

“Change”
 ENG 200-D71: Introduction to Literature
“Turn and face the strange.”
 — David Bowie

Summer 2022, D-Term Online
 (July 11 – 29, 2022)

*****As you know, this is a three-week summer class, so considerable daily reading and writing is required. This syllabus is a crucial guide for you to understand what work is required of you and when things are due. Read this carefully and often, especially the course schedule. You can begin reading your first text, *Parable of the Sower*, as soon as you get the book to get ahead before the class begins. The Blackboard site will be open by July 1st, and you can begin getting acquainted with that, and continue reading ahead to your ability then. Good luck—I will be here every day to answer questions and concerns. Reach out any time!*****

Instructor: Elisa Berry (*she/her*)

Email: elisa.berry@wku.edu

Office Hours: Zoom, by appointment via [Calendly](#)

Required Texts and Materials

- *Parable of the Sower* by Octavia Butler ISBN 9781538732182
- All other readings will be provided to you in pdf files on Blackboard.
- **Blackboard Fluency:** You will be expected to be comfortable using Blackboard (Bb), WKU’s online learning management system. This three-week whirlwind of a course is not the time to also be learning how to use it.
- You will need access to a desktop, laptop, or tablet to participate in this course. Many functions of Blackboard are not accessible on phones. If you do not currently have access to a desktop, laptop, or tablet, please get in touch with [TopperTech](#) to borrow one.
- Access to a fast, secure internet connection: I do not want you to be frustrated if you are booted out of quizzes and end up with zeros.
- **Microsoft Word:** You are required to upload essays as Word documents. As a WKU student, you can download [Microsoft Office 365](#) (which includes Word) for free.

Course Description

Greetings!

Welcome to English 200, possibly your only chance to spend a semester reading stories. Storytelling is an art form that humans have used to transmit knowledge, values, and philosophies ever since we first gathered around a fire together and began to reach out to each other through language, images, and physical expressions. To sharpen the focus our discussions, I have chosen “Change” as the theme for the course. Throughout our brief semester we will consider how our readings of stories and characters change over time, as well as how the literature has the power to speculate, highlight, and demand change in our society.

Catalog Description

Introductory study of fiction, poetry, and drama demonstrating techniques by which literary artists reflect the human experience. Substantial student writing about literature will be required. This course fulfills the B.1 (Humanities/Literature) general education requirement. It will help students attain these general education objectives: proficiency in reading, writing, and speaking an informed acquaintance with major achievements in the arts and humanities. This course examines representative works in the major genres of literature (poetry, fiction, and drama), with attention to different time periods, cultures, and diversity. Through online class discussions on Blackboard and through reading and writing assignments, students will question, think, and write critically about literature. The aim of the course is to introduce students to the concepts and methodologies essential to the analysis and appreciation of a significant body of work.

Colonnade Program Description

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.

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 Policies

Communication (It's Key!)

In this fast-paced class, there will be little time for delays, and so it is imperative that you reach out to me if you have any questions, concerns, or confusions—no matter how big or small. I check my email several times a day and will respond within 24 hours.

I will communicate with you as a class almost exclusively through our Blackboard announcements page, so check it daily. You can set up your Blackboard account to notify you of new announcements and I highly recommend you do that. If I need to communicate with you individually, I will do so through your WKU topper account, so be sure you have access to that and also check that daily.

Another important way I will communicate with you is by leaving you feedback on your assignments. You can find this feedback by going to Blackboard and accessing the My Grades folder. Inside that folder, there will be a list of assignments along with your grade. When I leave you feedback, **a blue bubble will appear in this area.** Click that bubble to read your feedback so that you can continue improving your work. This is especially important for the three writing assignments in the course, which will build on each other.

Please do not wait until you are in crisis to reach out to me. I am happy to consult with you at any stage of your work, or to discuss any other issues you are having with the class. **I am here to help you succeed.**

Deadlines & Late Work

Because of the accelerated nature of this three-week course, no late work on quizzes or discussion posts will be accepted. I will accept the formal writing assignments up to three days after the deadline with a daily 15% penalty.

The submission deadline for the work in this course will be **NOON** on the due dates. The rapid nature of the course, combined with the strict no late quizzes policy makes this a more practical deadline time than the typical 11:59 pm. Basically, it will allow me to be available should last minute issues arise regarding submission. If you are a night owl, you are welcome to self-adjust and submit work the night before.

- Deadlines for reading quizzes are **Mondays, Wednesdays, and Fridays at noon** for reading quizzes.
- Discussion board posts, and formal writing assignments are due on **Fridays at noon.**

If you do not think that you will be able to meet the obligations and deadlines provided in the schedule, you should withdraw from the class before WKU's July 22nd withdrawal deadline.

Plagiarism

The key to avoiding plagiarism is to remember that when an idea, phrase, term, definition, or pattern of organization is not your own, you are responsible for giving credit to the source from which you took these elements. Intentional plagiarism will result in penalization that may range from failure for the assignment or entire course, to disciplinary action from the university. Please refer to the WKU Code of Conduct for the university policy regarding academic misconduct. Plagiarism includes, but is not limited to, the following:

- Using someone else's words, ideas, or sentence structure as your own without proper citation.
- Stealing an assignment and passing it off as your own.
- Borrowing an assignment (from either someone you know or someone you don't know, with or without their permission). This includes copying information from the internet without proper citation.
- Paying or hiring someone else (again, either someone you know or someone you don't) to complete your assignment. This includes buying assignments or essays from the internet or elsewhere.
- Turning in the same assignment for more than one class (a.k.a. "double dipping").

On Being Human . . .

Please remember that I am a human being, with likes/dislikes, strengths/weaknesses, beliefs/interests. Just like you and just like your classmates. In this class, I would like us to practice seeing each other's humanity, even as we navigate our discussions through an online format.

I invite you to inform me of anything you think I need to know to better help you succeed and feel welcome in this class. Perhaps you go by a name that is different than the one provided to me. Perhaps you have had difficult experiences that impact your comfort level in the classroom. Or perhaps you have pronouns that may not be immediately clear to me. You are welcome to discuss this with me privately through email or zoom, and you are also welcome to bring this up in our online class.

I also ask that you join me in engaging in appropriate and inclusive classroom behavior. Even in an online classroom. In our discussions we must all work hard to respect each other's lived experiences in terms of races, gender identities, ages, socioeconomic backgrounds, religions, ethnicities, and nationalities. These will certainly inform how each of us individually respond to the text, which at its best makes for fascinating discussion in which we get to learn from each other and get more out of our readings. We will be reading and discussing materials that relate to diverse social issues, and you will have questions. It is always fine to ask questions about unfamiliar perspectives. Attempt to inquire with goodwill and curiosity—also attempt to receive such questions with kindness and an assumption of good intentions. This is truly how we can best learn from each other.

Course Work

Grade Breakdown	
Assignment	Points
Reading Quizzes (8)	25 each (200 total)
Discussion Boards (3)	75 each (225 total)
Close Reading Assignment	100
Essay Proposal	175
Final Essay	300
TOTAL: 1000 points	

Reading Quizzes (8): You will complete **eight reading quizzes** over the course of the term. There will be **more than one quiz each week**, so please be sure to complete every quiz required in a given week. Quizzes can be found under the Quizzes Blackboard menu link.

Discussion Boards (3): Discussion Board posts should be **at least 250 words long** and **include in-text MLA citations, as needed with a list of sources used at the bottom of the post**. You are encouraged to reply to your peers' posts, but it is not a requirement. You must create your own post in order to view the posts created by others. Discussion Boards can be found under the Discussion Boards Blackboard menu link.

Writing Assignments (3):

- **Close Reading Assignment:** In week one, you will choose a passage from *Parable of the Sower* to analyze, showing how this shorter section illustrates the dominant theme of change

in the novel. This will help you practice close reading: focusing on specific words, phrases, characters, and events exemplify overall meaning in a literary text.

- **Essay Proposal:** In week two, you will submit a 300 – 500 word proposal for what you will write your essay about. This will include which texts you have chosen, a working thesis, and why this is your chosen focus for analysis. I will return these to you with my feedback by Monday morning of the third week.
- **Final Essay:** At the end of week three, you will submit a five-to-seven page seminar essay, using the novel *Parable of the Sower* and one other text from our course (a poem, short story, or essay). This essay will explore how change is employed as a theme, and how the two texts you choose reflect this in similar or different ways.

Full prompts for each writing assignment are provided on Blackboard, attached to the submission links.

Course Schedule

<p>Week #1 (July 11 – 15)</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Welcome video (Bb) • Lecture: Octavia Butler and <i>Parable of the Sower</i> • Lecture: Utopia, Dystopia and the short stories of N. K. Jemisin and Ursula K. Le Guin, <i>Mayfield & Affrilachia</i> • Lecture: Close Reading Assignment <p>Read:</p> <ul style="list-style-type: none"> • <i>Parable of the Sower</i> by Octavia Butler • “The Ones Who Walk Away from Omelas” by Ursula K. Le Guin • “The Ones Who Stay and Fight” by N. K. Jemisin • Selected poems from <i>Mayfield</i> by Dennis Rush • Selected poems from <i>Affrilachia</i> by Frank X Walker <p>Quizzes (due on the day listed by noon):</p> <ul style="list-style-type: none"> • Monday - #1 (about the syllabus & chapters 1 – 8 in <i>Parable of the Sower</i>) • Wednesday - #2 (Le Guin & Jemisin short stories, and chapter 9 – 16 of <i>Parable of the Sower</i>) • Friday - #3 (the poems from <i>Mayfield & Affrilachia</i> and chapters 17 – end of <i>Parable of the Sower</i>) <p>Discussion Board Post #1 (due Friday by noon)</p> <p>Writing Assignment (due Friday by noon):</p> <ul style="list-style-type: none"> • Close Reading Assignment
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<p>Week #2 (July 18 – 22)</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Lecture: Retellings & Cinderella stories • Lecture: Riffs on Patriotism • Lecture: Essay Proposal <p>Read:</p> <ul style="list-style-type: none"> • “Cinderella” by Jacob and Wilhelm Grimm (Germany) (Bb) • “Cinderella” by Anne Sexton • One “Cinderella” retelling of your choosing from the global database, 365cinderellas.com (more details on Bb) • “Let America Be America Again” by Langston Hughes • “In This Place (An American Lyric)” by Amanda Gorman • “For You O Democracy” & “I Hear America Singing” by Walt Whitman • “What to the Slave is the Fourth of July?” by Frederick Douglass • “What You Pawn I Will Redeem” by Sherman Alexie • “Welcome to Your Authentic Indian Experience” by Rebecca Roanhorse • “Appropriation of Cultures” by Percival Everett <p>Complete Quizzes (due on the day listed by noon):</p> <ul style="list-style-type: none"> • Monday - #4 (Cinderella retellings) • Wednesday - #5 (American Visions) • Friday - #6 (Alexie, Roanhorse, & Everett short stories) <p>Discussion Board Post #2 (due Friday by noon)</p> <p>Writing Assignment (due Friday by noon):</p> <ul style="list-style-type: none"> • Essay Proposal
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<p>Week #3 (July 25 – 29)</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Lecture: Ecology & the Environment Intro • Lecture: Guest Lecturer! Dr. Wes Berry's talk on mountain top removal • Lecture: Final Essay – Comparative Literary Analysis <p>Read:</p> <ul style="list-style-type: none"> • Chapters 1 & 2 from Rachel Carson's <i>Silent Spring</i> • "The Peace of Wild Things" by Wendell Berry • "London" by William Wordsworth • "Acquainted with the Night" by Robert Frost • "Animal Planet" by Lulu Miller • "Moving Mountains" by Erik Reece • "The Last Mountain" (documentary film) <p>Complete Quizzes (due on the day listed by noon):</p> <ul style="list-style-type: none"> • Monday - #7 (chapters from <i>Silent Spring</i>, Berry, Wordsworth, Frost poems, and Miller short story) • Wednesday - #8 (Reece essay & documentary film) <p>Discussion Board Post #3 (due Friday by noon)</p> <p>Writing Assignment (due Friday by noon):</p> <ul style="list-style-type: none"> • Comparative Literary Analysis Essay
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How to Submit Your Work

All work for this course will be submitted on Blackboard (Bb):

- **Quizzes** will be completed via the Quizzes menu link. Click the correct quiz and complete it by the deadline. Quizzes may not be retaken once submitted.
- **Discussion Boards** will be completed via the Discussion Boards menu link. Click the correct discussion board and complete your post by the weekly deadline. I recommend you type your discussion board post in Word or a similar program and either copy + paste it into the text box and click submit or, if needed, attach your response as a document.
- **Writing Assignments** will be submitted via the Writing Assignments menu link. Click the submission link for the assignment and upload your work. Don't forget to click 'submit'! Double-check that you've uploaded the correct file. If Blackboard is having technical issues when you submit, please email me a copy of your essay as a backup.

Resources, On Campus and On the Internet

SARC Accommodations & Services: 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.

Writing Center Assistance: *The Writing Center on the Bowling Green campus* is offering **only** remote assistance to writers for Summer 2022 courses. Feedback on papers will be provided on weekdays from May 16 – August 4. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on their [website](#) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to writingcenter@wku.edu.

WKU Center for Literacy Assistance: The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the [website](#).

The Learning Center (TLC): [TLC](#) offers free tutoring to all WKU students as well as PASS (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). They are located in DSU. Their phone number is (270) 745-5065.

The WKU Center for Career and Professional Development is located in the Downing Student Union, Room 2001. They will help you navigate your career by providing coaching on topics including resumes, cover letters, internship/job searches and interviewing.

Grammar Assistance: If you find certain elements of grammar still a challenge, there are several websites that can help you address your problem areas, such as Grammar Girl, and Grammar Bytes. You may also ask the tutors at the Writing Center for help with any grammar rules that keep giving you a headache.

Reference Materials: You will encounter words you don't know in the readings; therefore, you need a dictionary. You may have a print dictionary, and if it's fairly current, that will serve you well. There are also several thorough, credible online sources as well. My favorites are: the OED (Oxford English Dictionary), which also gives the history of the word, and has a built-in thesaurus; Cambridge Free Dictionary and Thesaurus, and Merriam-Webster Dictionary online.

Me: I am happy to consult with you at any stage in your writing via email or during my [Calendly](#) office hours.

TECHNOLOGY HELP

WKU Technology Services: WKU has a [technology service desk](#) that can be contacted via phone, text, or online. Qualified technical support staff can help you with issues related to email, your computer's operational functions, Blackboard, and much more. Their physical location is in Jody Richards Hall.

RESEARCH & CITATION HELP

WKU Libraries (and subject-based webpages): The [WKU Library](#) is more than just three buildings. The librarians are experts in research; there you can access texts from books to journals to musical recordings to movies. The library website is a clearinghouse for finding online-based research. The website also has [major-specific research guides](#) developed by librarians who, again, are highly qualified and experienced.

Purdue OWL: [Purdue University's online writing lab](#) has up-to-date information on MLA formatting and citation, as well as tutorials on common grammatical and writing issues.

MENTAL HEALTH HELP

WKU Counseling Center: The [WKU Counseling Center](#) is an on-campus center located in Potter Hall and is staffed with qualified, certified counselors and therapists. Their number is 270- 745-3159.

Therapist Finder: Psychology Today has an objective therapist finder tool at this [website](#).

Crisis Lines:

- **The National Hope Line** provides free 24/7 confidential crisis support: call or text 1-877-235-4525.
- **The Crisis Text Line** provides free 24/7 crisis support in the U.S.: text HOME to 741741
- **The National Suicide Prevention Lifeline:** 1-800-273-TALK (8255)
- **The National Domestic Violence Hotline:** 1-800-799-SAFE (7233) *Note:* Dating violence is a form of domestic violence. See this [website](#) for more details.
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211: Like 911, 211 is a quick number to call when you are seeking a specific type of service. 211 can link you to community-based services.

OTHER CAMPUS RESOURCES

[Student Resource Portal](#)
[WKU Safe Spaces](#)
[Campus Safety at WKU](#)
[Food Security](#)

WKU University Policies¹

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.

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.

¹ These policies are included, as written, by the university administration. Important information for you and for me!