

Professor: Dr. Elizabeth Weixel

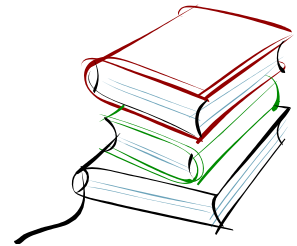
Office Hours

Email: 10-11 a.m. Mondays and Wednesdays; 2-3 p.m. Friday (subject to change)

Email: beth.weixel@wku.edu Skype office hours by appt.

Credits: 3

Course Dates: June 6-July 29, 2016



Catalog Description & Course Prerequisite

Introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experience. Substantial student writing about literature will be required. **Prerequisite:** English 100.

Colonnade Program Description

English 200 provides an introduction to a variety of literature at the college level. Assignments encourage critique and analysis and give students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge in discussing and writing about literary texts and consider how literature inscribes the human experience. Because these classes emphasize the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Pre-2014 General Education Goals Met by this Course

English 200 fulfills the B.1 (Humanities/Literature) general education requirement. This course will help students attain these general education objectives: (1) proficiency in reading, writing, and speaking; and (2) an informed acquaintance with major achievements in the arts and humanities.

Colonnade (Fall 2014 and later) Learning Outcomes Met by this Course

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.

Important Dates

Classes begin:	June 6	FN ¹ Deadline:	July 8
Drop/Add Deadline:	June 8	Final Exam:	July 28-29
Last day to drop with a W:	July 1		

See the WKU Office of the Registrar's [2016 Summer term calendar](#) for more dates and details.

¹ FN: Failure due to non-attendance (no semester hours earned and no quality points) at the 60% point of the semester. Students who stop attending before this date will be assigned the grade of FN instead of F. Students in online courses who do not submit substantial work after the FN deadline could receive a failing FN grade, which could result in required repayment of financial aid.

Course Goals, Objectives, and Theme

This course examines representative works in the major genres of literature (poetry, fiction, and drama) with attention to different time periods, cultures, and diversity.

At the completion of this course, students should be able to:

- Use basic literary terminology to interpret literary texts
- Explain how the form and content of language combine to create meaning
- Identify how readings engage relevant concerns in our community or society
- Trace how literary works and authors engage in a discourse (i.e., how they “talk to each other”)
- Compare and contrast literature in English representing a diversity of peoples, ideas, and cultures
- Write thesis-driven analytical papers about literature
- Use MLA guidelines to document use of primary source material

The theme for this course is “**Knowledge and Ambition.**” Serving as a common thread and loose organizing principle, the theme urges us to extend our study of literature to our own lives as we pursue knowledge and our own ambitions at WKU. Much of the assigned reading will directly or indirectly tackle issues of human knowledge and ambition, raising such questions as: What forms does knowledge take? How do we define ambition? When is it good, and when is it harmful? What responsibilities does the individual have to self and to society? What possibilities, consequences, and choices are enmeshed in our human pursuits?

Required Texts: Available at the WKU Store and elsewhere.

- Bradbury, Ray. *Fahrenheit 451*. Ballantine Books, 1987. ISBN-10: 0345342968.
- Edson, Margaret. *Wit*. Faber and Faber, 1999. ISBN-10: 0571198775.
- Shakespeare, William. *A Midsummer Night’s Dream*. Penguin, 1998. ISBN-13: 9780451526960.
- Shelley, Mary. *Frankenstein*. Penguin, 2013. ISBN-13: 9780451532244

All other readings will be provided by online links or PDF handouts posted on Blackboard.

Note: Materials used in this course may be subject to copyright protection. Copyright law prohibits any further reproduction, duplication, or distribution of these materials.

Warning about Online Courses

Students do not often realize the special challenges of online courses, and many students struggle and drop out. You must be self-motivated, disciplined, and good at time management to do well in this course. You must also be willing to ask for help when you need it. If this is your first online course, ask yourself “Am I self-disciplined enough to do the work and keep up, even though I won’t see the prof or attend class?” To test the match between your personality and the reality of online courses, check out:

- [Is Distance Learning for Me?](#)
- [WKU’s Orientation for Online Learners](#)

Finally, you must have **reliable** computer and Internet access on a **daily** basis for this class.

Make Sure You Know How to Use Blackboard

If you have not used Blackboard a lot, or if this is your first online class, I highly recommend signing up for and completing the optional Blackboard Student User Training. These are topical modules that are helpful even if you feel you are familiar with Blackboard. The training is free.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right). Look for IT Blackboard Student User Training. You will gain instant access upon signing up.

Work Load

You should expect to spend at least 16-18 hours per week working on this eight-week course. This is comparable to the work you would complete in a full-semester course when you spend 3 hours in class and do 6 hours of work outside class, per week.

Graded Work

Final grades comprise work that totals 500 points. The chart below depicts the graded work, word counts for written assignments, points possible, and the portion of the final grade which each assignment composes. See assignment descriptions below and assignment sheets for more detail on expectations.

Assignment	Word Count	Points	Percentage of Final Grade
Seven discussion postings	250 words each	70	14 percent
Five quizzes		50	10
Paper # 1: Character Analysis Paper	900	80	16
Paper # 2: Poetry Analysis Paper	1200+	100	20
Paper # 3: Theme Analysis Paper	1500+	100	20
Final exam		100	20
TOTALS		500	100%

Discussion Postings

These are scheduled at specific times throughout the semester and are listed on the syllabus. Online postings in response to specific questions or assigned exercises allow students to reflect on their reading and share ideas.

Postings will be evaluated based on how well they:

- Answer the assigned question or fulfill the assigned task
- Give a complete and thorough, thoughtful response (200-300 words)
- Engage with the ideas expressed by others' postings

Follow these general guidelines for *all* online postings and discussion:

- Postings should be relevant, to the point, and written with reasonable care (avoid typos, texting shorthand, etc.).
- Read other postings before writing yours and avoid posting messages that simply repeat another posting. In this way you can contribute to the discussion and build upon others' ideas.
- Give your posting an informative or creative title; in other words, avoid titles like "Posting #4." This will help everyone in the class follow discussions and encourage others to read your postings.
- Be respectful in all online postings. It is an important aspect of a college education to encourage the free and open exchange of ideas, even regarding sensitive topics. This means disagreeing respectfully with other students and the instructor, and respecting the purpose and integrity of our studies.

Quizzes

Five quizzes will be administered through the Blackboard Assessment tool. These quizzes will assess reading progress and comprehension and skills in textual analysis. They are also meant to allow students to encounter the types of objective questions which compose part of the final exam.

Ungraded Practice Quiz: During the first lesson, there is a required but ungraded practice quiz covering the first part of lesson 1 and the syllabus; **you must pass this quiz with a score of 100% to gain access to the rest of the course** (you may take this quiz as many times a necessary to achieve this score).

Papers

Paper assignments compose more than 50% of the course grade and include three formal papers: a character analysis essay, a poetry analysis essay, and a theme analysis essay.

Character Analysis: Your first formal writing assignment will examine characterization—how a writer creates and shapes a character—as well as the role a character plays in the overall plot, themes, and development of a short story. Students will choose from among characters in the short stories we read and write a 3- to 4-page analysis of that figure.

Poetry Analysis: Students will choose from among a handful of given passages of poetry and write a 4- to 5-page literary analysis of the text based on close reading.

Theme Analysis: Students will choose from among a selection of themes and write a 5- to 6-page analytical paper that examines the chosen theme in two different works.

Final Exam

The final exam will comprise 70 percent objective questions (multiple-choice, matching, true/false, or fill-in-the-blank questions) and 30 percent writing, spread across a number of short essays. The exam will be completed online in a proctored setting at the conclusion of the course, and you will need to register for the exam in advance. For more information, see “Registering for the Final Exam” under “Final Exam” in Blackboard.

Lessons

Lessons are organized weekly, and the weeks run from Monday to Sunday. There are 8 lessons in this course, ending with two days for the final exam. Most assignments (unless otherwise noted) are due by 11 p.m. **Sunday** during the weeks in which they are assigned. Occasionally, work might be due earlier in the week. Work may always be turned in early. It helps to think of each lesson week as having two halves: Monday-Wednesday, and Thursday-Sunday. Lesson notes may reflect this organization.

All your work will be completed with the texts and our Blackboard course site. You will submit written work through the course site. Lessons are comprised of reading study notes and assigned readings, and they may include audio clips, discussion board postings, and/or quizzes. On some weeks, written work is due. **Keep an eye on the course schedule and be aware of the reading load and work due in the coming weeks so that you are not caught off guard!**

The study notes for each lesson offer guidance to your reading that is specific to our goals in this course. They are required reading. Read the study notes before reading the primary texts, and then come back to the study notes and study questions (when they are provided) to think about the issues raised by them.

Take the necessary time to become familiar with Blackboard, how its tools work, how to navigate around it, and how our course site is organized. Ask me about anything you are unsure of.

Tips for Reading

- Study the course materials carefully and critically. Interact with the material in whichever way works best for you. For example, underline important or striking passages or things you relate to personally, take notes in the margins, converse with others about what you read, and/or write down questions and ideas. In other words, think about what you’ve read, and be prepared to share your questions, ideas, and opinions.
- Keep up with the reading and give yourself plenty of time to complete each lesson’s assigned reading. Don’t fall behind.
- Read difficult passages aloud.
- Read difficult passages more than once. Each time you read a poem, for example, you grasp more of it and see something new in it you didn’t notice or understand before.
- Ask for help if you need it! Don’t give up if you’re having a hard time.

Resources

WKU Distance Learning Student Resource Center

The [Student Resource Portal](#) includes information on online learning, tutoring, and writing help.

The Learning Center

The Learning Center (DUC A330 on the Bowling Green campus) offers to all WKU students free one-on-one tutoring in over 100 general education subjects by appointment or walk-in and also hosts a branch of the English Department's Writing Center. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a 32-machine computer lab. TLC has satellite locations in Douglas Keen Hall and Pearce Ford Tower that provide computer and print services, tutoring, and study areas. For hours, more information or to schedule an appointment, call TLC at 745-6254 or log on to www.wku.edu/tlc.

Writing Center

Take advantage of free one-on-one conferences with English graduate students, in person or over email, to improve your writing and get help with papers. The Writing Center has locations in Cherry Hall 123 (main location) and Cravens Library (4th floor, in the commons) in Bowling Green and at the Glasgow campus (room 231). You can bring a draft or go there without one if you need help brainstorming what to write. **You can also get feedback on your paper drafts over email.** Appointments are recommended during busy times, especially at the end of the semester. Make an appointment online, in person at Cherry 123 or at 745-5719. For more details, go to the [Writing Center website](#) or see the flyer on our Blackboard course site. Visit the website for more about the [Glasgow Writing Center](#) as well.

Technical Support

If you have problems with the functionality of Blackboard, please contact me, then check with IT (see below). If it's an issue of course content or access to content, I can likely fix it. Technical problems must be solved by IT. Resources for technical support:

- The **IT Help Desk** is staffed during university business hours, as well as extended evening and weekend hours. Request help through an **Online Help Request**, **live chat**, or by calling **270-745-7000**.
- Information about possible campus-wide software problems can be found at the [systems status page](#).
- The [Blackboard Student User Workshop](#) takes students through the basics of using Blackboard. Access to the free online workshop is granted immediately upon registration.

Course Schedule

Lesson modules run from **Monday** through **Sunday**. Most assignments (unless otherwise noted) are due by **11 p.m. Sunday** at the end of the week in which they are assigned, but on weeks with multiple discussion postings and responses, due dates may start earlier in the week. In summer sessions, each weekly lesson has two parts (see below).

The schedule below does not include dates: see the **Week-by-Week Overview** for dates corresponding to lessons.

Keep an eye on the schedule! Lessons, learning activities, and assignments will refer to the readings and assume a student's familiarity with assigned texts.

Lesson 1: Introduction to Literary Studies and Writing about Literature

Part 1: Introduction to Literary Studies

1. Ungraded discussion posting: "Hello! My Name Is...": Post an introduction about yourself and your reading habits (due by Wednesday)
2. Read
 - The entire syllabus
 - Study Notes for this part of the lesson
 - Mortimer Adler, "How to Mark a Book" (pdf in "Readings")
 - David Brooks's editorial in the *New York Times*, "Poetry for Everyday Life" (pdf in "Readings")
3. Ungraded practice quiz (**you must perfect this to access the rest of the course; take it ASAP!**)

Part 2: Writing about Literature

1. Read
 - Study Notes for this part of the lesson
 - Assignment Sheet for Paper 1: Character Analysis (found under "Assignment Sheets")
 - The content under "Home," the "Literary Analysis" section, and "Reading" under the "Process/Methods" section of the STEPS (Students Teaching English Paper Strategies) website (www.writingaboutliterature.com)
 - "[Close Reading a Text and Avoiding Pitfalls](#)" from the Purdue OWL site
2. Post 1: Making Use of Online Writing Resources

Lesson 2: Short Stories

Part 1: Millhauser, Walker, Hemingway

1. Read
 - Study Notes
 - Steven Millhauser, "The Ambition of the Short Story" (pdf found under "Readings")
 - Alice Walker, "Everyday Use" (link provided in Study Notes)
 - Ernest Hemingway, "Hills Like White Elephants" (link provided in Study Notes)

Part 2: Oates, Vonnegut

1. Read
 - Study Notes
 - MLA Style Primer (found under "Help for Papers" under "Course Materials")
 - Joyce Carol Oates, "Where Are You Going, Where Have You Been?" (link provided in Study Notes)
 - Kurt Vonnegut, Jr., "Harrison Bergeron" (link provided in Study Notes)
2. Post 2: Character Analysis Ideas
3. Quiz 1

Lesson 3: Poetry

Part 1: Sonnets

1. Listen or view (clips and links are found in the lesson study notes)
 - Professor's advice for beginning to read poetry
 - Two video clips about (1) how to read sonnets and (2) how to interpret sonnets
 - Audio clips of poems, read by professor (listen to these as you read the poems and as many times as you want or need)
2. Read
 - Study Notes
 - ALL 11 sonnets (Shakespeare, Milton, Millay, Carter, Donne, Keats, Wordsworth) provided by links in Study Notes

Part 2: Poetry: Form and Content

1. Listen to audio clips of poems, read by professor (listen to these as you read the poems and as many times as you want or need)
2. Read
 - Study Notes
 - George Herbert, "Easter Wings" (link provided in Study Notes)
 - William Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey" and "I Wandered Lonely as a Cloud" (link provided in Study Notes)
 - William Butler Yeats, "The Lake Isle of Innisfree" (link provided in Study Notes)
3. Post 3: Relating to Sonnets
4. Quiz 2
5. **Due: Character analysis paper**

Lesson 4: Poetry, and Drama

Part 1: Poetry: Image and Emotion

1. Read
 - Study Notes
 - All the following poems, provided by links in Study Notes:
 - Paul Laurence Dunbar, "We Wear the Mask"
 - Matthew Arnold, "Dover Beach"
 - Langston Hughes, "Theme for English B"
 - Sylvia Plath, "Morning Song"
 - Seamus Heaney, "Digging"
 - Denise Levertov, "O Taste and See" (pdf "Supplementary Poetry Handout" under "Readings")
 - Gary Soto, "Not Knowing" (pdf "Supplementary Poetry Handout" under "Readings")
2. Quiz 3

Part 2: Modern Drama

1. Read
 - Study Notes
 - Margaret Edson, *Wit*, in its entirety
2. Post 4: Literature All Around Us: Literature and Society
3. **Due: Line commentary for poetry analysis paper**

Lesson 5: Shakespearean Drama

Part 1: Acts 1-3

1. Read
 - Study Notes
 - William Shakespeare, *A Midsummer Night's Dream*, Acts 1-3

Part 2: Acts 4-5

1. Read
 - Study Notes
 - William Shakespeare, *A Midsummer Night's Dream*, Acts 4-5
2. Post 5: Poetry Analysis: Introduction and Preliminary Thesis
3. Quiz 4

Lesson 6: Novels

Part 1: Frankenstein and Us

1. Read
 - Study Notes
 - Two newspaper articles on human cloning (pdf found under "Readings")
 - Mary Shelley, *Frankenstein*, letters 1-4 and chapters 1-8 (pages 10-93)

Part 2: The Creature's Tale

1. Read
 - Study Notes for this lesson
 - Mary Shelley, *Frankenstein*, chapters 9-17 (pages 94-161)
2. Post 6: Cloning, Nature, and Science
3. **Due: Final draft of poetry analysis paper**

Lesson 7: Novels

Part 1: *Frankenstein's* Lessons

1. Read
 - Study Notes
 - Shelley, Shelley, *Frankenstein*, chapters 18-24 (pages 162-241)
2. Post 7: Defining Life

Part 2: Modern Science Fiction: *Fahrenheit 451*

1. Read
 - Study Notes
 - Bradbury, *Fahrenheit 451*, part 1 (pages 3-68)

Lesson 8: Novels, and Final Exam

Part 1: The Future

1. Read
 - Study Notes for this lesson
 - Bradbury, *Fahrenheit 451*, parts 2-3 (pages 71-165)
2. Quiz 5 (due July 28)
3. **Due: Theme analysis paper (Due July 28)**

Part 2: The Final Exam (July 28-29)

Use the final few days of the week to prepare for and take the final exam (which must be taken July 28-29). See information in our study notes and under the "Final Exam" link for more about what is on the exam and how to prepare. You must take the final exam at an approved testing center sometime during these two days. Check testing center hours and schedule in advance.

Policies

Withdrawing from the Course: It is the student's responsibility to withdraw from the class in a timely manner if she or he wishes to do so. See the first page of the syllabus for the withdrawal due date.

Incompletes: Incompletes (grades of "X") will not be granted for any reason. Should a student not be able to complete the course in the case of a documented extreme circumstance—for example, if a student in the military is deployed, or if a student has a medical crisis toward the end of the semester—the student will be given a listing of the coursework eligible for completion and a date by which it must be submitted. Until that time, I will submit the student's end-of-term grade to the registrar, and upon the completion of the coursework, the student's grade will be changed. If the student does not complete all items on the list by the specified date, the original grade will stand.

Resolving Complaints about Grades: Any student who takes issue with a grade or another aspect of a course ordinarily speaks with the instructor first. If the student and instructor cannot resolve the issue, the student may refer the matter to the Department Head, who will assist the instructor and the student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed further. The [Student Handbook](#) outlines procedures for appeals beyond the department level. Ask your instructor about all matters pertaining to grading, fairness, and course policies prior to approaching the Department Head.

ADA Notice: Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center Annex, 270-745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Grading: A "C" is equivalent to basic fulfillment of requirements; to achieve a grade higher than a "C," a student must perform beyond the basic requirements. These are general guidelines:

A = Achievement that is *outstanding and unique*

B = Achievement that is *significantly above* the level necessary to meet the requirements

C = Assignment meets the *basic requirements* in every respect

D = Assignment meets *only some of the requirements* and is worthy of credit

F = Assignment *does not substantially meet the basic requirements*

You are the only person responsible for your performance in this course and your resulting grade. You are also responsible for all information in this syllabus and all policies it refers to. If you have questions, ask me.

Note about "My Grades" in Blackboard: Please consider "My Grades" as subject to errors and correction. The grade book is tricky to configure; if something doesn't seem right, please ask. I reserve the right to change the grade book's configuration to make sure it accurately represents student work.

Participation: You are expected to complete every required course activity. Students are responsible for all material and assignments missed or late. If health or personal crises arise that prevent you from completing activities on time, it is your responsibility to contact me immediately. Circumstances which justify extensions, makeup work, or instructor consideration include serious or long-term illness, death in the family, jury duty, military service, and religious holidays. They do not include vacations or employment. You should notify me ASAP in the case of an excused circumstance, but no later than 24 hours after the activity or assignment is due.

Late Assignments: An assignment grade will be lowered one-third letter grade for every day it is late. I do not accept assignments more than one week late; these assignments receive an F.

Exception to the late assignments policy: Discussion postings and quizzes may **not** be completed late for credit. Because discussion postings are meant to engage in a conversation about that lesson's assigned text, late postings are not helpful to the class. (They're like entering a conversation after it has ended.) They will not be granted credit.

Scholastic Dishonesty: Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or exams, plagiarizing (misrepresenting as one's own anything done by another), and submitting the same or substantially similar work for more than one course without the consent of all instructors. Scholastic dishonesty is grounds for failure on an assignment or in the course.

Plagiarism: Plagiarism, or representing someone else's intellectual work as your own, can result in a failing grade for the assignment, and may result in a failing grade for the course. Plagiarism can include submitting work:

- written by someone else as your own
- written by means of inappropriate collaboration
- purchased, downloaded, or cut-and-pasted from the Internet
- that fails to properly acknowledge its sources through standard MLA citations

Ask me if you are unclear about plagiarism or unsure of how to go about an assignment! If you have questions such as "Can my friend help me with an assignment?" or "How do I use this information in my paper?" it's better to ask first than to unintentionally commit plagiarism. Please ask if you are unsure.

Recycled Writing: Recycled writing means reusing an essay written in another course (this includes high school essays). All assignments turned in for this course must be original to our ENG 200 class. The purpose of ENG 200 is to learn how to more deeply understand literature, and writing about it is one of the best ways to do that. If you turn in a paper to avoid learning these skills, you defeat the purpose. A recycled paper will receive a zero for the assignment's grade, and you will need to write an original essay to fulfill the minimum requirements of the course.

Corrupted Files: It is your responsibility to make sure I can open and read the files you submit through Blackboard. Corrupted files are not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check to make sure it is still able to be opened. If I can't open your file, you will incur late penalties until you get me a usable file. If you check your file and find it won't open because it somehow was corrupted immediately (as in within minutes of your original submission), email me a working copy.

Registering for the Final Exam: The final exam will be proctored and taken online on a computer at a proctored testing center. You can take the exam at the Distance Learning (DL) Testing Center on WKU's Bowling Green campus, at other regional WKU campuses, or at an approved testing location elsewhere. It is your responsibility to register for the final exam, and you will need to do this early in the term. If you plan to take the exam outside Bowling Green or its regional campuses, it is also your responsibility to arrange for a location and proctor approved by DL. Begin making arrangements early in the term; I will not be able to offer extensions and will not grant incompletes to allow you to take exams after WKU's scheduled finals period.

Program Assessment Note: As part of a university-wide accreditation study, a small sample of papers may be collected from randomly selected individuals in all ENG 200 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

Communicating with the Professor:

You are expected to check your **WKU email** and **course announcements** *daily* for messages about class.

To contact me, use **email** for private messages to the instructor, questions regarding grades, or questions regarding your studies and work specifically.

When you email me, identify yourself and which class you are in (I often teach a number of courses and it takes some time to learn who is in which one). Use appropriate etiquette, correct grammar (including punctuation and capitalization) and a professional tone. The Purdue OWL (Online Writing Lab) provides a useful set of [guidelines for composing professional emails](#). I usually respond to email within 24 hours. I may not answer email late in the evening, and you should not email me about urgent class matters (including deadlines) the night before. Aim to make a good impression with all your interactions, including email.

For other concerns, such as questions about course policies or the finer points of MLA citation (things other people may be wondering about too), please post to the **“Questions about Class”** thread on the discussion board. I will check it frequently and answer for everyone’s benefit.

Skype meetings can be arranged by appointment. Students struggling with an assignment or problem often find it helpful to talk it through with the professor face-to-face. Email me to arrange a Skype meeting.

Finally, if you’re wondering **how to address me** in our communications: Address me as Dr. Weixel. Why? My qualifications include a Ph.D. in English, and my proper title is “Dr.” If you like, read the op-ed in the *New York Times* titled [“They Call Me Doctor Berry” by Carlotta Berry](#). Though I am not African-American, nor in engineering, Dr. Berry’s piece explains why titles matter to me and to college students.

Questions?

You are responsible for all information in this syllabus and all policies it refers to. Take a moment now to think about questions you have about the syllabus and the course, especially about expectations, required work, grading, and policies.

Post those questions on the “Questions about Class” thread on Blackboard, and I’ll answer for the benefit of the whole class. If you have questions regarding your personal situation, email me so I may respond privately.