

## ENGLISH 200-720: Introduction to Literature (3 cr. hrs.)

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Instructor: Dr. Peggy D. Otto

Cherry Hall Office: CH 109F

Phone: 270 904-2799

Virtual Office Hours: MTWR 1:00-2:00

Term: Fall 2021

Class Meeting Time: Zoom T 11:10-12:30

Class Location: Online

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**Welcome to English 200**, an introduction to the study of literature! I hope that you will find this course to be an opportunity to explore questions and answers about human life that have troubled and fascinated people since the beginning of recorded history. As we read, talk, and write together, you can expect to join a conversation that has gone on for centuries all over the world. You will have opportunities to add to that conversation in a community of readers and writers.

In keeping with our focus on exploring what it means to be human, we will consider literature alongside other disciplines in the arts and humanities and social sciences, i.e., art, music, film, history, philosophy, sociology, psychology, and religion. We will see how the literary genres of fiction, poetry, drama, film, and creative non-fiction address themes important to human beings across the ages—themes such as coming of age, struggling with identity, relationships with family and friends, attitudes toward nature, education, love, work, and old age.

Throughout the semester, you will work on developing skills of close reading, reflective reading, literary research, and interpretation that will make your reading of literary texts deeper, more engaging, and more satisfying. You will also work on developing your writing skills by formulating questions, exploring textual evidence, and making and defending claims about literary texts: what they say, what they mean, how and why they use language the way they do to share human experience and communicate insights about the human condition.

You should also expect to improve your academic vocabulary through extensive reading of a variety of texts. You can expect to improve your ability to understand and use some basic specialized vocabulary of literary criticism. Some findings indicate that reading, thinking, and talking about literature enhances skills useful in many professions and in daily life, such as the ability to take alternate perspectives, to engage empathetically, to understand cultural differences, to draw and question conclusions, and to enhance self-understanding.

Beyond all these other benefits, reading literature can provide thrilling experiences with people, places, and situations we likely would not encounter in everyday life. It allows us to exercise our human imagination in ways that are emotionally and intellectually satisfying

**Course Pre-requisite:** ENG 100

**Course Description:** English 200 is an introduction to reading literary prose, poetry, and drama at the college level. Reading assignments in the course are designed to encourage critique and analysis of texts and to increase discernment about the nuances of language used in a text.

**Catalog 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. English 200 fulfills the B. 1 (Humanities/Literature) general education requirement. The course will help students attain these general education objectives: (1) proficiency in reading, writing, and speaking; and (2) an informed acquaintance with major achievements in the arts and humanities.

### **Required Texts:**

Halpern, Daniel, ed. *Plays in One Act*. New York, 1991. ISBN 13: 978 0 88001 490 8.

Williford, Lex and Michael Martone. *The Scribner Anthology of Contemporary Short Fiction*. New York, 2007. ISBN: 978 1 4165 3227 9.

\*Be sure you bring the appropriate text to our zoom classes as we will be referring to specific pages and passages during our discussions. Failure to bring the book to class will detract from your participation.

\*Other texts can be accessed through Blackboard. On the days that we discuss texts from the Blackboard collection, you need to bring a printed copy of the work(s) assigned.

### **Other Required Materials:**

\*Download a good dictionary. Bookmark it or place it on your desktop for quick access. You will frequently need to look up words from your reading to check for alternate meanings or unfamiliar usages.

\*Printing: Some of the literary texts that we will read will be posted on Blackboard, so you should have reliable internet access and access to Blackboard. You also need access to a printer. You will be required to print and bring the Bb texts to class, so be prepared to cover any printing costs, whether for your personal printer or one on campus.

### **Important Dates:**

Last day to add a class or drop a class without a grade: August 30

Last day to drop a class with a W: November 1

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

### **Other dates of interest:**

Labor Day (September 6): no classes—university closed.

Fall Break (October 14-15): no classes, WKU administrative offices open.

Thanksgiving Break (November 24-26): no classes, university closed.

Final examinations: December 6-10 (The schedule is available at

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

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 Grades:

* Formal Papers	50% = 500 pts.
<i>Paper #1 (20% = 200 pts.)</i>	
<i>Paper #2 (30% = 300 pts.)</i>	
* Exams	
<i>Module #1 (10% = 100 pts.)</i>	30% = 300 pts.
<i>Module #2 (10% = 100 pts.)</i>	
<i>Module #3 (10% = 100 pts.)</i>	
* Short Assignments & Quizzes (including Discussion Posts and Rough Drafts of Major Papers))	20% = 200 pts.

**Informational Grade:** I will post your grades on Blackboard within a reasonable time after the work is turned in. At any point in the semester, you may request a report of your progress in the course by setting up an appointment with me during my virtual office hours. I will not provide grade reports via e-mail.

### Final Grading Scale:

1000-900	A
899-800	B
799-700	C
699-600	D
Below 600	F

\*I do not round up. If your final score is 899.9, your grade is a B. Please note in what follows that deductions from your final score will be made for poor attendance and participation. I will let you know ahead of time if you are in danger of losing points for attendance and participation.

### Course Policies

**Attendance:** The following remarks concerning attendance and participation refer to attendance at the weekly class zoom meeting.

This is a lecture and discussion course, and your attendance is essential. We will do frequent in-class individual and group work. Therefore, absences affect your classmates' learning as well as your own. **Each absence after the second will reduce your final grade (1000 point scale) by 50 points.** For example, if your grade is 850/1000 and you have missed five class meetings, your grade will be reduced 50 points each for the third, fourth, and fifth absences, totaling 150 points

reduction and bringing your 850/1000 B down to a 700/1000 C. I do not differentiate between excused and unexcused absences; if you are not in class, it counts as an absence. You should be careful to save your two non-penalty absences for unexpected events such as family emergencies, illness, accidents, and doctor appointments, all of which will count as absences.

Exceptions will be made for athletes and those who participate in university events for which your attendance is required on a date that this class meets. For those events, official university excuse forms must be submitted. **I must be notified in advance of absences required for university-sponsored events. Any work due during those missed classes must be submitted prior to the missed class unless we reach some other agreement in advance.**

**Occasionally, a student experiences circumstances beyond their control that cause them to miss several consecutive classes. In this instance, I will meet with the individual to discuss appropriate arrangements. Sometimes, it is best to drop the class when such circumstances are likely to affect the student's success in the long run. We will talk about best outcomes for the affected student on a case-by-case basis**

As a courtesy, you should contact me if you have a need to be absent; however, this will not allow for a late assignment to be marked "on time" or for attendance and participation points to be retained if you go beyond the two-absence limit.

**Promptness:** Attendance will be taken promptly at the beginning of class at each scheduled zoom meeting. Check-ins will be required periodically during each zoom class meeting.

**Participation:** Participation in class discussions/activities/workshops not only is essential to your learning but also demonstrates an attitude of respect and personal responsibility.

I expect you to come to class prepared to listen, respond, and take part in class activities. As mentioned above, the first steps to participation are attendance, promptness, and attention. Points will be deducted from your final grade for poor attendance (missing more than two classes). In addition, **points may be deducted from your final grade for the following: coming to class without the appropriate annotated text(s), evidence of frequent inattention during class, and not engaging in group work productively. I will note and let you know that I have noted instances of poor participation on your part. Once you have been warned, I will deduct points for each instance of non-participation that occurs, up to 50 points from your final grade.**

**Class Disruption:** Our class time is our class time and we owe it to each other to leave outside of class those things that do not advance the class for all of us. You are expected to remain in class throughout the entire scheduled zoom class time. Arriving late, popping in and out, or disappearing early are considered disruptive to the class and may result in grade deductions.

**Incompletes:** An incomplete grade may be given only when you fail to complete course requirements due to documented extenuating circumstances beyond your control. If you have a personal or medical crisis that comes up near the end of the semester, you should discuss your situation with me, and I will make a decision about giving you an incomplete. I will consider an incomplete only if you are in good standing in the course at the time of your request.

**Late work:** Assignments must be submitted electronically on the specified due date. Late work, including drafts of major essays, may be accepted for feedback, but will not receive points. Exceptions are the major essays, which will receive grade reductions of half a letter grade (B to B-, C+ to C, etc.) for each day, not each class meeting, that they are late.

Expect that you might have problems with electronics. Plan ahead. **Technical problems will not be considered acceptable reasons for not turning in work on time.**

### **Requirements for written assignments and submissions:**

All writing assignments (except homework and in-class work) are expected to be typed, double-spaced, 12-pt. font and 1-inch margins, unless otherwise stated in class or on assignment sheets. All papers must include your name, the course, the date submitted, and the word count on the top left corner. Double space and center the title of the paper on the next line. Double space and begin the body of the paper on the next line.

If you turn in a paper that is shorter than the assigned word count for any assignment that has a word-count requirement, you will automatically receive a reduction in the grade for that assignment. This deduction will be in addition to any other deductions for content or style.

**You should proofread all final drafts for capitalization, punctuation, spelling, usage, and sentence structure before submitting.** Points will be deducted from final draft grades for errors in using the conventions of EAE (Edited American English) unless those deviations are intentional to the purpose of the essay. Refer to a good grammar handbook for proofreading guidelines.

**Communication:** You are expected to check Blackboard and your WKU email daily as those are the means I will use to communicate with you. I will respond to e-mails during the day on weekdays, as I am available. I will usually respond to emails M-F within 24 hours or, if received after 5:00 p.m. on Friday, I will respond on Sunday evening. Be sure to share contact information with one or two other members of the class who might also be able to answer questions about the work in case I am unavailable.

I strongly encourage you to see me during my virtual office hours if you are having any problems with the course. If you want to make an appointment, email me and we will set up a time for a zoom conference. I can give simple responses to brief questions via e-mail, but more detailed responses are best done through a conference; therefore, I may reply to an e-mail question by requesting that you schedule a conference.

**Professional Email Etiquette:** When you email me, I expect you to use appropriate etiquette for professional emails. I may respond to a poorly or inappropriately written email by requiring you to revise and re-send it. The Purdue OWL (Online Writing Lab) provides a useful set of guidelines for composing professional emails at <http://owl.english.purdue.edu/owl/resource/636/01/>.

### **Major assignments**

*Formal Papers:* You will write two analytical papers in which you present and support an interpretive claim about a literary text. Each paper will be 7-8 pages long, each a minimum of

1750 words. You will receive detailed instructions for each assignment in class. If you refer to secondary critical sources in these essays, you should use MLA guidelines for references to the sources. You will also use MLA guidelines to refer to sections of the primary texts. Refer to the policy on plagiarism and how to avoid it, found at the end of this syllabus. If you have any doubt about how to cite sources, you should meet with me before turning in your papers. Failure to cite sources is grounds for plagiarism, which carries strong penalties.

The **first paper** will be an interpretation of a short text or a pair of texts from module #1 in which you will make a claim about how the text or text set illuminates some aspect of a common literary topic through writing strategies that we have discussed. You will be expected to support your interpretation with evidence from the text(s).

The **second paper** will be an interpretation of a longer text from module #2 based on the same criteria as the first paper except that you must also apply the lens of a major literary critical approach in your interpretation. You will cite at least one source explaining the literary critical approach that you apply to the text.

*Formal papers will count 500 points or 50% of your course grade—250 points for Paper #1 and 250 points for Paper #2. For each paper, you will receive a content grade based on the strength of your claims and evidence and the effectiveness of the way you present these. I will then adjust your content grade by adding or subtracting points for style and conventions. You may receive up to 5 additional points for correct and effective sentence style, usage, and mechanics or lose up to 15 deducted points for multiple errors.*

A = 225-250    B = 200-224    C = 175-199    D = 150-174    F = 0-149

Style and conventions include but are not limited to the following: *ineffective paragraphing, fragments, run-ons, faulty agreement, faulty modifiers, simplistic or rambling sentences, lack of transitions, poor subordination, simplistic or imprecise word choice, faulty punctuation, spelling, capitalization.*

**Writing workshops:** Writing workshops are an integral part of our work for this class. For each major piece assigned, you will be required to post a working draft online for peer review in your designated peer group. The objective of workshops is to guide your purposeful revision (applying the concepts we have studied and utilizing feedback) of early drafts of your papers toward improved (not just corrected) final drafts. You are also expected to give thoughtful, helpful feedback to the peers in your workshop group. Both posting and responding are required for the workshop grade.

**Quizzes and Assignments:** You should come to class having carefully read each reading assignment. You should bring to class a print copy of the assigned text that you have annotated and underlined or highlighted. This includes looking up the meanings of unfamiliar words, re-reading confusing paragraphs, highlighting or underlining key ideas, and making marginal notes to help your comprehension. **Close reading takes time. If you do not read the assigned works closely and carefully, you should not expect to succeed in this class.** The reading load can be rather heavy in a literature class, and you should be prepared to consistently set aside the time needed to prepare for class.

Class discussions will provide an essential aspect of your learning for this course; therefore, you should always be prepared to participate by posting **responses to the readings on the discussion board before class**. Class discussions will center on the texts, building on the questions in the discussion forum.

On some weeks, you will have short assignments over the readings--other than discussion board postings--to be prepared outside of class. Some weeks, I will give online quizzes over the reading. All these activities will help you to develop close reading and analytical skills.

*Quizzes and assignments (including discussion board posts) will count 200 points or 20% of your course grade. I will drop your lowest two quiz grades, but in the case of an absence that causes you to miss a quiz, you will receive a 0 for the quiz, which will then count toward your two dropped grades*

*To arrive at your points for this component of the grade, I will average the quizzes and assignments (after dropping your two lowest) based on percentage (each item will be graded as a % of 100). Then I will figure the number of points based on that percentage of 200. Example: Your average is 87%. Your points to count toward the total possible 1000 for the class will be .87 of 200, or 174/200.*

**Exams:** You will have three exams during the semester, one on each module. The exams will cover the readings assigned along with literary terms and concepts applicable to the readings. Exams may include identification, multiple choice, short answer, and extended answer questions. The third exam will count as the final exam and will carry the same number of points as the other two.

*The exams will each count 100 points for a total of 300 points or 30% of your course grade.*

### **Academic Integrity and Plagiarism Policies**

**Academic Integrity:** Plagiarism/Academic Fraud occurs when a student knowingly or unintentionally submits another person's published or unpublished (print or web) writing as his/her own, has another person dictate what should be written, or has another person write an assignment and submits that work as his/her own. Students who violate this policy should understand that they are making a decision that may result in failure of this course. On the other hand, students who adhere to this policy make the decision to challenge themselves intellectually; these students decide to abide by ethical principles that illustrate they value the educational opportunities presented to them and that they believe the quality of their contributions should be given a fair assessment compared to that of their peers.

In this course, we trust each other to adhere to the principles of academic integrity discussed in this section of the course syllabus. My assumption is that you will submit work that is your own, that you wish to be evaluated on the quality of your own work rather than someone else's. However, if I begin to question the originality of your assignments, I will ask you in for a conference, during which I will discuss the questionable assignments and will decide whether to submit your work for an originality check through online resources.

Plagiarism or academic dishonesty on any single assignment, including short papers, reflective assignments, and drafts, will result in a course penalty up to course failure. Length or nature of the assignment will not be factors affecting the course penalty. In other words, plagiarism in a one-page paper might result in course failure just as plagiarism in a six-page paper might.

**Recycled Writing:** All writing submitted for English 200 must be produced this semester in order to meet the requirements for this course. Students who continue after initial warning to submit writing completed during previous attempts at English 200 or for other courses may be dropped from the course for non-participation. In other words, you **MUST** produce **NEW** drafts and write on **NEW** topics. Sections are watched very closely to ensure that students comply with this policy.

### **Other Policies and Information**

**From the Student Handbook:** “Registration in a course obligates the student to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week **MAY** be dropped from the course . . . . Nonattendance does not release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete. . . . Students who cease attending class are expected to properly withdraw from the course.”

### **Program Assessment Notice**

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly-selected individuals in all ENG 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://www.wku.edu/policies/docs/index.php?policy=182>> and 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, Deborah Wilkins, 270-745-5396 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.

### **Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and 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 of 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. Bring your writing assignment, flashdrive, and any other materials with you.

### **The Learning Center**

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite

is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. [www.wku.edu/tlc](http://www.wku.edu/tlc)