewers' comments on your argumentative writing by the end of this term. You can also expect to use your tutorial meetings to troubleshoot common concerns about your works-in-progress throughout the term.

Because your tutorial leader will be providing feedback most of your written work, all questions about the expectations and logistics related to your major writing assignments should be directed first to your tutorial leader. Please note, however, that the contract that will determine your final grade is between you and your course instructor (me), not your TA – so if you have any concerns at all about the grade that corresponds to the work that you have submitted, you are, of course, always welcome to set up an appointment during my online office hours, too.

Grade appeals

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, please consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that “mere dissatisfaction with a grade is not sufficient grounds for an appeal.”

Deferral of term work

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor.

Academic Integrity

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Academic regulations and schedule

Please consult the [University Calendar](#) for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities.

Course Policies & Guidelines

Acknowledgment of Traditional Territories

I am grateful to be teaching and learning with you on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Moh'kins'tsis," which we now call the City of Calgary.

Respectful Classroom Conduct

In order to create an atmosphere conducive to respectful conversation and the free exchange of ideas, please be considerate of your peers. We expect you to arrive on time and prepared for our synchronous meetings, to keep from interrupting one another, and to give your full attention to the discussion. Rudeness, derogatory language, or personal attacks are not permitted, and racist, sexist, ableist, homophobic, transphobic, or otherwise inflammatory remarks will not be tolerated. If you have any concerns about the class, or about your ability to fully participate during our synchronous meetings, you are always welcome to make an appointment to meet with me during office hours.

Talking (and Writing) About Difficult Subjects

Some of the texts assigned for this course will ask you to think critically about the literary treatment of racism and sexual violence, and our in-class discussion will address the contemporary legacies of the many forms of structural oppression we'll find in our readings. If you find this work especially uncomfortable, or you would like to talk privately about how literary critics learn to engage with material that we find personally difficult to read, I hope you will visit my office hours. In the meantime, please remember that each member of our course will bring different experiences with this material into the classroom – so let's approach each of our class discussions with patience and respect for one another, and do our best to take care of ourselves.

Office Hours & Email

All updates regarding readings or changes to the schedule will be posted to D2L. Whenever possible, however, I prefer to discuss course business during office hours, so I hope you will visit me during the twice weekly virtual drop-in hours that will take place on Tuesday and Wednesday afternoons. A Zoom link for these office hours will be posted on D2L.

If you have a brief question about course business that has not been addressed on the syllabus, you also welcome to email me. Please use your University of Calgary email address and put the course code [ENGL305] in your subject heading to ensure a prompt reply. Note, however, that I do not check my email regularly after 5:00 p.m. or on weekends. For additional advice about professional communication, please refer to the resources posted on D2L.

Learning Technologies and Requirements

There is a D2L site for this course that contains required readings and other relevant class resources and materials. In order successfully engage in learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Note that most current laptops will have a built-in webcam, speaker, and microphone.

Students are responsible for being aware of the University's [Internet and email use policy](#).

Guidelines for Online Sessions

Zoom, TopHat, and Slack are, respectively, video conferencing, online learning, and discussion platforms that allow us to gather virtually and discuss relevant course topics as a learning community.

To help ensure sessions are private, please do not share conferencing links or passwords with others, or on any social media platforms. Course links and passwords are only intended for students registered in the class. Zoom recordings and any materials presented on Zoom, TopHat, Slack, or D2L, including any teaching materials, must not be shared, distributed, or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity, and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering video conferencing sessions, you play a role in helping create an effective, safe, and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors and moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join our synchronous meetings in a quiet space that will allow you to be fully present and engaged. Participation with your camera on is strongly encouraged. If you cannot turn your camera on, please post a picture to your Zoom profile so that it will appear when your camera is off.

In general, our synchronous meetings will not be recorded. If it becomes necessary to record one of these meetings for any reasons (e.g. supporting students who cannot attend), all students will be advised before any recording begins. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of

extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Universal Student Ratings of Instruction (USRI)

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.

Student Support

Accessibility Services

If you have a disability or any other concern about your ability to fully participate in this class, please contact Student Accessibility Services at (403) 220-8237 or refer to [this website](#) for their hours and location. If you require accommodations related to your coursework based on a protected ground other than disability, the [University Student Accommodation Policy](#) requires you to communicate this need in writing. If you contact Student Accessibility Services using the information listed above, their counselors can help you process the request and issue letters of accommodation to your instructors.

Academic and Personal Counselling

University can be a stressful time. If you are experiencing difficulty adjusting to university life, coping with anxiety or depression, or just want help developing good time- and stress- management skills, please contact [the Wellness Centre](#) to set up an appointment. Alternatively, you can work on your note-taking, essay writing, and exam preparation skills at [the Student Success Centre](#).

Faculty of Arts Program Advising and Student Information Resources

Program Advising and Student Information Resources is done through the [Faculty of Arts Students' Centre](#). Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca. You can also reach the [Student Ombuds Office here](#).

Writing Centres

Learning to write well is an important part of this course, and I hope to provide you with plenty of support in this effort. If you feel like you would benefit from additional support, however, please consult [the Writing Support section](#) of the Student Success Centre website for a list of online and workshop writing supports for University of Calgary students.

English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please visit the department's [website](#). Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals, so you should

verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website. You can also follow the Department of English on [Facebook](#) & [Twitter](#).

You can also find the English library and research guide [here](#).

Scribe and Muse Club for English Students

The [Scribe and Muse Reading and Writing Club](#) (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Contact Information

For notes and emergencies, please collect the contact information for at least four other members of this class (including, if possible, at least two in your tutorial and two in your small group that meets during our synchronous sessions on Wednesday):

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| _____ | _____ |
| 3. _____ | 4. _____ |
| _____ | _____ |