**Preferred Practices and Guidelines for all Upper Division Classes**

Every English upper-division class will

1. Require students to submit a List of Works Cited for all out-of-class writing assignments that include references to any source whatsoever, including assignments that refer only to the class text.
2. Expect students to follow one style of documentation consistently. MLA style is the default for literature classes, and upper-division students may be expected to be familiar with MLA style. When a different style is used, some instruction in the style may be necessary.
3. Include writing assignments with an analytical component. Literature syllabi will include at least one analytical essay. The recommended minimum length for at least one essay in 3000-level classes is 1700 words. The recommended minimum length for at least one essay in 4000-level classes is 2800.
4. Give students instruction in writing and/or research skills appropriate to the assignments and the level of the class. In literature classes, this will often mean giving time each semester to address the craft of writing about literature, specifically as related to class assignments but including attention to principles of clarity, effective development and documentation as needed.
5. Introduce students to the terminology needed for discussing literature, language and/or theory in that class.
6. Help students see the class they are taking in relation to a larger body of knowledge. Literature classes, for example, will help students situate texts in the correct literary periods and to identify genre as appropriate and relevant. Language, writing, film or folklore classes will have other ways of situating their material within a wider context.
7. Encourage students to use what they learn in each class to formulate their own ideas, think creatively, and participate, at an appropriate level, in the discourse of the field.
8. Include at least three different areas of evaluation (for example, exams, essays, class participation) in the syllabus so as to give students opportunities to show strength in at least one area.
9. Reflect the department’s commitment to diversity and respect for differing points of view.

*The above are guidelines for faculty revising course outlines and/or creating new syllabi. They are part of the department’s effort to ensure that all students are given the instruction and support needed for satisfactory scores in the senior essay evaluation.*

Approved by Upper-Division Committee Nov. 3, 2011