

English 200: An Online Course

Spring 2019: January 22-May 10

Section 704

Instructor:

Dr. John Hagaman

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Office hours: Virtual hours via Bb Collaborate, arranged in advance by individuals through email.

The best way to reach me is by email. Unless I am out of town or without email access (and I'll alert you if this is the case unless an emergency), I will respond to you within 24 hours. Please don't hesitate to contact me! **Note:** Due to the Family Educational Records Privacy Act, all correspondence must be sent using WKU e-mail. Therefore, if you do send messages from an external e-mail, your instructors and advisors will only reply to your WKU e-mail. It is your responsibility to forward WKU e-mail. All email correspondence will be sent to your WKU Topper e-mail account. By Federal Law, instructors/advisors are not permitted to send email to alternate email accounts. You are expected to read email sent to your WKU email account.

E-Mail Etiquette

In the subject line put ENG 200 and *Your Last Name*. Include your full name at the end of the message. Priority for reading and responding to email is given to students in my courses. If you do not use "ENG 200 *Your last name*" in the subject line, I may not see your email to respond to it in a timely manner.

Course Description and Objectives

Course Description: *Prerequisite—English 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.

The learning outcomes for the course are that by the end of English 200, students should be able to (1) use basic literary terminology to interpret literary texts, (2) write thesis-driven analytical papers about literature, and (3) use MLA guidelines to document use of primary source material (and secondary sources, if required).

Colonnade Description and Outcomes: 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. Students will demonstrate the ability to:

- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities
- Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
- Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
- Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
- Evaluate enduring and contemporary issues of human experience.
- Read, comprehend, and analyze primary texts independently and proficiently.

This section: The course organizes readings through a thematic focus—our identities as individuals and as members of larger communities. English 200 integrates poetry, drama, and fiction around three influences on identity: (1) Section I--People, places, and objects; (2) Section 2--Gender issues related to love and marriage; and (3) Section 3--Conflicting social values. In addition to readings, the course includes videos, quizzes, weekly discussion board posts and responses, three analytical essays, and an independent project that entails reading in a genre of your choice or creating literature of your own.

Required Information

Drop/Add Deadline (without a grade):	January 29
Spring Break:	March 6 - 10
Last day to drop with a W:	March 18
FN Deadline:	March 22
Final Version of Intro Essay:	May 10

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.

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.

Blackboard Help/WKU IT Help Desk

270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training

If you have not used Blackboard as a student, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Online Student Resource Center

You may also want to visit the WKU Student Resource Center:

<http://www.wku.edu/online/src/>

Course Texts

--X.J. Kennedy and Gioia. LITERATURE: AN INTRODUCTION TO FICTION, POETRY, AND DRAMA. 13ed. (2016). This text will be available to you via Pearson Publisher's myliteraturelab, which includes an eText version of the book and access to a wonderful Multimedia Library. This course participates in The WKU Store's Day One Access program. This program is designed to provide immediate access to required materials for all students at prices cheaper than any other option. If you desire a paper version of the text, it's available at an additional charge to the Day One Access fee through the WKU Bookstore.

Required materials will be delivered to you automatically by enrolling in this course unless you choose to opt-out. By participating in this program, The WKU Store will bill your Student Billing account, and you will see a charge appear under this Term along with Tuition and Fees ("Account Summary by Term" under the Student Services tab) labelled as "The WKU Store Purchases" after the Add/Drop period. For more information on this program or to opt-out of participation, go to our information page, <http://www.wkustore.com/t-day-one-access.aspx>.

--A good dictionary and handbook such as the one you used in English 100. I like Hacker and Sommers' A POCKET STYLE MANUAL.

Other Items Needed

- Access to a computer (preferably your own) with a reliable Internet connection.
- A working web cam with working microphone
- Microsoft Word in docx, file format.
- Adobe Acrobat Reader (a free download from Adobe.com).

Course Policies

Use of 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, tutorials are available online (see page 2).

Attendance Policy

While there is no formal attendance policy, you will be expected to complete assignments according to the course schedule.

Email and Blackboard Announcements

I will use Blackboard Announcements as a way of communicating with the whole class during this course. All Blackboard Announcements will also be sent via email. Therefore, please watch your email, or Blackboard Announcements, for course communication.

Evaluation

Your course grade will be based on the work outlined in this syllabus and schedule. Grades are always available on Blackboard (My Grades) and are based on 1000 points where A = 900-1000; B = 800-900; C = 700-800; D = 600-700; and below 600 = F. A breakdown is as follows:

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|--|----------|
| • Syllabus Quiz and Introductory blog | = 25 pts |
| • Three analytical essays (each draft/responses 25; final 100) | =375 |
| • Discussion Board posts and responses (75 pts/section) | =225 |
| • Reading Quizzes (50 pts/section) | =150 |
| • Independent Project (25 draft/responses; 100 essay) | =125 |
| • Final Essay (A revised/re-examined version of an initial identity essay) | =100 |

Details about the introductory blog, analytical essays, independent project, and initial identity statement will be found on Blackboard at appropriate times. Five reading quizzes @ 10 points apiece will total 50 points in each section (due by Saturday midnight).

Discussion Board posts must be submitted by Saturday midnight and your replies to any two posts must be submitted by Sunday midnight. The posts should be at least 100 words in length and refer to at least two specific works read in the week, citing evidence from the works to make your points and using the literary language developed in the course. The replies should be at least 50 words in length. See the rubric for guidelines on making your posts. Each post and two replies will total 15 points, 10 for your post and 5 for your replies. **Please note:** In using our Discussion Board, be sure to communicate in an appropriate manner. Rudeness, vulgarity, and other inappropriate comments will not be tolerated.

Late Work

You are expected to complete assignments by the scheduled due date in order to receive credit. Late work is not allowed. If circumstances beyond your control arise, contact me as soon as possible. No work will be accepted after the end date of the course.

Work Submission

Work for this course will be submitted to our English 200 online course site. Assignments must be submitted in Microsoft Word docx or pptx file format, or else I can't open/grade them. Assignments not submitted in one of those file formats will not be graded.

Academic Integrity

To use the work of another individual in any form without acknowledging that one is doing so is dishonest. To call the work of another one's own is theft, if done without the other person's consent, and with that person's consent is lying. **PLAGARISM is a serious matter:** Morally and legally, a writer's words and ideas are her/his personal property. To copy or paraphrase a writer's words or to use her/his ideas without giving credit to her/him is dishonest and illegal. It is also dishonest to buy or accept another's work and present as one's own. **Disciplinary Procedures for Violations of Academic Integrity: FIRST OFFENSE:** You will receive a zero (0) for that assignment or exam. You are also subject to any penalties imposed by the University. **SECOND OFFENSE:** You will receive a failing grade of "F" for the course. You are also subject to any penalties imposed by the University.

Failure of Technology

Blackboard can sometimes have issues. If you have issues with Blackboard, please contact the IT Help Desk at 270-745-7000.

ADA Notice: Disability and Accommodations

Distance Learning supports the provisions of General Standard 8, Accessibility and Usability in the QM Rubric. Distance Learning strongly supports reasonable accommodation for all participants.

This course is offered through Blackboard which is in conformance with the Web Content Accessibility Guidelines (WCAG) 2.0 Priority AA, issued December 2012 by Deque Systems. For more information on Blackboard and its development, please visit the [Blackboard Accessibility webpage](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx) (<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>).

This course includes the following:

- ALT tags that contain appropriate information about the graphic and/or activity.
- Appropriate color combinations that minimize color blindness effects.
- Appropriate font and font-size combinations to improve readability.
- Minimal use of bullets and/or charts that may be confusing to participants who use electronic readers.
- Transcripts and/or closed captioning for video and audio clips.

Participants who require additional accommodations should contact the instructor and/or the Student Accessibility Resource Center, Room 1074, Downing Student Union. The SARC number is 270-745-5004 (TDD=270-745-3030). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the SARC.

WKU Title IX Sexual Misconduct/Assault Policy and Discrimination and Harassment Policy

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.

Respectful Behavior and General Civility

In my class, I like to have free and open discussions of what we think and feel about the things we read and write. However, I ask that everyone be respectful of each other, even if we don’t agree about everything. We can disagree and still be respectful. Rudeness, vulgarity, and other inappropriate comments will not be tolerated.

My Pledge to You

- ✓ To be available to you in a virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 3-4 days after due dates.
- ✓ To answer questions within 24 hours when asked Monday - Friday from 7:30am - 4:00pm. Questions asked after Friday at 4 pm will receive an answer by Monday.
- ✓ To facilitate your learning and the improvement of your skills in analyzing and reading literature.

Schedule of Assignments

(eText pages/13th ed textbook pages)

Section I: Identity as Influenced by People, Places, and Objects

Week of January 22 – January 27

Welcome and Introduction

- View the Welcome video
- Read the syllabus and take the syllabus quiz by Saturday, January 26, midnight
- Make a short entry on our welcome blog by Saturday, January 26, midnight and reply to two other entries by Sunday midnight, January 27.
- Log on to myliteraturelab.com and register for our course: hagaman15418 so that you can view the multimedia videos and readings in the Multimedia Library mentioned in the syllabus. You will find our access code on the Welcome module.

Module 1

- Read “Red Wheelbarrow” (229/667), “Girl” (172/579), “House on Mango Street” (151/223), “Digging” (715/1053), “The Lake Isle of Innisfree” (198/642), any author introductions, and the section on Setting (34/117-8)
- View/listen to the Myliteraturelab videos/readings of “Girl,” “Digging,” and “Lake” in the Multimedia Library
- Take reading quiz #1 by Saturday, January 26 midnight
- Participate in Discussion Board #1 (your response to the readings by Saturday, January 26, midnight, and replies to two students’ postings by Sunday, January 27, midnight)

Week of January 28 – February 3

Module 2

- Read The Glass Menagerie (1041/1606-52), “Those Winter Sundays” (200/644), “The Road Not Taken” (478/986), any author introductions, and the section on Point of View (18,9/26-9).
- View/listen to the Myliteraturelab videos/readings of The Glass Menagerie and “The Road Not Taken” in the Multimedia Library
- Take reading quiz #2 by Saturday, February 2, midnight
- Participate in Discussion Board #2 (your response to the readings by Saturday, February 2, midnight, and replies to two students’ postings by Sunday, February 3, midnight)
- Write an initial draft of an introductory identity essay as described on the Assignment link and post it to the Assignment link by February 3, midnight

Week of February 4 – February 10

Module 3

- Read “The Rocking-Horse Winner” (174/595), “Mother to Son” (606/967), “Everyday Use” (133/486), any author introductions, and the section on Persona (222/662); read “Miss Brill” (30/605), “Cathedral” (31/103), any author introductions, and the section on Tone (45/165-6).
- View/listen to the Myliteraturelab videos/readings of “Everyday Use” and “Cathedral” in the Multimedia Library
- Take reading quiz #3 by Saturday, February 9, midnight
- Participate in Discussion Board #3 (your response to the readings by Saturday, February 9, midnight, and replies to two students’ postings by Sunday, February 10, midnight)

Week of February 11 – February 17

Module 4

- Read “The Theatre of Sophocles” (856-7/1157-60), Antigone (872/1203), “Antigone’s Flaw” (890/1239-41), “Brownies” (21/134), and the author introduction to “Brownies”
- View/listen to the Myliteraturelab video/reading of Antigone in the Multimedia Library
- Read the description of the Independent Reading/Writing Project and consider which option interests you
- Take reading quiz #4 by Saturday, February 16, midnight

- Participate in Discussion Board #4 (your response to the readings by Saturday, February 16, midnight, and replies to two students' postings by Sunday, February 17, midnight)
- If you want to check out the prompt for the Section I Analytical Essay due at the end of next week, use this week's Assignment link.

Week of February 18 – February 24

Module 5

- Read "Greasy Lake" (145/527), "The Things They Carried" (184/614), "Abandoned Farmhouse" (742/1062), "Acquainted with the Night" (416/988), any author introductions, and the section on Denotation/Connotation (274/702-3)
- View/listen to the Myliteraturelab video/reading of "Greasy Lake" and "The Things They Carried" in the Multimedia Library
- Take reading quiz #5 by Saturday, February 23, midnight
- Participate in Discussion Board #5 (your response to the readings by Saturday, February 23, midnight, and replies to two students' postings by Sunday, February 24, midnight)
- Revisit your initial draft of the introductory identity essay and make any additions/changes you wish to in light of our readings in Section I. Refer to at least one specific work from Section I to help make your points. Put the draft aside for later.
- Draft a copy of the Section I essay by Friday, February 22, midnight and post it to Discussion Board. Read and respond to the two students' drafts in your group by Saturday, February 23, midnight, and post your final draft to the Assignment link by Sunday, February 24, midnight

Section II: Identity as Influenced by Gender Issues Related to Love and Marriage

Week of February 25- March 3

Module 6

- Take the anonymous course survey
- Read "Cinderella" (505/873), "A&P" (14/17), "Chrysanthemums" (68/237), Trifles (844/1107), any author introductions, and the section on Plot (12/14-5)
- View/listen to the Myliteraturelab videos/readings of "A&P" and Trifles in the Multimedia Library

- Take reading quiz #6 by Saturday, March 2, midnight
- Participate in Discussion Board #6 (your response to the readings by Saturday, March 2, midnight, and replies to two students' postings by Sunday, March 3, midnight)

Week of March 4 – March 10

Spring Break—Enjoy it!

- Send via the Assignment link a declaration of intent regarding which option you've selected for the Independent Project by Sunday, midnight, March 10

Week of March 11 – March 17

Module 7

- Read "First Love: A Quiz" (504/870), "Quinceanera" (519/889), "Perfect Dress" (686/1044), "The Flea" (696/1047), any author introductions, and the section on How to Read a Poem (196/640-1); read "Gift of the Magi" (50/185), "How I Met My Husband" (59/189), and any author introductions
- View the YouTube video related to "First Love: A Quiz"
- Take reading quiz #7 by Saturday, March 16, midnight
- Participate in Discussion Board #7 (your response to the readings by Saturday, March 16, midnight, and replies to two students' postings by Sunday, March 17, midnight)

Week of March 18 – March 24

Module 8

- Read "How Do I Love Thee" (662/1036), "Most Like an Arch" (674/1040), "The Silken Tent" (332/989), "A Valediction: Forbidding Mourning" (691/1047), and the section on Imagery (288/713-4); read "The Story of an Hour" (149/547), "Aunt Jennifer's Tigers" (201/645), "Happy Endings" (143/518), and any author introductions
- View/listen to the Myliterature lab video/reading of "The Story of an Hour" and "A Valediction" in the Multimedia Library
- Take reading quiz #8 by Saturday, March 23, midnight
- Participate in Discussion Board #8 (your response to the readings by Saturday, March 23, midnight, and replies to two students' postings by Sunday, March 24, midnight)

Week of March 25 – March 31

Module 9

- Read A Doll's House (1029/1553-1604), "Sweat" (165/558), and any author introductions
- View/listen to the YouTube video/reading of A Doll's House and Myliteraturelab "Sweat" in the Multimedia Library
- Take reading quiz #9 by Saturday, March 30, midnight
- Participate in Discussion Board #9 (your response to the readings by Saturday, March 30, midnight, and replies to two students' postings by Sunday, March 31, midnight)
- If you want to check out the prompt for the Section II Analytical Essay due at the end of next week, use the Assignment link on this module.

Week of April 1 – April 7

Module 10

- Read "The Storm" (38/120), "Living in Sin" (781/1080), "The Workbox" (238/671), "The Spliced Wire" (651/1032), and any author introductions
- View/listen to the Myliteraturelab video/reading of "The Storm" in the Multimedia Library
- Take reading quiz #10 by Saturday, April 6, midnight
- Participate in Discussion Board #10 (your response to the readings by Saturday, April 6, midnight, and replies to two students' postings by Sunday, April 7, midnight)
- Revisit your draft of the introductory identity essay and make any additions/changes you wish to in light of our readings in Section II. Refer to at least one specific work from Section II to help make your points. Put the essay aside.
- Draft a copy of the Section II essay by Friday, April 5, midnight and post it to Discussion Board. Read and respond to the two students' drafts in your group by Saturday, April 6, midnight, and post your final draft to the Assignment link by Sunday, April 7, midnight

Section III: Identity as Influenced by Conflicting Social Values

Week of April 8 – April 14

Module 11

- Read "I, Too" (608/936), "America" (515/887), "Theme for English B" (613/969), "Learning to Love America" (745/1066), "The Unknown Citizen" (233/669), "White Lies" (221/661), "We Real Cool" (387/790), and any author introductions

- View/listen to the Myliteraturelab videos/readings of “I, Too” and “Theme for English B” in the Multimedia Library
- Take reading quiz #11 by Saturday, April 13, midnight
- Participate in Discussion Board #11 (your response to the readings by Saturday, April 13, midnight, and replies to two students’ postings by Sunday, April 14, midnight)
- Send me a progress report of work done on your Independent Project, using the memo form provided on our Assignment link, by Sunday, April 14, midnight

Week of April 15 – 21

Module 12

- Read Fences (1088/1716-65), “The Parable of the Prodigal Son” (60/224), “Harrison Bergeron” (61/226), and any author introductions
- View/listen to the Myliteraturelab video/reading of Fences in the Multimedia Library and YouTube video
- Take reading quiz #12 by Saturday, April 20, midnight
- Participate in Discussion Board #12 (your response to the readings by Saturday, April 20, midnight, and replies to two students’ postings by Sunday, April 21, midnight)

Week of April 22 – April 28

Module 13

- Read The Theatre of Shakespeare and Shakespeare (895,6/1245-7), Acts I and II of Othello (898/1250-90), “Dead Men’s Path” (141/501), “The Lottery” (71/254), and any author introductions
- View/listen to the Myliteraturelab video/reading of Othello, Acts I and II in the Multimedia Library
- Take reading quiz #13 by Saturday, April 27, midnight
- Participate in Discussion Board #13 (your response to the readings by Saturday, April 27, midnight, and replies to two students’ postings by Sunday, April 28, midnight)
- Post a draft of your Independent Project by Friday, April 26, midnight on Discussion Board, and read/respond to the two students’ drafts in your group by Saturday, April 27, midnight, and post your final draft to the Assignment link by Sunday, April 28, midnight

Week of April 29 – May 5

Module 14

- Read Acts III, IV, and V of Othello (904/1290-1348), “Young Goodman Brown” (29/451), “Revelation” (118/414), and any author introductions
- View/listen to the Myliteraturelab videos/readings of Acts III, IV, and V of Othello and “Young Goodman Brown” in the Multimedia Library
- Take reading quiz #14 by Saturday, May 4, midnight
- Participate in Discussion Board #14 (your response to the readings by Saturday, May 4, midnight, and replies to two students’ postings by Sunday, May 5, midnight)
- If you want to check out the prompt for the Section III Analytical Essay due at the end of next week, use the Assignment link on this module.

Week of May 6 – May 10

Module 15

- Take the #15 final quiz by Tuesday, May 7, midnight.
- Respond to Discussion Board #15—no replies needed—by Tuesday, May 7, midnight.
- Draft a copy of the Section III essay by Wednesday, May 8, midnight and post it to Discussion Board. Read and respond to the two students’ drafts in your group by Thursday, May 9, midnight, and post your final draft to the Assignment link by Friday, May 10, midnight
- Final Introductory Identity Essay: Revisit your draft of the introductory identity essay and make any additions/changes you wish to in light of our readings in Section III. Refer to at least one specific work from Section III to help make your points. Post your final version of the introductory identity essay for grading on the Assignment link by Friday, May 10, midnight.