

**ENG 200-702: Introduction to Literature**

Winter 2019

Web Course

**Instructor:** Jessica L. Folk**Office:** Cherry Hall 20D**Email:** [jessica.folk@wku.edu](mailto:jessica.folk@wku.edu)**Office Hours:** by appointment, via email**IMPORTANT! A NOTE ABOUT WINTER TERM ONLINE COURSES:**

If you're unfamiliar with Blackboard, get familiar a.s.a.p. Lack of structure and planning in your day could easily lead to you failing the course. There is an intense amount of course work in these two and a half weeks. After all, we're cramming fifteen weeks of material into less than a month. Due to this intensity, it's important that you plan ahead, read along, and keep on pace during this term. I **HIGHLY** suggest that you print the course schedule out and check things off as you complete them. "I didn't know such-and-such was due" is **not** an excuse that will be accepted. You are responsible for making sure your work is in on time. You will be busy Monday to Friday reading and writing, so make sure you plan this work into your daily schedule. Stay focused, get to work, and you will get through this.

If you need extra help navigating Blackboard, you should complete IT: Blackboard Student User Training under "IT Training" – top right corner of Blackboard. At the very least, get familiar with the course set up. We will be primarily using these menu links: Discussions, Announcements, Content, & Syllabus.

**Course 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.

**Course Objectives:**

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.

In this particular section of ENG 200, we will be observing works through the lens of history and adaptation. What is it about the history of storytelling that some stories persist in various iterations over decades or even centuries and others do not? How does a work's historical context affect the work itself? Often, these works have something to say about their time and place. These messages are often utilized again and again in their various adaptations. We will

read and analyze both the original texts and their adaptation(s) over the term. Students are required to write two essays during this course, complete daily discussion posts, and reading quizzes.

### **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.

### **Program Assessment Notice**

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 term. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

### **Required Texts/Materials:**

- Gardner, Janet E. *Literature: A Portable Anthology*, 4<sup>th</sup> ed. (2016).
- Kushner, Tony. *Angels in America*, 20<sup>th</sup> Anniversary Edition (2013).
- LaValle, Victor. *Victor LaValle's Destroyer* (2018).
- Shelley, Mary. *Frankenstein* (1818).

### **Course Policies:**

- **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.
- **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, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto: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.

- **Syllabus Changes:** 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.
- **Email Policy:** I am all for communicating with students via email. In fact, it's my preferred method of contact beyond my office hours. 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. Please reference your syllabus and class notes before sending me an email. The answer may be right at your fingertips. I will respond with appropriate sassiness, if you ask me about something that is right in front of you on the syllabus or in other course materials.
- **Course Content:** We are looking at some difficult texts this term. We may engage with topics including, but not limited to religious persecution, racism, sexual assault, domestic violence, and other serious subjects. 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 any assigned material, do not hesitate to discuss the matter with me.
- **Late Assignments:** **I do not accept late assignments, except in the case of documented emergencies/extenuating circumstances. If you do not turn in assignments on their due date, you will receive a 0 for the assignment.** If you must hand something in late due to legitimate reasons/emergencies, you must pre-arrange this with me. Shoot me an email as soon as you know you will not complete the assignment on time.

**Reading Quizzes:** Reading quizzes will take place 12x over the course of the term. If you miss a quiz on a day one is given, you forfeit the points for that quiz. I will drop your two lowest quiz grades for the semester and average the rest. **Quizzes will be released on Blackboard by 10:00am. You are responsible for completing the quiz for the day by 12:00pm.** There will not be a quiz every day, but make sure you're checking each day to make sure you don't miss one.

**Discussion Boards:** Participate in Group Discussions **by 12:00pm** each day. Responses to **at least 2** of your peers' posts (separate from your own discussion thread) are due **by 11:59pm** on the same day. Discussion posts should be at least 100 words long. You are encouraged to engage in discussion on your own thread as well, but responses will only be counted when you respond directly to other peoples' threads.

**Essay #1:** Choose a fairy tale, myth, or fable. Analyze the original text itself (where it comes from, what the context was for the work at the time it was created, how it compares or differs from other similar stories around the world, etc.). Then, choose a contemporary adaptation of that original story and analyze how and why that story has changed over time. How does the historical and/or cultural context influence the shifting narrative? Which elements remain similar across generations and even across cultures? Which elements of the fairy tale, myth, or fable persist and why might that be? If you see major changes occurring in the story, what is it that helps us still recognize it as having come from the source material you chose? **(3-5 pages, double-spaced, MLA citations) DUE: Monday January 7<sup>th</sup> by 11:59pm.**

**Essay #2:** In her book *The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism*, Paula Moya states, “When it comes to understanding how significant social categories like race, ethnicity, gender, and sexuality structure individual experience and identity, as well as why it is necessary to appreciate and engage ‘worlds of sense’ that are anchored in experiences and identities other than one’s own, there may be no more efficient and effective approach than the close reading of individual works of literature” (6). Based on our discussions in this course relating to historical context and experiences of characters within literature, which may be outside your own experiences, perform a close reading of one (or more) of our selected texts. Take special care to focus on how your personal experiences shifted how you read that particular text. Did you consider the context in which the story, poem, or play was written? Did you consider the background of the author or the specific “life experiences” of the characters, as they were presented? How do these elements shape or change your experience of interacting with the story? You may also want to consider how these elements are affected over time. Is reading “Ballad of Birmingham” by Dudley Randall the same experience in 2018 as it would have been in the 1960s? **(3-5 pages, double-spaced, MLA citations) DUE: Friday January 18<sup>th</sup> by 11:59pm.**

### **Grading:**

(Total Class Points: 100)

Quizzes	20 points
Discussion Boards	20 points
Essay #1	30 points
Essay #2 (final)	30 points

### **Grading Scale:**

<b>A .... 100 – 90</b>
<b>B .... 89.9 – 80</b>
<b>C .... 79.9 – 70</b>
<b>D .... 69.9 – 60</b>
<b>F .... &lt;60</b>

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

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.

## **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](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.

**Course Schedule:**

**Note: (G) = Gardner; (S) = Shelley; (K) = Kushner; (BB) = Blackboard**

\*\*\*Please note that all readings should be read by the date they are assigned so we may discuss them on the discussion boards. Frequent reading quizzes will be given, so “come to class” prepared!

<b>Wed.</b>	<b>Jan. 2</b>	<p><b><u>Unit One: Tales from Childhood</u></b></p> <p><b>Review:</b> Tales from Childhood PowerPoint (BB)</p> <p><b>Complete Quiz #1 (getting to know the course) by 12:00pm</b></p> <p><b>Group Discussion #1:</b> Participate in Group Discussions <b>by 12:00pm</b> each day. Responses to at least 2 of your peers (separate from your own post) are due <b>by 11:59pm</b> on the same day. Discussion posts should be at least 100 words long.</p>
<b>Thurs.</b>	<b>Jan. 3</b>	<p><b>Read:</b> “The Little Mermaid” by Hans Christian Andersen (BB); “Cinderella” by Jacob and Wilhelm Grimm (BB); “Ye Xian” – Chinese Fairy Tale (BB); “Cinderella” by Anne Sexton (G) page 557-60; Selection from “Alice’s Adventures in Wonderland” by Lewis Carroll (BB); “Jabberwocky” by Lewis Carroll (G) page 495; “Fairy Tales” by Janet McNally (BB)</p> <p><b>Complete Quiz #2 by 12:00pm</b></p> <p><b>Review:</b> Hans Christian Andersen PowerPoint (BB), Cinderella PowerPoint (BB)</p> <p><b>Group Discussion #2 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Fri.</b>	<b>Jan. 4</b>	<p><b>Read:</b> Myths/Ancient History “Helen” by H.D. (G) page 513-14; “Waiting for Icarus” by Muriel Rukeyser (G) page 537-38; “Persephone Has a Secret” by Janet McNally (BB)</p> <p><b>Complete Quiz #3 by 12:00pm</b></p> <p><b>Review:</b> Myths PowerPoint (BB)</p> <p><b>Group Discussion #3 – initial post due by 2:00pm, responses due by 11:59pm</b></p>

<b>Mon.</b>	<b>Jan. 7</b>	<p><b><u>ESSAY #1 DUE on Blackboard by 11:59pm (directions posted on Discussion folder)</u></b></p> <p><b><u>Unit Two: Horror</u></b></p> <p><b>Read:</b> “The Tell-Tale Heart” by Edgar Allan Poe (BB); “The Black Cat” by Edgar Allan Poe (BB); “The Vampyre” by John William Polidori (BB)</p> <p><b>Complete Quiz #4 by 12:00pm</b></p> <p><b>Review:</b> Horror PowerPoint (BB)</p> <p><b>Group Discussion #4 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Tues.</b>	<b>Jan. 8</b>	<p><b>Read:</b> <i>Frankenstein</i> (S) Preface and pages 1-71 (Chapters 1-8) (Your edition might differ from mine, so stop with the chapter/section that ends with “Thus spoke my prophetic soul, as torn by remorse, horror, and despair. I beheld those I love...”)</p> <p><b>Complete Quiz #5 by 12:00pm</b></p> <p><b>Group Discussion #5 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Wed.</b>	<b>Jan. 9</b>	<p><b>Read:</b> <i>Victor LaValle’s Destroyer</i> by Victor LaValle</p> <p><b>Complete Quiz #6 by 12:00pm</b></p> <p><b>Group Discussion #6 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Thurs.</b>	<b>Jan. 10</b>	<p><b><u>Unit Three: History Retold</u></b></p> <p><b>Read:</b> “Daddy” by Sylvia Plath (G) pages 567-569; “Facing It” by Yusef Komunyakaa (G) pages 604-605; “The Things They Carried” by Tim O’Brien (G) page 322-37</p> <p><b>Complete Quiz #7 by 12:00pm</b></p> <p><b>Group Discussion #7 – initial post due by 2:00pm, responses due by 11:59pm</b></p>

<b>Fri.</b>	<b>Jan. 11</b>	<p><b>Read:</b> “Ballad of Birmingham” by Dudley Randall (G) page 538-39; “Theme for English B” by Langston Hughes (G) page 524-25; “The Negro Speaks of Rivers” by Langston Hughes (G) page 526</p> <p><b>Complete Quiz #8 by 12:00pm</b></p> <p><b>Group Discussion #8 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Mon.</b>	<b>Jan. 14</b>	<p><b>Read:</b> Sections of <i>Julius Caesar</i> by William Shakespeare: Act 1, Scene 2 (pages 13-33) (BB), Act 3, Scene 1 (pages 93-115); <u>Malcolm X readings:</u> “Firsthand Account: The Assassination of Malcolm X” (BB), “The Legacy of Malcolm X” by Ta-Nehisi Coates (BB), “Is it Time for a Reassessment of Malcolm X?” by Allison Keyes (BB)</p> <p><b>Complete Quiz #9 by 12:00pm</b></p> <p><b>Group Discussion #9 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Tues.</b>	<b>Jan. 15</b>	<p><b>Read:</b> <i>X</i> by Marcus Gardley (whole play) (BB)</p> <p><b>Complete Quiz #10 by 12:00pm</b></p> <p><b>Group Discussion #10 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Wed.</b>	<b>Jan. 16</b>	<p><b>Read:</b> <i>Angels in America</i> (K) – Introduction (vii-xi) and pages 1-66 (stop before Scene 6)</p> <p><b>Complete Quiz #11 by 12:00pm</b></p> <p><b>Group Discussion #11 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Thurs.</b>	<b>Jan. 17</b>	<p><b>Read:</b> <i>Angels in America</i> (K) – pages 66-125; “Among Angels” OUT Article (BB)</p> <p><b>Complete Quiz #12 by 12:00pm</b></p> <p><b>Group Discussion #12 – initial post due by 2:00pm, responses due by 11:59pm</b></p>
<b>Fri.</b>	<b>Jan. 18</b>	<p><b><u>Essay #2 DUE on Blackboard by 11:59pm (directions posted on Discussion folder)</u></b></p> <p><b>Group Discussion #13 – initial post due by 2:00pm, responses due by 11:59pm</b></p>

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