

ENG 200-B70: Introduction to Literature
Session B (June 6th-24th, 2022)
Web Course

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Office Hours: Zoom, by appointment (set up here: [Calendly.com/jessica-folk](https://calendly.com/jessica-folk))

WHAT IS THIS CLASS?

In this particular section of ENG 200, we will be observing works through various lenses: historical context, adaptation/retellings, and more. What is it about the history of storytelling that some stories persist in various iterations over decades or even centuries and others do not? Often, these texts have something to say about their time and place. How do your personal identity and life experiences affect how you interact with a poem, short story, a novel, or even a film? Scholars are required to complete reading quizzes, post to discussion boards, and write a final essay. **Note: There is A LOT of reading in this course, so you may want to get ahead and start reading before the course even begins. I highly recommend you start now.**

CATALOG DESCRIPTION

An introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experience. Substantial student writing about literature will be required. This course fulfills the B.1 (Humanities/Literature) general education requirement. It will help students attain these general education objectives: proficiency in reading, writing, and speaking an informed acquaintance with major achievements in the arts and humanities. This course examines representative works in the major genres of literature (poetry, fiction, and drama), with attention to different time periods, cultures, and diversity. Through online class discussions on Blackboard and through reading and writing assignments, students will question, think, and write critically about literature. The aim of the course is to introduce students to the concepts and methodologies essential to the analysis and appreciation of a significant body of work.

COLONNADE LEARNING OUTCOMES

English 200 helps to fulfill the Arts and Humanities (AH) Colonnade requirement. Upon completion of this English 200, students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.
6. Read, comprehend, and analyze primary texts independently and proficiently.

DO YOU NEED BOOKS FOR THIS CLASS?

Yes! Hard copies or electronic copies are both fine, so long as you can reliably access the text. All texts should be available at the school bookstore and via retailers such as Amazon.

1. *Frankenstein* by Mary Shelley, 3rd Edition, The Original 1818 text, from Broadview Press. ISBN-13: 9781554811038
 - . [Amazon link](#)
2. Victor LaValle's *Destroyer*. ISBN-13: 9781684150557
 - . [Amazon link](#)
3. *The House in the Cerulean Sea* by T.J. Klune. ISBN-13: 9781250217318
 - . [Amazon link](#)
4. Access to Netflix to watch the documentary, *13th* (prod. Ava DuVernay, 2016)
 - . If you don't have Netflix, see if you can find a friend or family member you can borrow a login from or do a free trial. You will only need to access this one documentary for the course.

OPTIMISM & RESPECT

It is ok if English isn't your favorite subject. You are certainly not a bad person if the thought of writing papers doesn't fill you with joy—even those of us who love to write can find the process intimidating and frustrating, but while anybody can have an occasional bad day, no one should make class miserable for anybody else.

Let us approach our few weeks together with optimism about each other and our study. Through mutual respect this will be a great term, one during which you might make a few friends, improve some skills, and learn something about the world and yourself.

DEFINITIONS OF POTENTIALLY UNFAMILIAR TERMS

Office Hours: These are hours instructors set to be available to help students. Help may include clarifying a concept, reviewing progress or a course grade, or answering questions related to an assignment. For me, office hours are also time a student can discuss academic issues, creative writing major/minor advising, personal matters that may be affecting progress or success, and/or anything the student wants to discuss (within reason). Office hours may also be a time for students to be referred to other places for help. Getting to know each other as scholars and humans facilitates learning and growth. It will also help me get to know you and how I can best help you succeed. For this course there are not set “hours”, but you can make an individual appointment with me via calendly.com/jessica-folk.

Blackboard: Blackboard is a learning management system (LMS) that acts as a platform for instructors to share documents, for instructors and students to interact, and for students to upload assignments. It is also a place for instructors to post updates, provide contact information, and monitor student progress, which means students can gain information, learn how to get in touch with a professor, and know their grade.

Text: A text is anything that we are analyzing. A text can be visual, auditory, written, dynamic, alive, made of stone...anything. A scholar can use a setting like a city as a text...commercials could be used as texts...even this class could be a text. In most academic settings, we use

textbooks and articles as texts. In this class, our texts are the novels, plays, short stories, poems, and supplemental articles assigned by the instructor.

Zoom: By now, most people are more than familiar with Zoom; however, I do not want to assume your comfort level. Zoom is an online platform for video-based meetings. In this class, office hours will be conducted via Zoom.

MY POLICIES

Names and Pronouns: In this class, we will respect each other by using one's stated name and pronouns. If you go by a different name than is listed on TopNet, please communicate that to me via email. If you do so, please include whether you would like for me to use your name and pronouns all the time, only in the context of this course, only in private communication, or what you would prefer otherwise. My pronouns are she/her. [All Gender Bathroom Directory](#) for WKU's campus.

You are welcome to change your name and/or list your pronouns on **Zoom**, as needed. Simply click the three dots in the top right of your window and click "Rename". If you would like to change how your name appears in **Blackboard**, simply do this on TopNet, under the Personal Information tab > Name Change Information > type in your preferred first name > click Submit New Preferred Name. You may also remove the name and change it, if you so wish. This change will not affect your official personal documents with WKU, but it will affect how your name appears within Blackboard. This is also a good option for those who regularly use a nickname, such as: Nicholas could be changed to Nick. You may make this change more than once, if you wish, so it is not permanent.

Technology: You will all need access to a desktop, laptop, tablet, or some other reliable form of technology in order to fully participate in this course. I don't recommend completing course work on your phone, except as a last resort. Many functions of Blackboard (the online learning platform we will be using in this course) do not work as well on phones. If you do not currently have access to a desktop, laptop, or tablet, please get in touch with [WKU ITS](#) to borrow one.

Email Policy: I am all for communicating with students via email. In fact, it's my preferred method of contact. Please keep in mind, however, that I am not a wizard (despite all efforts to become one!) and instantaneous responses may not be possible. I will do my best to respond to all emails within 24 hours. If I receive an email over the weekend, it may take me longer to respond. Please be patient with me. If I have not responded beyond the guidelines stated above, feel free to politely check back in with me. I do lose track of emails, on occasion – I am human, after all.

Before sending me an email, reference your syllabus, course schedule, and class notes. The answer may be right at your fingertips. Regularly (at least 1x per day) check your WKU email account or have those emails forwarded to an email account that you do check daily. I will be posting course announcements on Blackboard on a regular basis, which will be sent to your WKU email account, so it is important that you check in. I also request that you don't treat email

like you would a text message. Numerous short emails are unnecessary when one thorough email would suffice. Be intentional in your interactions.

Course Content: We are looking at some difficult texts this summer. We will engage with topics including, but not limited to racism, violence, mistreatment of minors, and other difficult topics. Please remember, this is not a course on personal belief, but in understanding various viewpoints and positions, as they relate to the texts and writing. If you have any concerns about the assigned materials, do not hesitate to discuss the matter with me.

Class Behavior: As scholars, you're already aware of appropriate classroom behavior; however, there are some important rules that, if broken, will result in you being asked to leave the class and, should the behavior continue, speak to the head of the English department. Racist, sexist, classist, homophobic, religiously-or otherwise prejudiced comments, actions, and/or behaviors are not welcomed in class discussions. While I value varied and exploratory opinions and seek a lively, honest classroom discussion, all people in the class have a right to feel safe and comfortable. Though freedom of speech is an inherent American value, it is not prioritized over each person's right to an equal, unprejudiced environment.

I may state my personal opinion on various topics, as the situation calls for it, but this does not mean I expect you to agree with me. We all bring our own varied life experiences, identities, and beliefs to this course – I ask that we all respect each other as we engage in these discussions.

Late Assignments: Unfortunately, in a 3-week summer course, I simply don't have time to grade late work. You don't have much time to be falling behind either. Late work will not be accepted, except in extreme circumstances. If you feel your circumstances warrant late submission, please email me to discuss your options.

Plagiarism: Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of others' words or ideas is a serious offense, subject to disciplinary action that may result in course failure and/or expulsion. If you have any questions regarding plagiarism or are not sure how to deal with source material for an assignment, please do not hesitate to ask me for help. If an assignment is found to be plagiarized, the assignment will automatically be given a 0% and the issue may be reported to Student Conduct. Please refer to the WKU Code of Conduct for the university policy regarding academic misconduct. Plagiarism includes, but is not limited to, the following:

- Using someone else's words, ideas, or sentence structure as your own without proper citation.
- Stealing an assignment and passing it off as your own.
- Borrowing an assignment (from either someone you know or someone you don't know, with or without their permission). This includes copying information from the internet without proper citation.
- Paying or hiring someone else (again, either someone you know or someone you don't) to complete your assignment. This includes buying assignments or essays from the internet or elsewhere.
- Turning in the same assignment for more than one class (a.k.a. "double dipping").

Indigenous Land: In this class, we honor and acknowledge the Indigenous peoples on whose land this university was built. This [region of Kentucky](#) was home to both the Shawnee and Cherokee East tribes.

Jonesville: In this class, we honor and acknowledge the community of Jonesville which once existed on the grounds of this university. You can learn more on the [Jonesville History Project](#) webpage.

UNIVERSITY & DEPARTMENT POLICIES

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159. [Sexual Assault Resources](#)

Incompletes: Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Resolving Complaints about Grades*: The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the [Student Handbook](#) for additional guidance.

**Please note:* I will not change your final course grade except in the case of a mathematical error. Last minute woes about extra credit will not be considered. It’s important that you work towards your final grade throughout the semester, not just during the last couple of weeks of the semester – this course is a marathon, not a sprint.

Withdrawal Policy: It is the student’s responsibility to withdraw from the class in a timely manner if they desire. A student who drops the class without completing proper paperwork will earn a failing grade. The last day to withdraw from this course can be found on the Registrar’s webpage. The only exception to this is someone who has a catastrophic life event that compromises their ability to complete the course (prolonged hospitalization, for example) after the withdrawal date.

ADA Notice: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

OTHER RESOURCES

ONE-ON-ONE ACADEMIC HELP

SARC Accommodations & Services: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Writing Center Assistance: *The Writing Center on the Bowling Green campus* is offering **only** remote assistance to writers for Summer 2022 courses. Feedback on papers will be provided on weekdays from May 16 – August 4. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on their [website](#) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to writingcenter@wku.edu.

WKU Center for Literacy Assistance: The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the [website](#).

The Learning Center (TLC): [TLC](#) offers free tutoring to all WKU students as well as PASS (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). They are located in DSU. Their phone number is (270) 745-5065.

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including resumes, cover letters, internship/job searches and interviewing.

TECHNOLOGY HELP

WKU Technology Services: WKU has a [technology service desk](#) that can be contacted via phone, text, or online. Qualified technical support staff can help you with issues related to email, your computer's operational functions, Blackboard, and much more. Their physical location is in Jody Richards Hall.

RESEARCH & CITATION HELP

WKU Libraries (and subject-based webpages): The [WKU Library](#) is more than just three buildings. The librarians are experts in research; there you can access texts from books to journals to musical recordings to movies. The library website is a clearinghouse for finding online-based research. The website also has [major-specific research guides](#) developed by librarians who, again, are highly qualified and experienced.

Purdue OWL: [Purdue University's online writing lab](#) has up-to-date information on MLA formatting and citation, as well as tutorials on common grammatical and writing issues.

MENTAL HEALTH HELP

WKU Counseling Center: The [WKU Counseling Center](#) is an on-campus center located in Potter Hall and is staffed with qualified, certified counselors and therapists. Their number is 270-745-3159.

Therapist Finder: Psychology Today has an objective therapist finder tool at this [website](#).

Crisis Lines:

The National Hope Line provides free 24/7 confidential crisis support: call or text 1-877-235-4525.

The Crisis Text Line provides free 24/7 crisis support in the U.S.: text HOME to 741741

The National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

The National Domestic Violence Hotline: 1-800-799-SAFE (7233) *Note:* Dating violence is a form of domestic violence. See this [website](#) for more details.

211: Like 911, 211 is a quick number to call when you are seeking a specific type of service. 211 can link you to community-based services.

OTHER CAMPUS RESOURCES

[Student Resource Portal](#)

[WKU Safe Spaces](#)

[Campus Safety at WKU](#)

[Food Security](#)

DISCLAIMER

I reserve the right to change and update the syllabus at any point during the semester. While I will not add additional work, I may change due dates, readings, and other aspects of the course. This is especially important to note during the COVID-19 pandemic, as things may shift with little warning.

REQUIRED COURSE WORK

Reading Quizzes (8): Scholars will complete **8 reading quizzes** over the course of the term. There will be **more than one quiz each week**, so please be sure to complete every quiz required in a given week. Quizzes can be found under the Quizzes Blackboard menu link.

Discussion Boards (2): Discussion Board posts should be **at least 250 words long** and **include in-text MLA citations, as needed with a list of sources used at the bottom of the post.** You are encouraged to reply to your peers' posts, but it is not a requirement. You must create your own post in order to view the posts created by others. Discussion Boards can be found under the Discussion Boards Blackboard menu link.

Final Essay (1): Using outside sources and 1 or 2 texts we've interacted with in this course, analyze how humans' interactions with literature are affected by and/or inform their experience of the world. It will be beneficial to you to consider this paper in this way: connect literature to reality and how the story being told connects both realms in a meaningful way.

Using both outside research and your own evaluation, you are to write a 5-7-page (not counting Works Cited page, or any unnecessary spacing) analytical research paper evaluating one or more of the texts we have read this semester. This may be your only opportunity to deeply read a text and analyze it to its core. **Full, more detailed, directions are available on Bb*.*

5-7 pages (not including works cited), double-spaced, size 12 font, Times New Roman, MLA citations (in-text and a Works Cited page). **Please submit your essay on Bb under the Final Essay Submission Blackboard menu link by the due date and time listed on the course schedule.**

HOW WILL MY COURSE GRADE BE CALCULATED?

Reading Quizzes (8)	20 points (2.5 points each)
Discussion Boards (2)	30 points (15 points each)
Final Essay (1)	50 points

TOTAL: 100 points

Grading Scale:

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F = less than 60

HOW TO SUBMIT YOUR WORK

All work for this course will be submitted on Blackboard (Bb).

Quizzes will be completed via the **Quizzes** menu link. Click the correct quiz and complete it by the weekly deadline. Quizzes may not be retaken once submitted.

Discussion Boards will be completed via the **Discussion Boards** menu link. Click the correct discussion board and complete your post by the weekly deadline. I recommend you type your discussion board post in Word or a similar program and either copy+paste it into the text box and click submit or, if needed, attach your response as a document.

Your Final Essay will be submitted at the **Final Essay Submission** menu link. Click the submission link for the assignment and upload your work. Don't forget to click 'submit'! Double-check that you've uploaded the correct file. If Blackboard is having technical issues when you submit, please email me a copy of your essay as a backup.

COURSE SCHEDULE

Please Note:

- 1) **Key:** (Bb) = Blackboard --- if a reading does not have a (Bb) next to it on this schedule, it is because it's a book or other content that you are meant to have purchased or rented yourself, as required in this course. Any readings/materials that are not from the required texts list will be available under **Content** on Bb. **Except for the documentary, 13th, which is available on Netflix**
- 2) All readings, video lectures, etc. should be completed/reviewed in advance of quizzes and discussion boards each week.
- 3) All readings, video lecture viewings, discussion boards, and reading quizzes. should be completed/reviewed **by Friday @ 11:59pm CT each week**. It is up to you how and when you do the work, but *all assignments* must be completed by that deadline each week. If you would like to read and/or work ahead, that is perfectly acceptable. Remember, there are two novels for this class, so it would benefit you to begin reading those a.s.a.p. to get ahead.

<p>WEEK ONE (June 6-10)</p>	<p style="text-align: center;"><u>UNIT ONE: TALES FROM CHILDHOOD</u></p> <p>Review (PowerPoints): Tales from Childhood PowerPoint (Bb) Cinderella PowerPoint (Bb)</p> <p>Review (Videos): Welcome video (Bb) Tales from Childhood video lecture (Bb) Cinderella video lecture (Bb) <i>The House in the Cerulean Sea</i> video lecture (Bb)</p> <p>Read: “Ashputtle” (Cinderella) by Jacob and Wilhelm Grimm (Germany) (Bb) “The Little Red Fish and the Clog of Gold” by Inea Bushnaq (Iraq) (Bb) “Vasilisa the Beautiful” by Aleksandr Afanas’ev (Russia) (Bb) <i>The House in the Cerulean Sea</i> by T.J. Klune (whole novel – <u>must purchase/rent</u>)</p> <p>Complete Quizzes: #1 (about the syllabus) #2 (all “Cinderella” stories – Grimm, Bushnaq, & Afanas’ev) #3 (<i>The House in the Cerulean Sea</i>)</p> <p>Discussion Board Post #1: Posts should be at least 250 words long (about a full page in Word, double-spaced). Full instructions are available under Discussion Boards on Bb. You are welcome to respond to your peers, but it is not required. You must post before you are able to see other posts in the discussion board.</p>

<p>WEEK TWO (June 13-17)</p>	<p><u>UNIT TWO: HORROR</u></p> <p>Review (PowerPoints): Horror PowerPoint (Bb)</p> <p>Review (Videos): Horror video lecture (Bb) “<i>The Vampyre</i>” video lecture (Bb) <i>Frankenstein</i> video lecture (Bb)</p> <p>Read: “<i>The Vampyre</i>” by John William Polidori (in back of <i>Frankenstein</i> book) <i>Frankenstein</i> by Mary Shelley (whole novel – <u>must purchase/rent</u>)</p> <p>Complete Quizzes: #4 (“<i>The Vampyre</i>”) #5 (<i>Frankenstein</i>)</p> <p>Discussion Board Post #2: Posts should be at least 250 words long (about a full page in Word, double-spaced). Full instructions are available under Discussion Boards on Bb. You are welcome to respond to your peers, but it is not required. You must post before you are able to see other posts in the discussion board.</p>
<p>WEEK THREE (June 20-24)</p>	<p><u>UNIT THREE: HISTORY RETOLD</u></p> <p>Review (Videos): <i>Victor LaValle’s Destroyer</i> video lecture (Bb) “Ballad of Birmingham”, “A Poet is Not a Jukebox”, and <i>13th</i> video lecture (Bb)</p> <p>Read: <i>Victor LaValle’s Destroyer</i> – (whole graphic novel – <u>must purchase/rent</u>) “Ballad of Birmingham” by Dudley Randall (Bb) “A Poet is Not a Jukebox” by Dudley Randall (Bb) Watch: <i>13th</i> documentary (2016, <u>Netflix subscription/password required</u>)</p> <p>Complete Quizzes: #6 (<i>Victor LaValle’s Destroyer</i>) #7 (“Ballad of Birmingham” & “A Poet is Not a Jukebox”) #8 (<i>13th</i> documentary)</p> <p><u>FINAL ESSAY DUE:</u> Detailed instructions on Bb under Submission Links. The essay is due by 11:59pm CT on Friday of this week. This is your final for the course and stands in place of the Discussion Board for this week.</p>

If you have any questions about the syllabus or my policies throughout the term, please do not hesitate to email me.