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Fall 2019

**Western Kentucky University  
ENG-200-703, Introduction to Literature  
Web Course, Blackboard**

**COURSE DESCRIPTION**

Welcome to English 200, another intensive course in college-level writing, reading, and critical thinking. My hope is that you will find the course academically challenging, intellectually interesting, and personally satisfying. In this course you will continue the inquiry, critical thinking, and writing that will assure your success at WKU. Moreover, I hope that you will establish some good friendships in this class as you share ideas, work with each other in groups, and come to value the intellectual life as a conversation of differing views about interesting and significant problems. You will learn how to understand and (perhaps) even enjoy literature. You will discover how to critically evaluate literature, a process that can help you enjoy the text more fully. The key to success is participation. Shape the class to suit your needs by contributing something of yourself each day. You are welcome to suggest topics and materials for assignments and discussions.

English 200 is a 3-credit course studying fiction, drama, and poetry, principally of American and English authors, or international authors in translation. Students will learn to appreciate how these literary forms embody metaphoric, poetic, and mythic ways of knowing; through writing assignments, students also will learn how to formulate and respond to questions using methods characteristic of literary study. At the same time, students will learn that the student of literature is interested in many of the same questions that engage students of other disciplines (such as history, psychology, and the arts). English 200 shares themes, ideas, and even subjects of study with other courses that partially fulfill Foundations requirements. Catalog Description: Prerequisite: ENG 100. Introductory study of fiction, poetry and drama demonstrating techniques by which literary artists reflect human experience. Substantial student writing about literature will be required.

**REQUIRED TEXTS**

- (1.) Mays, Kelly J. The Norton Introduction to Literature Shorter 12th ed. New York: Norton. ISBN10: 9780393938920, ISBN-13:0393938921
- (2.) Coelho, Paulo. The Alchemist. New York: Harper Collins. ISBN-13: 0061122416
- (3.) Various e-readings (posted to Blackboard: print and bring to class on assigned day. I will remind you about any e-readings the class meeting before they are required.)

**COURSE GRADES**

You will receive a numerical grade on all work for this class. There will be 1,000 points possible for this course. The following point totals guarantee grades: 900—A, 800—B, 700—C, 600—D

Students can expect to write some 3600 words (about 12 double-spaced pages) of revised and finished prose.

Grades will be determined by the following tasks:

Three short papers (about 4 pages each) (150 points each, 450 points total)

Three exams (including final exam project) (100 points each, 300 points total)

One class presentation 75 points

Artistic Projects: (25 points each, 75 points total)

One out-of-class play attendance and written review (about 4 pages) (100 points)

**FINAL GRADES**

Your final grade in this course is not negotiable. You cannot do extra work to improve a final grade. This would not be fair to other students.

**Course Description and Objectives:** 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.

#### English 200 Learning Outcomes

##### Colonnade 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.

#### NOT MEETING BASIC REQUIREMENTS

**The 25% Rule for Assignments that Do Not Meet Basic Requirements:** The grade on any assignment that does not meet the basic requirements as listed in the assignment prompt will be reduced by 25% automatically. Examples of “basic requirements” are length, submission deadline, minimum number of drafts, minimum number of sources, and so on. For example, if an assignment has a 1200-word minimum requirement, that means that 1200 words are the absolute minimum accepted and that, for example, an 1142-word assignment does not meet the minimum requirements. Grades for such assignments will automatically be reduced by 25%, which means the highest grade possible (everything else being perfect) will be 75% C. Another example: if the annotated bibliography assignment calls for ten scholarly sources and only eight scholarly sources are submitted, the grade will automatically be reduced by 25%. NOTE: This rule applies only to major assignments, not daily homework, quizzes, and the like, which are not accepted late for any reason.

#### LATE WORK AND MAKE-UP WORK

I will accept the four major assignments late, but for every day it’s late, I will subtract 25 % from your final grade on the assignment. This means if you turn in your paper one day after the due date, the highest you can get is a 75/C. In addition, you only have four days after the assignment’s due date before you receive a zero for the assignment, so try to turn assignments in on time. If you know you must miss one of the turn-in days, please arrange it with me to turn the assignment in before the due date. Additionally, daily assignments/homework turned in late will not be accepted, and no credit will be received.

#### PLAGIARISM

Plagiarism will not be tolerated. If a student in this class is suspected of cheating, plagiarism or any act of academic dishonesty, they are subject to the following disciplinary actions, under the discretion of the instructor: grade penalty will be applied up to course failure.

#### RECYCLED WRITING

Recycled writing means reusing an essay written in a previously or simultaneously taken course (this includes high school essays). All assignments turned in for this course must be original to our ENG 200 course. If I find out you have submitted a recycled assignment, you will receive a zero for the assignment’s grade and will need to draft an original essay to fulfill the minimum requirements of the course (see minimum course requirements section)

#### RESPECT YOUR INSTRUCTOR AND PEERS

Showing respect, both to your teacher and classmates, is the backbone of this class. When we hold class discussions, you are expected to respect others’ opinions and statements in the manner that you would want yours respected.

#### IMPORTANT DATES

Last day to add a class or to drop a class without a grade: September 3

Last day to drop a class with a W: November 4

60% point: October 27 (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Labor Day (no classes, university closed): September 2

Fall break (no classes): October 10-11

Thanksgiving break (no classes, university closed): November 27-29

Final examinations: December 9-13 (The schedule is available at

[<https://www.wku.edu/registrar/academic\\_calendars/final\\_exam\\_schedule/fall\\_final\\_schedule.php>.](https://www.wku.edu/registrar/academic_calendars/final_exam_schedule/fall_final_schedule.php))

### THE WRITING CENTER

The Writing Center, located in Cherry Hall 123, is a great resource for English 100 students. Writing Center tutors offer individual conferences, both face-to-face and via email, regarding all stages of the writing process. You are not required to visit The Writing Center, but I assure you that by utilizing this resource your writing will improve. THE

### LEARNING CENTER

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc) (270) 745-6254 MINIMUM

**REQUIREMENTS FOR PASSING THE COURSE** To pass this course, you must turn in all major assignments, including multiple revisions required, adhere to the attendance policy outlined in this syllabus, and submit original work, meaning plagiarism or recycled writing will result in failure of 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, available at <http://www.wku.edu/handbook/> for additional guidance.

### ADA ACCOMMODATION STATEMENT

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 of the Student Success Center. The phone number is 270-745-5004 or email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation 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 the

Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.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.

## 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.

## 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 not have bearing on student assessment or course grades.

**ARTISTIC PROJECTS:** For each genre we study, students must complete one artistic or interpretive project. This may include a painting, a craft, a reading journal, etc, along with a one-page written description of purpose, methods, materials, etc. The written description is required. Projects may also include writing your own short story, play, or performing your own play, song, or poem. Examples will be provided in class, and students are encouraged to submit ideas of their own.

## WRITING ASSIGNMENTS

**Paper # 1:** Literary analysis of fiction. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more works using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, “These two works have many similarities and differences” is vague and weak. “What does “Thunder and Roses” teach us about vengeance?” is much more concrete and specific. You will need to incorporate quotations and specific details from each text to support your claims and use appropriate literary terminology and MLA citation techniques.

**Paper # 2:** Literary analysis of drama. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more works using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, “These two characters have many similarities and differences” is vague and weak. “What does *An Enemy of the People* teach us about profit and justice?” is much more concrete and specific. You will need to incorporate quotations from each text to support your claims and use appropriate literary terminology and MLA citation techniques. **Drama Review:** Students must attend a live play in Bowling Green and write a review of about 4 pages, analyzing plot, characters, themes, direction, staging notes, costumes, lighting, sound, dance, etc. No research is required, but attendance is mandatory. Save your program to assist you. A detailed, step-by-step guide is posted on Blackboard. The review is due no more than 1 week after the performance. Ticket stubs must be attached to the paper.

**Paper # 3:** Literary analysis of poetry. Primary research required; secondary research encouraged (approximately 4 pages). Students will write an in-depth analysis focusing on one or more poems using explication, comparison/contrast, reader response, character analysis, or responses to literary criticism. In any event, you must have a clear, debatable thesis or argument. For example, “These two poems have many similarities and differences” is vague and weak. “Is it better to be a Prufrock or a Ulysses?” is much more concrete and specific. You will need to incorporate quotations and specific details from each text to support your claims and use appropriate literary terminology and MLA citation techniques. Detailed guidelines to writing a formal poem analysis will be posted on Blackboard. You may NOT write about “Because I Could Not Stop for Death,” “Two Roads Diverged Into a Wood,” or “Whose Woods These Are I Think I Know.”

## POLICIES ON COURSE ASSIGNMENTS

1. Reading Assignments: Each reading assignment should be completed prior to the class date assigned on the syllabus.
2. Policies Regarding Assignments: You will receive assignment descriptions and grading criteria well in advance of the due date. All work turned in after the start of class on the due date will be counted as late. Do your research and preparation well in advance so that your ability to complete the assignment is not impaired by printer malfunctions,

missing library materials, personal emergencies, and so forth. You are welcome to come in during office hours and show me your essay or assignment before it is due. I will give you feedback and suggestions for improvement. However, late work will not be excused on the grounds that you did not understand what you were supposed to do. Nor will you be allowed a “do over” of a graded assignment.

### **Calendar of Assignments**

This semester, we will be reading short fiction, poetry, drama, and a novel. You are expected to come to class having read and, in some cases, reread the texts, and prepared to contribute to small-group and whole class discussions about the works we are reading. Schedule a minimum of 2 hours preparation time for each hour of class time. If you are not reading, you should be writing your next paper. This schedule is subject to change, based on class need, and changes will be announced in advance. If you miss a class, it is up to you to visit me in my office to submit work that’s due before the day you miss, and to find out from classmates about any changes to homework assignments. College students are responsible for contacting an instructor if they do not understand assignments or course expectations. Always bring your texts to class.

Week 1: Introduction and Getting Started “What is Literature? What Does Literature Do? What are the Genres of Literature? Why Read Literature? Why Study Literature?” (p. 1-11) “Fiction: Reading, Responding, Writing” and “The Elephant in the Village of the Blind” (p. 12-14)

Week 2: Narration and Point of View “Fiction” (p. 15-33) “Cathedral” by Raymond Carver (p. 34-46) “Understanding the Text,” “The Jewelry,” “Sonny’s Blues,” “The Cask of Amontillado,” and “Hills Like White Elephants,” and “Girl” (p. 57-121)

Week 3: Elements of a Story “Character” p. 122-130; “Recitatif” p. 131-148 “Symbolism and Figurative Language” p. 205-210 “The Birthmark” p. 211-225 “Theme” p. 241-245 “The Story of an Hour” p. 277-280 “A Rose for Emily” p. 299-306 “The Yellow Wallpaper” p. 307-320 Hemingway TBA

Week 4: Fiction continued Readings: A Good Man is Hard to Find (Flannery O’Connor) Fiction Exam on Wednesday, Feb. 13 Artistic Project due on Friday, Feb. 15 in Blackboard (discussion board); no class on this day

Week 5: Drama: Reading, Responding, Writing Fiction Paper due on this Monday, Feb. 18 Read “Drama: Reading, Responding, Writing” on pp. 744-747. Read A Raisin in the Sun in your textbook. Read this: Introduction to Literature: Drama and Novel Book Read this: Commentary on A Raisin in the Sun Book A Raisin in the Sun Quiz (Self Assessment)

Week 6: A Streetcar Named Desire Continue with A Raisin in the Sun Begin Death of a Salesman

Week 7: continue discussion A Raisin in the Sun (make sure you have The Alchemist; we will begin assigning readings ) Assign reading: The Alchemist (Prologue; Part One: p. 3-47); last of discussion A Raisin in the Sun

Week 8: discussion of The Alchemist (Prologue; Part One: p. 3-47); discussion of The Alchemist (Part Two: p. 51-104; discussion The Alchemist (Part Two continued: p. 104-163, Epilogue p. 165-167)

Week 9: rough draft, peer review; rough drafts continue, peer review; Drama/Alchemist Exam in class (Artistic Projects due on Blackboard)

Week 10: Drama/Alchemist Paper due; Introduction to Poetry (Apr. 1-5) Drama Paper due; Introduction to Poetry Reading Assignment Page Poetry Discussion 1- Introduction

Week 11: Love and Family, Reading assignment Poetry Discussion 2- Love and Family Poetry Writing Assignment 1- Your Own Poem

Week 12: Continue Music as Poetry, Internal Structure, External Structure Meter, Rhyme, Stanzas, Sonnet Bessie Smith: Empress of the Blues Page John Coltrane: A Love Supreme Page Bob Dylan singing Mr. Tambourine Man Page Poetry Discussion 3- Music

Week 13: Our History and Poetry

Week 14: Peer Review with rough draft of Essay #3 Wednesday, Final Exam; (artistic projects due 11:59 p.m. in Blackboard) Friday, upload Essay #3 (Poetry) in Blackboard by 11:59 p.m. (see late policy)