

WELCOME TO ENGLISH 200 INTRODUCTION TO LITERATURE

Spring 2023

Instructor: Ms. Sara Levitt

Office: N/A

Class: English 200-709

Time: N/A

Office Hours: Online, anytime by appointment

Class Location: Online through Blackboard

E-mail: sara.levitt@wku.edu

Course Description: Introduction to Literature offers students 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.

Prerequisites: English 100: Introduction to College Writing

Catalog Description:

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

Learning Outcomes

By the end of English 200, students should be able to:

- Use basic literary terminology to interpret literary texts.
- Write thesis-driven analytical papers about literature.
- Use MLA guidelines to document use of primary source material.

Objectives: 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 class discussions 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 Met by this Course: English 200 helps to fulfill the Arts Humanities (AH) Colonnade Foundations requirement. Upon completion of 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

First day of classes: January 17

Last day to drop a full semester course: January 24

Last day to receive a 100% refund for a full semester course: January 24

Spring Break: March 13-17

Last day to withdraw from a full semester course: March 30

Finals week: May 1-4

***(FN date—students who stop attending class or participating in online courses before this date should be assigned an FN rather than an F)**

Required Text & Materials

Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing, 14th Edition – Kennedy/Gioia

Doubt: A Parable – John Patrick Shanley (available on Blackboard, do not purchase!)

If you are going with the Big Red Backpack, you will rent the book listed above for \$72. If you are opting out, the most economical option would be to purchase new or used copies through Amazon. New copies run about \$85 and to rent would be \$50. eBooks are \$75 to purchase and \$45 to rent.

Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, I strongly suggest the training videos on how to use Blackboard or withdrawing from the course.

Student Email and Blackboard Announcements

All students should check WKU email accounts at least every 1-2 days and the Blackboard Announcements page each time they log in.

Communicating with Instructor

The best way to communicate with me is via email: sara.levitt@wku.edu. Please allow up to 24 hours for me to respond to emails.

Grading and Evaluation

Students who do not submit the major assignments will automatically fail the course. The course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given. Grades are always available on Blackboard (My Grades), so I don't respond to emails that are asking about grades. **My grading scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, Below 60=F**

Use Blackboard to track your progress in the class. ****Note:** Blackboard's gradebook inaccurately represents the percent total for the course. If I have not yet entered 0s if you did not turn in the work, Blackboard does not factor in 0s in its grade calculations; therefore, your grade

for the course may be inaccurate in Blackboard's gradebook. It is very important to keep track of your progress in the course and ensure that you complete all assigned work on time.

The student's final grade in the course will be based on the following distribution:

Fiction Unit Exam	100 points
Drama Unit Exam	100 points
Poetry Unit Exam	100 points
Essay 1 (3-5 pages)	150 points
Discussion Boards (9 @ 20 pts. ea.)	180 points
Essay 2 (6-8 pages)	200 points
Reading quizzes (10 @ 10 pts. ea.)	100 points
Group Discussion Boards (3 @ 20 pts. ea.)	60 points
Hypothesis Exercise	10 points
1000 tentative total points possible	

A Note on Participation

There are quizzes throughout the semester over the readings from your textbook. Should writing errors be rampant, we will have grammar quizzes, too, with Purdue's OWL used for studying.

Course Policies

Late Work

Coursework is not accepted late for any reason. It is the student's responsibility to keep up with class assignments. The class schedule has clear due dates for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

Due Dates of Assignments

All official due dates are listed on the schedule in this syllabus. I try to keep Blackboard up to date on this, but I may miss one here or there. Therefore, the dates that things are due are listed here, in this syllabus on the schedule. These dates override any other date you see on Blackboard. If I change a due date (as in extend a deadline), I will email everyone a new copy of the schedule (it is VERY rare that this happens).

Work Submission

All papers are to be typed, double-spaced, and in MLA format. As per MLA standards, utilize 1-inch margins and a 10-or-12 point Times New Roman (or similar) font. Submitting work in the wrong format will result in deductions. Text should be left-hand aligned. Omit space in between paragraphs. **Excessive spacing will result in a grade reduction.** Please refer to Purdue Owl

if you are not familiar with MLA format:

https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html

Work must be submitted in the space provided for it on Blackboard. Papers must be submitted in .doc, .docx, or .rtf file format or else I can't open/grade them. Papers not submitted in one of those three file formats will receive a zero grade (I can't grade it if I can't open it!). Google Docs cannot be submitted as well; they will have to be reformatted as a Word Document. Emailed assignments will not be accepted unless I ask you to do so.

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back, and check the paper you submitted via My Grades to make sure it is still able to be opened; email me a working copy BEFORE the due date if the one on Blackboard somehow got corrupted. Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments, which is unfair to those of you who are hard-working, honest students, and I don't tolerate it.

Participation

Students who are not logging in and completing work ON TIME are considered nonparticipating or not attending. Participating students must also abide by proper internet etiquette and exhibit respectful behavior toward classmates.

Attendance

Online attendance is monitored; however, I can run an individual's activity report for Blackboard. This means that if you email me to say that you're behind or confused by assignments, I will know how often you have checked in to the course. It is the student's responsibility to withdraw from the class if they do not wish to continue enrollment past the first week.

ASSIGNMENT DESCRIPTIONS

Discussion Boards

ALL DISCUSSION BOARDS ARE DUE ON SUNDAY EVENING, 11:59 pm. The discussion boards that are in italics are those that have to do with research papers. These are to be treated as journal entries and **do not require responses to each other**. All due dates are the last possible dates to post and respond to your classmates. Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Discussion Boards are supposed to take the place of face-to-face class meetings. You wouldn't normally talk for a whole class, but these will take time, just like reading to prepare for class discussions and listening to a classmate before responding in class.
2. There are **not** times you are required to log in, but there **are** due dates. See the [schedule for the due dates](#).
3. Your responses should be meaningful and use detailed paragraphs (that's 5-8 sentences). Citations should be used as appropriate. Use the citation style appropriate to your field of study for the citations on the boards, just as you will in your papers. Practice makes perfect!
4. If I ask you to respond to classmates, you must also be meaningful, which means if you just post, "That's a good idea" or "I disagree," you won't get credit. It is okay to say, "I agree because..." and then explain yourself. As always, be respectful of your fellow classmates and what they have to say!

5. I do not generally grade grammar/spelling/punctuation/documentation on discussion boards, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin to deduct points for those errors.
6. IM and text-speak are not permitted and will gain you a grade of 0 if it is habitual.

Group Discussion Boards

You will have three Group Discussion Boards, one for each unit (fiction, drama, and poetry). I will post multiple questions for the Group Discussion, and each group must select a new question (meaning no one has attempted to answer it yet). If a question has already been answered, and your group answers it again—even if your answer is different, you will earn a zero. In this course, I consider GDB postings to be a form of serious, thoughtful, text-supported writing. These postings are mini essays—basically, literary arguments on a small scale that will give you a chance to practice writing about literature on low-stake assignments to help prepare you for writing extended formal essays with high point values. Because of these expectations, I grade these postings extremely closely, so please take great care in creating your responses.

Quizzes & Exams

The dates for quizzes and exams are posted on your syllabus schedule as well as on Blackboard. All quizzes are due on Friday at 11:59 pm of the week in which it is assigned. All quizzes and exams in the course are timed and automatically submit when the time is up. The quizzes and exams contain multiple choice, multiple answer, and true-false questions. Exams have a similar format, but will include short answer questions that could range from one-five paragraphs, depending on the question.

There are three exams, one over each unit in the course. **The exams must be taken during the designated testing window; there can be no exceptions and there will be no opportunities to make up a missed exam unless there has been a catastrophic event for which I can determine proof.**

Hypothesis Exercise

You will have a Hypothesis Exercise this semester. You will be provided an article that you will read, annotate, and answer a few questions. The link to the hypothesis article will be provided for you in Blackboard. This link should be accessed from your laptop/desktop. If you attempt to do the assignment in the Blackboard App, you may run into some issues.

Essay 1 & Essay 2 (Literary Analysis)

You will have to write two essays this semester that are formal written responses to one or more texts from the course. Your first essay will range from three to five pages in length, so it is brief and focused. Your second paper is a little bit longer, ranging from six to eight pages in length. It is still a literary analysis, but you will utilize more sources for this essay. The content of your essays will be analytical and “critical” in nature. While these essays reflect your unique way of looking at a text and responding, the tone, style, and format are academic (MLA). [Literary Present Tense is required](#). Please review the essay prompts and rubric for more detail, all posted on Blackboard.

Creative Literary Project/Presentation

You will be responsible for a Creative Literary Project this semester. You may be asked to deliver one five-minute video or podcast presentation that teaches a literary device or writing approach/concept from course, offer a video analysis of a literary device’s use in an ENG 200 text of your choosing, informs on a historical oddity that enhances one of your ENG 200 texts or

authors, a poetry poster (my personal favorite!) etc. You will be given a list of choices when the CP is assigned. Most projects will include a mini essay with a Works Cited page (one-page tops!).

Resources

WKU COVID UPDATE

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information: www.wku.edu/healthyonthehill.

Academic Dishonesty: Plagiarism/Academic Fraud occurs in multiple ways:

- when a student knowingly or unknowingly submits another person's published or unpublished (print or web) writing as his/her own
- has another person dictate what should be written or has another person write an assignment and submits that work as his/her own
- submits work written in a previous class for an assignment in their current class

No form of cheating or plagiarism will be tolerated in this class. If a student plagiarizes in any way, he or she will be subject to a severe penalty up to course failure. Academic dishonesty is a serious offense and shall be punished severely. I will accept **NO EXCUSE** for academic dishonesty; if a student is caught plagiarizing or cheating, he or she will **NOT** receive a "second chance," regardless of whatever justification is used to explain these actions. Failure to comply with these rules will result in failure in the class and a possible dismissal from the university. All written assignments will be checked with plagiarism detection software.

Withdrawal Policy: It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so. 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 his/her ability to complete the course (prolonged hospitalization, for example) after the withdrawal date.

Incompletes (Grades of "I"): 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.

Writing Center Assistance: The Writing Center is located in Cherry Hall 123 on the main campus and 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 of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on website) for help scheduling an appointment.

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, 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.

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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.

Program Assessment Notice: As part of a university-wide accreditation study, a small sample of papers will 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.

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, available at <http://www.wku.edu/handbook/> for additional guidance.

****This syllabus/course description is subject to change and any changes will be announced in advance.**

Weekly Schedule

Quiz Note: All quizzes are due on Friday at 11:59 pm of the week in which each is assigned.

Week One January 17-22

FICTION UNIT BEGINS

Introduction to the course

Readings:

- Chapter 1: Reading a Story; "Death Has an Appointment in Samarra" (p. 6-7), "A&P" (p. 17-21)

Discussion Board: Introductions **Jan. 22**

Week Two January 23-29

Readings:

- Chapter 2: Point of View; "A Rose for Emily" (p. 29-36)
- Chapter 3: Character; "Where Are You Going, Where Have You Been?" (p. 79-90)
- Chapter 4: Setting; "A Pair of Tickets" (p. 147-159)

Quiz #1 **Jan. 27** – Weekly quiz over readings and stories

Week Three January 30-February 5

Readings:

- Chapter 5: Tone and Style; "A Clean, Well-Lighted Place" (p. 166), "The Gift of the Magi" (p. 183)
- Chapter 6: Theme; "Barbie-Q" (p. 212-213)

Group Discussion Board: Symbolism **Feb. 5**

Quiz #2 **Feb. 3** – Weekly quiz over readings and stories

Review Study Guide for Fiction Exam

Week Four February 6-12

Readings:

- Chapter 7: Symbol; "Hills Like White Elephants" (available on Blackboard)
- Critical Casebook: Alice Walker "Everyday Use" (p. 475-481), Interviews and Critics On "Everyday Use" (p. 482-490)

Discussion Board: "Everyday Use" **Feb. 12**

FICTION EXAM SUNDAY, **FEB. 12**

Week Five February 13-19

DRAMA UNIT BEGINS

Readings:

- Chapter 35: Reading a Play; *Trifles* (p. 1143-1153)
- Chapter 40: Evaluating a Play

Discussion Board: Evaluating a Play **Feb. 19**

Quiz #3 **Feb. 17** – Weekly quiz over readings and play

Week Six February 20-26

Readings:

- Chapter 36: Tragedy and Comedy; Scene from *Doctor Faustus* (p. 1168-1172), *Sure Thing* (p. 1178-1188)
- Chapter 37: Sophocles; Excerpt from *Oedipus the King* (p. 1204-1214)
- Chapter 38: Shakespeare; *Othello* Act I, Scene I

Discussion Board: Tragedy and Comedy **Feb. 26**

Submit Essay 1 by 11:59 pm CST on February 26th

Quiz #4 **Feb. 24** – Weekly quiz over readings and plays

Week Seven February 27-March 5

Readings:

- *Othello* Act I, Scene II and III
- Chapter 39: The Modern Theater, *A Doll's House*, Act I & II (p. 1549-1585)

Group Discussion Board: *Othello* OR *A Doll's House* **March 5**

Quiz #5 **March 3** – Weekly quiz over reading and plays

Review Study Guide for Drama Exam

Week Eight March 6-12

Readings:

- *A Doll's House*, Act III (p. 1585-1599)
- *Doubt: A Parable*, Act I-End of Play (It is a short play, so don't worry!)

Hypothesis Exercise **March 12**

DRAMA EXAM, **MARCH 12**

Week Nine March 13-19 (SPRING BREAK)

Week Ten March 20-26

POETRY UNIT BEGINS

Readings:

- Chapter 15: Reading a Poem; "The Lake Isle of Innisfree" (p. 694), "Those Winter Sundays" (p.696),
- Chapter 31: What is Poetry?
- Chapter 16: Listening to a Voice; "Rite of Passage" (p. 721), To Lucasta (p. 724), Dulce et Decorum Est (725)

Discussion Board: Paraphrase a Poem **March 26**

Quiz #6 **March 24** – Weekly quiz over readings and poems

Week Eleven March 27-April 2

Readings:

- Chapter 17: Words; "This Is Just to Say" (p. 732), "Aftermath" (p. 736), "Bread" (p. 737)
- Chapter 18: Saying and Suggesting; "London" (p. 754), "Arranged" (p.757)
- Chapter 19: Imagery; "The winter evening settles down" (p. 768), "" The Old Neighborhood (774)

Quiz #7 **March 31** – Weekly quiz over readings and poems

Discussion Board: Imagery **April 2**

Week Twelve April 3-9

Readings:

- Chapter 20: Figures of Speech; "Metaphors" (p. 790), "Simile" (p. 790), "Fog" (p. 799)
- Chapter 21: Song; ""To Celia (p. 805), "Ballad of Birmingham" (p. 812)
- Chapter 22: Sound; "A Slumber Did My Spirit Seal" (p. 831), "The Watch" (p. 833)

Submit Essay 2 by 11:59 pm CST on April 9^h

Discussion Board: Sound **April 9**

Quiz #8 **April 7** – Weekly quiz over readings and poems

Week Thirteen April 10-16

Readings:

- Chapter 23: Rhythm; "We Real Cool" (p. 849) "Resume" (p. 850)
- Chapter 24: Closed Form; "Days of wine and roses" (p. 865), "The Facebook Sonnet" (p. 872)

Quiz #9 **April 14** – Weekly quiz over readings and poems

Discussion Board: Rhythm **April 16**

Week Fourteen April 17-23

Readings:

- Chapter 25: Open Form; "Ancient Stairway" (p. 883), "Buffalo Bill's" (p. 886), "Concrete Cat" (p. 896)
- Chapter 26: Symbol; "The Lightning is a yellow Fork" (p. 904), "Outwitted" (p. 908)

Group Discussion Board: Symbol **April 23**

Quiz #10 **April 21** – Weekly quiz over readings and poems

Week Fifteen April 24-30

Readings:

- Chapter 28: Poetry and Personal Identity; “Bra” (p. 946), “Women” (p. 954)

Discussion Board: Reflections **April 30**

Review Study Guide for Poetry Exam

Week Sixteen May 1-4

Finals Week

Poetry Unit Exam