English 200-700
An Introduction to Literature Online
Fall 2020

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Office Hours Via Zoom	To be announced on Bb

Welcome to our English 200 syllabus.

I love teaching literature! I have tried to choose literature selections that are interesting to students. I look forward to our time together.

Textbook Information

I am not requiring a textbook for this class. All the readings will be available via PDFs in Blackboard. If you do not like reading material via a computer screen (which I completely understand), then I recommend printing off the PDFs.

If you would really like to have a textbook, you may buy any edition of X. J. Kennedy's *Literature: An Introduction to Fiction, Poetry, Drama, and Writing.* That textbook would have some, but **not** all of our readings.

Required Materials

Because computer/internet failure will not be an excuse to turn in something late, the course requires the following things:

- ✓ **Your own computer:** I don't want you to have to rely on a computer lab to be open/available. (A tablet/phone will not work for this course. Typically, the device will kick you off during quizzes/other assignments or the device won't be compatible with Respondus Lockdown Browser, which is free software available via Blackboard that is needed to take quizzes and exams in the class.)
- ✓ **Access to a fast, secure internet connection**: I don't want you to be frustrated if you routinely get booted out of quizzes and end up with zeros.
- ✓ **Microsoft Word:** You are required to upload essays as Word documents. If you are taking this class with me, you are considered a WKU student and can obtain Microsoft Office 365 (which includes Word) for free. Go to WKU's main page, type "Microsoft Office 365" in the search box, and follow the directions.
- ✓ **Schedule (found on Blackboard under the Syllabus/Schedule folder): I highly recommend that you print off the Schedule and cross each assignment off as you complete it.** All the assignments for the entire course are spelled out here, along with due dates and times. This document is critical to your success. Don't just click around on Blackboard and hope that you are finding all the assignments because you will miss valuable material.

Communication

How, when, and where we communicate is a very important part of the course. I will communicate with the class using the Announcements page (and I will also send a copy of the announcement to your WKU email). I ask that you check the Announcements page of our Bb site/your WKU email once a day during the week.

Ask the Prof Forum on Blackboard
When you have a question about the class in general or an assignment (not private matters), please use the forum "Ask the Prof" on the Discussion Board.
If you have a question, there is a good chance someone else does as well. We can all benefit by using this format. Students are welcome to chime in on this forum, just as you would if we were in a face-to-face class.
If you ask a question and I haven't responded within 48 hours, please send your question in an email to me. I am subscribed to this forum (meaning anytime someone posts in that forum, I receive an email alert – you can subscribe, too – check the forum for details), so there shouldn't be any problems.

Private Questions
For private questions (for example, about your grade), you can email me.

Email
Feel free to email me anytime; however, please allow 1-2 business days for a response (not including weekends).
Due to privacy concerns, I can only communicate with you via *your WKU email* (not a Gmail, etc.) because I need to make sure I am really communicating with you, especially about private matters, like your grade.
If you send me an email, please include English 200 Online in the subject line.
Put your best self forward and reread and revise your email for typical writing issues. Everyone (definitely including myself on this matter. ☺) makes errors and typos, but there is a difference between "Hey. Did I miss any thing n class 2day?" and a minor typo or an accidental misspelling in an email.

Class Information Board
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, and terms/readings on the Class Information Board in the Feedback Area.

The Water Cooler
"The Water Cooler" is a place set aside for students to discuss any type of issues as you would before and after a face to face 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. This forum is for students only, so I will not be checking it.

Course Description

Prerequisite
English 100

Catalogue 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.

<u>Colonnade Learning Outcomes Met by This Course</u>
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 Polices and Information

<u>Blackboard Access</u>
Go to WKU homepage (<u>www.wku.edu</u>), type "Blackboard" in the search box.
Enter your user name (your net id – the first three consonants in your first name and a five digit number) and your password (the same as your email password). Click on our course name (link). **<u>Blackboard tends to work best using Mozilla Firefox or Google Chrome.</u>**

<u>ITS Service Desk</u>
The ITS Service Desk can help you with a variety of technical problems via https://www.wku.edu/its/service-desk/. I am here to help you with English; they are there to help you with technology.

<u>Attendance</u>
You are responsible for all course information, reading, and activities.   If you are "missing in action," meaning you have not contributed to our course for two weeks (two due dates), you will earn an automatic **F**.
University policy states, "Registration in a course obligates the student to be regular and *punctua*l in class attendance." Students who are absent/not participating for a total of two weeks of class meetings must either withdraw by the official withdraw date or expect an **F/FN** for the semester.

<u>Participation</u>
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.

Late Work Policy (Not Accepted)
Since this course in 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. Our "days" end at 11:59 p.m. (end of the day) central standard time.

Please see the ***Schedule*** (located in the Syllabus/Schedule folder) in Blackboard to see all the assignments, due dates, and times. I strongly recommend printing this document out and crossing off each assignment as you complete it. This step will help you to stay on top of the course. ***Be sure to turn your work in on time because I do not accept late work.***

Special Requests
My goal is to be completely fair across the board to all students. I do not grant special requests or give special treatment to any student. By signing up for and staying in this course, students are agreeing to these terms. If students ask for special request/treatment, they will be referred to this syllabus.

Course Content

Description of Group Discussion Board (GDB) Weekly Postings
In this course, I consider GDB postings to be a form of serious, thoughtful, 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 crafting your responses.

Questions will be posted for you and your classmates to discuss in your group discussion boards. **I will be looking for the date and time of your postings as well as the quality of both postings to give credit.** I will read but not respond on your Discussion Boards. College-level classes focus on the *students* generating meaning from the readings or ideas regarding the essays.

Use the following information as a checklist for your work.

Directions/Grading for Group Discussion Board (GDB) Weekly Postings
In order to be successful for these assignments BE SURE TO ANSWER A NEW (meaning no one has attempted to answer it yet) QUESTION in your Group Discussion Board. If a question has already been answered, and you answer it again – even if your answer is different, YOU WILL EARN A ZERO. It will only take a moment to read the replies that are already there before selecting your question. I don't want anyone to go through the trouble of constructing a beautiful response to a question, and then earning a zero because someone already responded to that question…☹
Here are my guidelines for Discussion Board Postings:
1. **New and Properly Labeled:** The student responds to a question that no one else has attempted answering yet. Always label your post in the Subject Box with the question number. Then copy and paste the question you are answering above your answer in the message box. (Doing so will help everyone stay organized

and prevent anyone from accidently answering a question that has already been answered, thus earning a zero).

2. **Quantity:** The student has responded FULLY to a question on a particular reading. A student's first post/original answer to a question should be at least a100 word response. The 100 words will not include any quotations you have used. The word count is for your original words only. A reply should be at least a 50 word response. ***Please address the student via his or her name when replying to the post because doing so helps me have context while grading.*** A simple "Hello [Insert Student Name Here]" is fine.

3. **Quality:** The student creates insightful and critically reflective comments about the questions, showing that he or she can analyze and interpret the author's meanings. There is a balance between the student's thoughts (the majority) and the support (the minority). The student responds to one other student's post. The student's response should not be: Yes, I agree. Instead, the student needs to do one of the following:
a) respectfully disagree and tell us why or
b) agree and *extend the argument with new information.*
Please try to reply to someone new, who hasn't gotten a reply yet. If everyone replies to the same person, it is not much of a discussion.

4. **Support:** The student uses a supporting quotation. Quotations are introduced and properly punctuated, using MLA style, followed by an in-text citation. **Use the page numbers for fiction and drama, and the line numbers for poetry provided on the PDFs (or if you hover above the PDF, it will give you page numbers as well), please.** Summaries and paraphrases will not be accepted. IMPORTANT: Use the Guide to Integrating Quotations for Fiction, Drama, and Poetry, located in the Course Documents folder, to create properly formatted support for your work.

5. **Language Usage**: The student uses proper grammar, spelling, and punctuation.

6. **Original Thought:** The student uses his or her own brain to develop the responses. The student does NOT consult or use any other sources other than the story, poem, or play assigned *(unless the question specifically asks for an outside source)*; using outside sources when they are not asked for can violate the plagiarism policy for this class, and the student risks failing the class for plagiarism.

Grading Criteria/Issues with Postings on Discussion Board
Needed to post by the due date = -10 (remember late work is not accepted)
Needed to make an original post with quote/in-text citation = -6
Needed to reply to another student = -5
Needed to use a quote for support = -4
Needed to correct an improperly formatted quote/in-text citation = -3
Needed to address a student by name in the reply = -2
Needed to label the subject box with question number/copy and paste the question in the message box = -2
Needed to add an in-text citation = -2
Needed to use proper period placement with an in-text citation = -1

Deductions Vary on These Issues:

Needed to fulfill the word count (the word count does *not* include quotes)

Needed to focus on proofreading

Needed to answer the question fully

Needed to address something specific from the text

Needed to address a specific classmate/question

Needed to work on critical and insightful thoughts/comments and/or support your ideas further

The Mechanics of Posting
1. Go to Group Discussion Board.
2. Go to the title of the current literature we are working on.
3. Click the link/title of the literature, which will open the forum.
4. Read the list of questions inside the forum and anything else I have posted there, along with any responses completed by students.
5. Choose a question to answer and copy it.
6. Go back out of the list of questions by going to the bottom of the page and clicking OK.
7. At the top of this page, choose "Create Thread."
8. In the subject line, add the question number - like Q3- to help people not answer the same question twice.
9. In the message box, copy and paste the question you are answering at the top of your post.
10. Then answer the question in the message box.
11. Click on Submit when you are finished.
12. When you are ready to reply to another student, use the actual Reply button at the bottom of his or her response and remember to address that student by his or her name.

3 Unit Exams
We will complete 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. Each exam will require a formal essay with a specific word count along with additional material. You must download the Respondus Lockdown Browser (it is free and available on Blackboard via the top toolbar) to access the exams. More information will be available on Blackboard.

The exams will be given during several of days. Since several days are provided, there will not be any extension of test dates for any reason. **If you miss the exam, expect a zero.**

Essays
Students will write literary analyses of at least three different genres, with a total word count of at least 3600 for all formal writing in the course. See the Essay Information and Submission folder on Blackboard for more information. My goal is a one to one and a half week turnaround time on essay feedback/grading.

How to Submit Your Essays on Blackboard
Warning: You only have one attempt to upload your essays to Bb, so be sure that you are not uploading anything but the final draft as a Word document ONLY.
If I cannot open your document or you upload the wrong document, you will be given a zero and not allowed to upload again.
In addition, be sure to begin the upload process early – at least 15 minutes before the due date and/or when the IT Service Desk is open, in case there is an issue.
Go back into Bb to confirm that the upload was successful; you should be able to open your essay. Remember – late work will not be accepted. Emailed essays will be given zeros.

1. Open your English 200 account on Blackboard.
2. Click the "Essay Info/Submission" folder on the left side of the screen.
3. Click on the area titled "Upload Final Copy of the Essay and/or View the Rubric."
4. Scroll down to "Browse My Computer" and click on it.
5. Locate your file.
6. Click "Open."
7. Under the "Browse My Computer" button, click on the box entitled "I agree to submit my paper(s) to the Global Reference Database."
8. Click the "Submit" button (NOT the Save Draft button).

Peer Review Process
Peer review is an important step in the writing process. Writing is a very personal thing, and because of that, many people feel vulnerable and self-conscious about exposing their writing to others. Please keep this information in mind when commenting on your peers' writing, which does not mean that you can't point out issues - it only means that when you are pointing out something that may need a little polishing, to do so politely. While I have not noticed anything that I personally would call impolite, remember that people are sensitive about their writing, so please use that as a frame of reference.
1) Go into the Class Information Board.
2) Find the Peer Review link for the essay we are currently working on.
3) Click on "Thread" and paste your working TWO page (*at least*) draft, which translates to at least **_500 words_** into the text box. Title the subject heading with your last name and draft: Example: Miller/Draft. Then copy and paste your essay into the Message Box. Do **not** upload your essay as an attachment. I know this step may destroy your formatting; however, essays posted in this format tend to get more feedback.
4) Next click on another classmate's draft, click on "reply," and give that person guidance on what could be added/deleted or made clearer. Use the "Peer Review Guide" in the Essay Info/Submission folder, as well as the rubric that is in that same folder, to help with comments on unity, support, coherence, and sentence skills.
You should write approximately 100 words responding to a student's essay. Comments like, "Good work" or "Work on your grammar" will earn zero points.

Point Break Down for Peer Reviews:
Posting (*at least*) a two page draft by the deadline = 15 points total
Peer reviewing a classmate's work with quality comments/suggestions (100 words) = 10 points total

Quizzes

In an effort to help you be successful in this course, there are several application/content quizzes over the literary terms (found in Terms to Study folder) and the literature. The quizzes are timed and prohibit backtracking, meaning once you have submitted an answer to a question, you cannot go back and change it. Some multi-answer questions will be have all or nothing point values. You must download the Respondus Lockdown Browser (it is free and available on Blackboard via the top toolbar) to access the quizzes. **Quizzes** **_cannot be retaken._**

Course Schedule

I will provide you will a complete, detailed schedule with due dates/times on Blackboard in the Syllabus/Schedule folder, but below is the general order we will follow.

Module 1.0	Orientation
Module 1.1	"Young Goodman Brown" "Reunion"
Module 1.2	"Good Country People" "The Story of an Hour"
Module 1.3	"Everyday Use" "The Lottery"
Module 1.4	Exam Formal Essay
Module 1.5	Peer Review
Module 1.6	"Shiloh" Essay Due
Module 2.1	"Trifles" "POOF!"
Module 2.2	"Beauty" "Soap Opera"
Module 2.3	"El Santo Americano" "Click"
Module 2.4	"When LA Erupted in Anger" "Scenes from Twilight: Los Angeles"
Module 2.5	Exam Formal Essay
Module 2.6	Peer Review

Module 2.7   *Doubt / Oleanna*
              Essay Due

Module 3.1   "The Fish"
              "Ah, Are You Digging on My Grave"

Module 3.2   "Home Burial"
              "John Barleycorn"

Module 3.3   "Theme for English B"
              "My Papa's Waltz"

Module 3.4   Exam
              Formal Essay

Course Grade Information

Grading Scale
100-90% = **A**   89-80% = **B**   79-70% = **C**   69-60% = **D**   59-0% = **F**

Grade Policy
I do not drop the lowest grade on any assignment in the class, and I do not offer any extra credit. Your grade is your grade; I will not do any rounding. An 89.9% is still a B.
I will use Grade Center on Blackboard, but the formal, official and final paper grade book will be in my office.

Incompletes
Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise – for example, if a student is 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 in good standing (C or higher) in the course.

Resolving Complaints about Grades
While final grades are non-negotiable, the first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. Please contact me if you think I have miscalculated your grade.
See the Student Handbook, available at http://www.wku.edu/handbook/ for additional guidance.

University Information

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 English 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.

ADA Accommodation 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, Discrimination, Harassment
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 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.

Honor Code

As the professor for this course, 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.

Plagiarism

I take plagiarism issues very seriously. Several students failed their essays in prior semesters because of plagiarism issues. Specifically, students should only use their brains and the literature presented to them to create their essays. If a student is struggling, please set up an appointment with me or the writing center. I am happy to help students in person (now via Zoom) or via email. This semester, I will be taking a very hard stance on plagiarism – and be prepared to fail the course, not just the essay, if students choose to engage in plagiarism. The safest and highly recommended course of action is not to peruse the internet for any information on the literature. Once a student has taken that step, he or she will not be able to gauge how much or how little that information will have shaped his or her thoughts and will be in the danger zone.

For the discussion board assignments, a few questions ask students specifically to do research about a certain topic. However, the vast majority of questions do **NOT** ask for

any research whatsoever; those questions should be answered using only your mind and the literature in question. Students should not seek any outside sources to answer discussion boards, unless it is expressly asked for in the question. If a student does use an outside source to answer a discussion board when it is not asked for, it will be considered plagiarism. Again, please contact me if you need assistance.

<u>There is zero tolerance for cheating and plagiarizing in any form. If a student is found cheating or plagiarizing (on essays, quizzes, discussion boards, or any assignment), that student will receive a failing grade for the course without the possibility of withdrawing from the course. Other disciplinary action, as noted in <i>The Student Handbook</i>, may occur, as well.</u>

Please read the English Department's Frequently Asked Questions about Plagiarism listed below for more information. Once more, if students have questions about plagiarism, please contact me. I am ready and willing to help ☺ – or students can go to one of the campus tutoring centers.

English Department's Frequently Asked Questions about Plagiarism

What does it mean to plagiarize?
According to Webster's International Dictionary, the definition of plagiarism is "to steal or purloin and pass off as one's own the ideas, words, or artistic production of another; to use without credit the ideas, expressions, or productions of another."
Basically, plagiarism comes in three forms: "fraud," "patchwriting," and "insufficient or undocumented paraphrasing." In brief, each paper that you turn in and every sentence in it must be written completely by you, or you must give proper credit to the other writers for their ideas and words. In addition, most teachers consider handing in papers that were written for other classes to be a form of plagiarism. New papers should be written for each assignment unless your teacher indicates otherwise. Remember that writing teachers are experienced at picking out papers that contain plagiarism. Do not be tempted to download papers from the web or to "recycle" papers from other students.

Why shouldn't I plagiarize?
Most people consider plagiarism to be ethically and morally equivalent to lying, cheating, and stealing. When you plagiarize, you have stolen another's work. Further, you shortchange your own education and compromise your ethics. Additionally, you risk damaging your grade for the assignment or the course, and you risk damaging your GPA and your academic or professional career. Plagiarism is a very serious academic offense. In a way, the very foundation of the American educational system rests on the issue of trust, and this trust depends on an honest exchange between students and their teachers. Just as students need to trust that teachers are honest about grading, teaching, and advising, teachers need to trust that students will be honest when taking tests and writing papers. Plagiarism, or any type of cheating, seriously undermines this foundation. This sort of dishonesty indicates that there may be serious questions about the offending student's ethics, and the stigma of this unethical behavior may follow the student for years—decreasing the student's chances of success in academic and professional work.

What can happen to me if I plagiarize?

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. Your instructor may be understanding and tolerant of "accidental" plagiarism; however, you should check with your teacher if you have any doubts about whether you are committing plagiarism in a paper.

What is "fraud"?

Turning in a paper that was written or partially written by anyone else is "fraud." In this case, "anyone else" includes everyone but you. You may not turn in a paper that was written or partially written by your parent, your boyfriend or girlfriend, your spouse, your sibling, a friend, a stranger, another student, a professional or amateur author, or anyone else.

What is "patchwriting"?

"Patchwriting" is taking several other texts that were written by others, piecing together these ideas or words into a single paper, and turning in that paper as your own work.

What is "insufficient or undocumented paraphrasing"?

"Insufficient paraphrasing" occurs when not enough of the original language and sentence structure of the source is changed for a paraphrase. To paraphrase correctly, major words and basic sentence structure should be changed from the original. "Undocumented paraphrasing" is taking sections of another's words or ideas and changing them into your own words without giving the writer proper credit. A paper should not be made up of a series of paraphrases. Use paraphrasing to support your own ideas and not to construct your paper.

Does this mean that I can't get help writing my papers?

You can. All successful writers rely on other readers to help make their writing better. In fact, going to the Writing Center or having another student or friend read your papers before you turn them in is generally a good idea. Often, classes will have "peer review" sessions that allow other students to read and comment on your papers. However, you should never let anyone else sit at the computer and type in words or hold the pen and write in words. Ask readers to limit their responses to letting you know where you might make changes (for example, word choice, spelling, confusing sentences, awkward structures, organization.) Even if you decide to take a reader's advice, you should not let her or him make substantial changes to your work.

Does that mean that I can't look at what other people have written to get ideas for my own paper?

You can. However, if you write about what these other people have written on the subject or if you quote them, use their original ideas or language, or paraphrase, then you must give them credit in your paper. All sources, no matter how briefly used, must be cited.

How do I do that?
Part of the instruction in your writing classes is designed to teach you how to give credit properly to these other writers. If you plan to look at what other writers have said about a topic you have been assigned, you should check with your teacher to establish whether or not this is permitted for any particular assignment and ask to receive instruction in how to give proper credit in your paper.

Can I plagiarize by accident?
Yes. Occasionally, students do get confused about plagiarism. If you are unsure about whether you have plagiarized, you should talk to your teacher before you hand in your paper. If you are having trouble writing your paper, do not be tempted to plagiarize; instead, ask your teacher for additional help with the assignment.

*This syllabus/course description is subject to change as determined by the professor.
**By remaining in this course, you are agreeing to adhere to the syllabus in its entirety.