

English 200: An Introduction to Literature Online
Prerequisite: ENG 100C

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The best way to reach me is through e-mail.

Texts and Materials:

Required: Pearson Custom: Introduction to Literature ISBN-13 978-1-256-57633-4

Electronic readings in our Blackboard Course (found in Course Documents or Terms to Study) or as directed

Student Learning goals:

By the end of English 200, students should be able to:
use basic literary terminology to interpret literary texts;
create thesis-driven analytical writing about literature;
appreciate the value of literature as a human experience.

University Course Description and Objectives:

The WKU Catalog describes this course as an “introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experiences.”

Objectives include:

introduce students to the value of literature as human experience recreated in the form of language.

acquaint students with the three major genres of literature—fiction, poetry, and drama.

present a sampling of the major texts, topics, and traditions of our literary heritage.

General Goals and Objectives for English 200

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.

Course Overview:

As an introduction to literature, this course is designed to give you experience with the three major genres (fiction, poetry, and drama); reading, writing, and discussion of ideas are central.

Point Breakdown

Orientation Project	10	
3 unit exams	370	
Fiction Essay	50	(1000 word analysis with research/Works Cited)
Application/Content Quizzes	100	(10pts each x 10 quizzes)
Poetry Project	110	
Postings	110	(10pts each x 22 postings)
--Group DB postings (fiction/poetry)		
--Drama postings (Study Guide)		
Total	750 pts	

Grading Scale: 100-90 = **A** 89-80 = **B** 79-70 = **C** 69-60 = **D** 59-0 = **F**

If your goal is to achieve honors grades (A or B), you will want to do more than the minimum. Push for depth and breadth in your written work, and be prepared so you can ask questions and contribute to group postings/discussions.

Learning Center: South Campus Location

Alice Rowe Learning Assistance Center (LAC): *The LAC is located in the Preston Success Center, room C234. The center offers free peer tutoring for any student in many courses, particularly Math and English. The LAC also has several computers, a copier, a scanner, textbooks and calculators for checkout, and offers many other services. Our phone number is 780-2536. For more information, go to <http://www.wku.edu/academicsupport/lac.php>

Writing Center Assistance

The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 163 on the Glasgow campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment. More information about the Glasgow Writing Center hours can be found at the website: <http://www.wku.edu/glasgow/writingcenter.php>

Assignments

Exams

3 unit exams: We will wrap up each of the units with an exam that will require you to be familiar with literary concepts and conventions and to synthesize and think critically about the material we have covered. You will be taking these at a DL testing center: <http://www.wku.edu/testing/>
The exams will be given during a "window" of days and you will need to make appointments at the center to take the exam on the day that is most convenient for you. There are many testing centers locally and nationally. Check here to find one near you:
<http://www.ncta-testing.org/cctc/find.php>

Fiction Essay

Pick a short story we have covered and write a 1000 word (4 page) essay discussing/analyzing some aspect of the story or the story as a whole. See the handout in Course Documents in our blackboard site that discusses how to write about literature. Use our MLA guides in our external links area or use the guide posted in the Course Documents-Fiction Essay area when quoting from the primary text, which will be the story you choose from our textbook/scanned stories (found in Course Documents). **A secondary scholarly source is required**, so please use the WKU library (database journals) and stay away from any .com websites, dictionaries, or encyclopedias. Try to stay away from author biographical research unless the information helps prove or directly connects to your point. **This essay must end with an MLA Work Cited page and correctly make use of MLA citation documentation including in-text citations.**

Quizzes

In an effort to help you be successful in this course, there are several application/content quizzes over the literary terms found in the glossary at the end of our textbook and in the scanned readings (found in Terms to Study) and essay content question(s) to help you practice the skill of analyzing literature. Make sure to review the terms and read through each essay before attempting the quiz. **Typically a quiz will include multiple choice questions over literary terms and matching over the creative piece we haven't discussed on our group discussion boards.**

Weekly Posting (in group discussion boards)

Questions will be posted on the class discussion board for you and your classmates to discuss on your group discussion boards. Each group member needs to post at least twice. One posting to answer and discuss a question and the second to reply to a classmate's posting in depth (ungradeable comments—"I agree" or "I didn't understand so I can't comment").

Ideally, in order to insure thoughtful engaged postings, you would post and then wait a day or so and reply to a classmate's thoughts. **Please make sure you are engaged and don't wait until the last minute.** If I find discussion becomes difficult, I will require two days between postings. Hopefully we won't have to resort to that measure. **I will be looking for the date and time of your postings as well as the quality of both postings to give credit.**

Drama Module Worksheet Postings

During the Drama Unit, your discussion group will be working on a worksheet which covers the act(s) for the week's readings. The worksheets have several questions and each group member will take charge of a question and post the answer in the group discussion board. In essence, by answering the questions, your group will be creating a study guide for the drama exam. Each

group member is responsible for answering two questions referring to act/scene/line and using quotes in order to receive credit.

DRAMA MODULE POSTING DIFFERENCE

During the Drama section, students are not expected to “respond” to a classmate for credit. A student can answer two of the drama questions, but if there are no questions left they can respond to a classmate for credit.

Course Policies

Attendance:

You are responsible for your own work and your grade is the one affected by your lack of contribution. You are responsible for all course information, reading, and activities. *If you are “missing in action” meaning you haven’t contributed to our course for two weeks (two due dates) and you have not spoken to me about your situation, you will receive is an automatic F.* If you feel like you are falling behind for any reason, you should make every effort to find out what you have missed in a timely fashion **from a classmate or from the class materials.** If you miss an excessive amount of postings/assignments, your grades will begin suffer.

University policy states, “Registration in a course obligates the student to be regular and *punctual* in class attendance.” South Campus English faculty policy states that students who are absent 6 times (a total of two weeks worth of class meetings) must either withdraw by the official withdraw date or expect an **F/FN** for the semester.

Participation:

In an online class, if you aren’t participating, you can’t earn a grade. There is a difference in excited, informed, and engaged participation verses slapping words up on a discussion board to meet a deadline. This class is about human concerns (not necessarily always your own), so interacting through postings and assignments over the readings are essential to your learning. **Consistently good contributions/participation will make the difference with borderline grades.**

Communication:

How, when, and where we communicate is a very important part of the course. You will need to become familiar with where I post my feedback to your group discussions and assignments. I will post my thoughts concerning: class assignments, exams/quizzes, to add information about terms/reading from the book, or to give/clarify directions on the class discussion board. I will read but not respond on your group discussion boards. I place a lot of value on student-to-student discussion and communication and just because I’m not posting, doesn’t mean I’m not observing and reading. If I don’t respond to your postings on your group discussion board, don’t worry that something is wrong, it is only that I want to see if *you all* can generate meaning from the readings in your groups.

“Ask Megan” on the class discussion board is a place to “raise your hand in class” and ask me a question. If you ask a question and I haven’t responded within 48 hours, please send your question in an e-mail to me.

“The Water Cooler” is a place set aside for you all to discuss any type of issues as you would before and after a f2f class. If you want to set up a study group, need to announce a happy event in your life or want to share a current news event, the Water Cooler is the place to post.

Late work:

Since this course is planned out in advance and students know when and what they are expected to turn in, I do not anticipate late work to be a problem. No late work will be accepted.

Plagiarism:

Plagiarism is a serious offense, which can result in a grade of **F** for the course. Plagiarism occurs when a student misrepresents the words or ideas of others as her/his own. Please read the section on Plagiarism in the Student Handbook carefully. If you have any questions about this while you are trying to incorporate the work of others into your papers, please ask me for help.

Honor Code: As an instructor, I want to believe and trust that my students are being honorable. In an effort to be honorable, honest and fair to other classmates, I ask that we all go by the honor system while working on this course. That means not cheating in any form while engaged in quizzes, exams or postings. Cheating can result in a grade of **F** for the course.

Disruptive Behavior Policy:

Remember typing is very different from speaking. Your typing can be misunderstood as rude, impolite, or hurtful because we can't see nonverbal body language. Here are some tips on how to get your message across respectfully.

Do:

- be clear and thorough
- think before you hit submit (could your words be misconstrued)
- reread everything you type
- use spell check always
- be respectful always

If you need to clarify a point, ask me via e-mail or phone. I want you to be successful in this course, but I will not allow your peers to be in a disruptive learning environment.

Student Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.