

Last Date Modified: Aug. 25 2019 English 200: An Introduction to Literature Online  
Prerequisite: ENG 100C

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When once the itch of literature comes over a [person], nothing can cure it but the scratching of a pen.  
Samuel Lover, 1797-1868, from *Handy Andy*

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*Best way to reach me is through e-mail*

**Texts and Materials:** (available at the WKU)

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

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

**Save all written work**

A good paperback dictionary and a handbook for MLA reference.	Flash Drive (sometimes called a memory stick, jump drive, or thumb drive so you can save all your work and transport it.
3 Ring Binder: Print the syllabus and assignment schedule, and keep them in your binder. Whole punch your papers and keep your notes in a binder to stay organized.	An updated home computer with quick internet connection for night time virtual chats, online quizzes, and daily work. Microsoft Word is used for all paper handouts/downloads. Power Point will also be used for a group project.

### **Student Learning goals:**

By the end of this course, you should be able to write about/discuss three genres of literature. We will be exploring how literature reflects and shapes human experience and values. Ask yourself how your life experiences relate to a particular author or theme of a story and write about them and share your connections with the class.

I want our class to develop a friendly and helpful reading/writing community. In order to maintain and build our community, your full participation is vital for the entire semester. As with any subject, the more effort you put into this course the more knowledge you gain from it.

### **University Course Description and Objectives:**

*WKU Catalog description:* Introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect human experiences. Substantial student writing about literature will be required.

## **General Goals and Objectives for English 200**

### **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.

### 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)		
<b>Total</b>	<b>750 pts</b>	

Extra Credit: *Attend or participate in any literary event sponsored by the university or an approved community sponsor and write a 2pg reflection* 10 pts per reflection // 2 max

**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.

### 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](http://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. If getting to a testing center is a problem let me know at the beginning of the semester and we can work out something

considering there are many testing centers locally and nationally. Check here to find one near you:  
<http://www.ncta-testing.org/cctc/find.php>

From Testing Center: **WKU DELO Testing Centers does not charge a fee; however, the WKU Remote Proctoring Network includes proctor locations who charge for the proctoring services as well as those who do not charge. Students are responsible for payment of any proctoring fees if they choose to use a proctor who charges a fee for this service. Students are also responsible for any additional fees that might be associated with the use of a particular proctoring site, such as parking fees.**

### *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* **NO MOBILE DEVICES PLEASE—Take Quizzes on desktop/laptop only.**

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.” Students who are absent a total of two weeks worth of class 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 as much 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 Dr. Hall” 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.

*Virtual Chats:* **All chat times are in Central Standard Time.**

We will have real time/virtual chats at night before our exams or when needed. I will be posting the time and date on our announcement page periodically during the semester.

*Late work:* (Poetry Project)

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. Ten points will be deducted for each day an assignment is late. Our "days" end at 12:00 am CST, midnight.

**Postings** will not be accepted late since it is a discussion and posting after the due date defeats the purpose of the assignment. Please budget enough time to post by the deadline and in the specific stipulations so you can receive full credit.

Typically no make-ups for quizzes. They need to be completed by the due date listed. If there is a technical glitch please e-mail me as soon as possible and we will work together to find a solution. I will **only allow one make up due to a proven/documented technical glitch**, so make sure you are in a quiet, internet secure place when taking quizzes.

*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 misconstrued)
- reread everything you type
- use spell check always
- if you want to convey an emotion use ☺ or type lol (laugh out loud)
- be respectful always

**Don't**

- start flaming (Flaming can be defined by making pointless or hurtful messages or just posting to see your own typing. Flamers are often banned or ignored in a forum or chat room. An online argument that becomes nasty or derisive, where insulting a party to the discussion takes precedence over the objective. Urban Dictionary.com)
- disagree without explaining why and giving proof from our readings to back up your ideas
- type hurtful things
- go too long without asking a question if you are frustrated

Behaviors that disrupt the sharing of knowledge will invoke one e-mail or phone warning; if repeated, said student will lose 10% off their final grade (equivalent to one grade level) and then the said student may be removed from the course. 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.

### **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 100, 200, and 300 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 Foundations category English course. When extenuating circumstances arise—for example, if a student in the military 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.

### **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.

### **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. The 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.

## Assignments

Below is a chart of all the reading for this class, the assignments and the date each one is due. This syllabus is subject to modification.. All readings are found in the text unless marked as a **scanned reading** and they are found in **Course Documents**.

Date last modified: Aug. 25 2019

GDB=Group Discussion Board

Course Intro	Weekly Readings	Weekly Assignments	Tuesday Due Dates	Notes
1.0	Introduce yourself to class --brief paragraph --post photo Syllabus quiz	Go to "Course Documents" and click on "Orientation Project" for directions.	9/3 (11:59 pm CST)	
<b>Fiction</b>				
Module 1.1	<b>Scanned material found in Terms to Study</b> Introduction to Literature/Fiction & Reading & Analyzing Short Fiction/Plot  <b>Creative Pieces</b> <u>Scanned Reading</u> -John Cheever "Reunion"  -Nathaniel Hawthorne "Young Goodman Brown"	Review Terms Application/Content Quiz  Group Discussion Board Posting on "Young Goodman Brown"	9/10 (11:59 pm CST)	
Module 1.2	<b>Scanned material found in Terms to Study</b> Character // Theme  <b>Creative Pieces</b> -Wright, "The Man Who Was Almost A Man" -Chopin, "The Story of an Hour"	Review terms Term Application/ Reading Content Quiz  Group Discussion Board Posting on "The Story of an Hour"	9/17 (11:59 pm CST)	
Module 1.3	<b>Scanned material found in Terms to Study</b> Point of View / Setting Style and Symbol  <b>Creative Pieces</b> -Walker "Everyday Use" -Mason "Shiloh"	Review Terms Application/Content Quiz  Group Discussion Board Posting on "Shiloh"	9/24 (midnight) (11:59 pm CST)	Pick a story to analyze for your fiction essay!
<b>Fiction Exam</b>	Schedule an appointment at a testing center; you have a week to take the exam.	Remember you are also working on the drama unit this week!	Exam: Thur. 9/26 to Mon. 9/30	

Drama	Weekly Readings	Weekly Assignments	Tuesday Due Dates	
Module 2.1	<p><b>Scanned material found in Terms to Study</b> Introduction to Drama Plot/Tragic Flaw</p> <p><b>Creative Pieces</b> Othello Act I</p>	<p>Review Terms Application Quiz</p> <p>Othello Act I Study Guide Posting</p>	<p>10/1 (11:59 pm CST)</p>	<p>Write draft of fiction essay!! 1 scholarly source required (use WKU library)</p>
Module 2.2	<p><b>Scanned material found in Terms to Study</b> Characterization</p> <p><b>Creative Pieces</b> Othello Act II &amp; III</p>	<p>Review terms Application/Content Quiz</p> <p>Othello Act II &amp; III Study Guide Posting</p>	<p>10/8 (11:59 pm CST)</p> <p><b>Enjoy your Fall Break! 10/10-10/12</b></p>	
Module 2.3	<p><b>Scanned material found in Terms to Study</b> Theme // Diction // Melody</p> <p><b>Creative Pieces</b> Othello Act IV &amp; V</p> <p><b>Fiction Essay</b> Attach your essay in the Quizzes, Exam &amp; Essay area in Blackboard.</p>	<p>Review Terms Application/Content Quiz</p> <p>Othello Act IV &amp; V Study Guide Posting</p> <p>-View <i>Othello</i> movie:)</p> <p>Use .doc (word) or .rtf (rich text) format</p>	<p>10/15 (11:59 pm CST)</p> <p><b>10/18</b> (11:59 pm CST)</p>	<p>Fiction Essay Due!</p>
Module 2.4	<p><b>Scanned material found in Terms to Study</b> Spectacle // Realistic Drama, The Modern Stage, and Beyond</p> <p><b>Creative Pieces</b> A Doll's House Act I &amp; II</p>	<p>Review Terms Application/Content Quiz</p> <p>Doll's House Act I &amp; II Study Guide Posting</p>	<p>10/22 (11:59 pm CST)</p>	
Module 2.5	<p><b>Creative Pieces</b> A Doll's House Act III</p>	<p>Doll's House Act III Study Guide Posting</p> <p><b>No Quiz</b></p>	<p>10/29 (11:59 pm CST)</p>	
<b>Drama Exam</b>	<p><i>Schedule an appointment at a testing center; you have a week to take the exam.</i></p>	<p><i>Remember you are also working on the poetry unit this week!</i></p>	<p><b>Thurs. 10/31 to Mon. 11/4</b></p>	



Poetry	Weekly Readings	Weekly Assignments	Tuesday Due Dates	
Module 3.1	<p><b>Scanned material found in Terms to Study</b> Introduction to Poetry // Lyric, Narrative and Dramatic Poetry</p> <p>Language of Poetry</p> <p><b>Creative Pieces</b> -Bishop "The Fish" -Williams "The Red Wheelbarrow" -Hardy "Ah, Are You Digging on My Grave"</p>	<p>Review Terms Application/Content Quiz</p> <p>Read poems/Group Discussion Board Posting on "The Fish"</p>	11/5 (11:59 pm CST)	Review Course Documents for example poetry presentation and grading criteria
Module 3.2	<p><b>Scanned material found in Terms to Study</b> Free Verse, Open Form, and Closed Form</p> <p>Figurative Language</p> <p>Repetition: Sounds and Schemes</p> <p><b>Creative Pieces</b> <u>Scanned Reading:</u> Frost "Home Burial" -Burns "John Barelycorn" (Study Allegory for Burns Quiz)</p>	<p>Review Terms Application/Content Quiz</p> <p>Read poems/Group Discussion Board Posting on "Home Burial"</p>	11/12 (11:59 pm CST)	
Module 3.3	<p><b>Scanned material found in Terms to Study</b> Allegory and Symbol // Tone</p> <p><b>Creative Pieces</b> -Hughes, "Theme for English B" -Roethke, "My Papa's Waltz"</p>	<p>Review Terms Application/Content Quiz</p> <p>Read poems/Group Discussion Board Posting on "Theme"</p>	11/19 (11:59 pm CST)  <b>Holiday Break</b> <b>11/27-11/29</b>	Use 11/20 – 11/26 for Group Poetry Project
Module 3.4	<p><b>NOTE: Only 2 weeks to work on the poetry project. Start early by assigning roles and designating tasks!!</b></p> <p><b>Cite all your research using MLA documentation (must have a work cited slide and use intext citations)</b></p>	<p>Poetry Group Project Due=</p> <p>Reply" on Discussion Board to TWO other poetry projects Due=</p>	12/6 (Fri.) (11:59 pm CST)  12/10 (Tue.) (11:59 pm CST)	
<b>Poetry Exam</b>			<b>12/7-12/12</b> (Sat - Thur)	

