# **WAYLAND BAPTIST UNIVERSITY**

# **Campus Name**

# **School of Languages and Literature**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**Course Name: ENGL 1302.VC01– Composition and Reading**

**Term and Year: Spring 2023-1st 8 weeks**

**Full Name of Instructor: Dr. Maria O’Connell**

**Office Phone and Email:** maria.o’connell@wbu.edu **Text 806-224-8234**

**Office Hours,, and Location:** I’m available on email and text.

**Class Meeting Time and Location**: Online

**Catalog Description:** Readings from imaginative literature; the research paper and shorter critical and interpretive essays. Should be taken in your first year of enrollment.

**Prerequisite: ENGL**1301

**Required Textbook and Resources**: *The Norton Introduction to Literature* (Shorter 13th Edition with access)

 Hand-outs and notes on BlackBoard

**Optional Materials:** Good computer access to access Blackboard and turn in assignments (all assignments will be typed in 12 pt New Roman font with 1 in margins, whether turned in on BB or as papers).

**Course Outcome Competencies**: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Comprehend the importance of imaginative literature as it relates to other disciplines, the University’s liberal arts mission, and the world at large.

 2. Discuss three major literary genres: short fiction, poetry, and drama.

 3. Identify and analyze basic elements of literature.

4. Use and refine reading, research, and writing skills to support a clear point of view in regard to a piece of literature.

5. Demonstrate the ability to read critically and communicate persuasively.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s campuses should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Additional Attendance Requirements:** The course outcomes for this class are dependent upon daily attendance so that each student is actively involved in discussing the daily reading and doing in-class writing. Daily grades can only be completed if student is in attendance. If you wish to replace a zero for a participation grade, you may visit the University Writing Center. If you have no zeroes to replace, then a visit to the Writing Center can result in extra credit for one assignment. **Because we do a large amount of in-class reading and writing, it is in your best interest to be in class. Assignments are due either on Blackboard or to me (I will specify which) before class time on their due date! Late assignments will be penalized, so do not wait until the last minute to begin or wait to ask questions if you do not understand. Acceptance of late work is at my discretion. No late work will be accepted after the last week of class, no exceptions.**

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

# **Plagiarism and Conduct Statement**

 **Wayland Baptist University**

**Statement on Plagiarism and Academic Dishonesty**

**Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's *writing or ideas* as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university.**

**Common examples of plagiarism or academic dishonesty include the following:**

* **Copying any amount of text directly from an internet website, book, or other document without appropriate citation and synthesis into one’s own discussion.**
* **Paraphrasing the ideas presented in any source or oral discussion without *appropriate citation*.  Using the evidence and conclusions of any source as the controlling framework for one’s own paper.**
* **Recycling work from a previous or current course, whether your own work or another student’s work.**
* **Purchasing or otherwise downloading a paper from an internet website.**
* **In some writing assignments, you will be expected to incorporate scholarly sources into your document. ALL OF THE FOLLOWING must be met to constitute *appropriate citation* of any source:**
* **Including MLA, Chicago, or APA parenthetical or note-style citation format as required by the instructor.**
* **Placing borrowed text directly from another source within “quotation marks.”**
* **Introducing clearly another author’s voice into the document by means of a signal phrase (an introduction of that author).**
* **Offering, in short, a clear distinction between one’s own voice or ideas and those of any outside authors brought into the discussion.**

**Wayland Baptist University observes a ZERO TOLERANCE policy regarding Academic Dishonesty.**

* **Any suspected instance of academic dishonesty, including plagiarism, will first be evaluated by the instructor and discussed individually with the student.**
* **If the instructor determines that a student’s actions constitute Academic Dishonesty, the case will be filed with the school dean (as determined by course prefix) and reported to**

**the university executive vice president/provost, as per university policy. ALL CASES OF**

**ACADEMIC DISHONESTY WILL RE REPORTED.**

* **Per university policy as described in the Wayland Academic Catalog, second offenses WILL RESULT IN SUSPENSION FROM THE UNIVERSITY.**
* **In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment. (This information can also be found Blackboard, under the link titled \*Academic Dishonesy\*)**

# Grade Appeals

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation

**Course Requirements and Grading Criteria:** Students will provide evidence of successful completion of the course outcome competencies by:

* Discussion and in-class assignments that will test students’ knowledge of the assigned reading.
* Producing essays of various length demonstrating understanding and competency of reading and writing skills
* **This is a literature class: You must read the assigned work in order to fully participate in class and develop the skills for critical reading. Readings must be done BEFORE the due date in class.**

| **Means of Assessment** |  |
| --- | --- |
| Semi-weekly Discussion Boards  | * 45%
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| Fiction analysis | * 20%
 |
| Poetry analysis | * 20%
 |
| Final Exam | * 15%
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Schedule of Readings (Subject to change as necessary) Readings for each date must be read in time for class:

**Section One-Narrative**

**Narrative**

**Week 1: Do the required online assignment**

 **Introductions**.

**Discussion Board 2:**

**Read** **The introduction to the Anthology (pp 1 thru 15)**

**What is literature?**

**Can literature extend to film and graphic work?**

**What do you look for in a story?**

**Peer response**

**Week 2:**

**DB 1:**

**Read pages 16-21 including 20/20**

**Answer the questions from page 19 (Questions about the Elements of Fiction).about “20/20”**

**DB 2**

**Read pg 79 and “Where are You Going, Where Have You Been”**

1. **What is Freytag’s Pyramid?**
2. **Identify the parts of the story on the pyramid (for example, the exposition is…, the inciting incident is, etc. ) refer to lecture.**
3. **What is the main conflict in WAYGWHYB? How might it relate to Connie’s age?**

**Week 3**

**DB 1**

[**Baby Blue Bob Dylan**](https://www.youtube.com/watch?v=hS6xvOf0Sd8)

1. **Oates dedicates her story to Bob Dylan because of this song. Why do you think she picked this song?**
2. **Can the song be considered a story? Why or why not? Does it fit the Freytag Pyramid?**

**DB 2**

**Read “Lusus Naturae” (pg 258)**

1. **This is in a section called Monsters: an album in the textbook. Is the narrator a monster? Why or why not?**
2. **What is the conflict in the story and how does the narrator/main character resolve it?**
3. **Why does the family fake her death?**

**Week 4**

**DB 1**

**Read “Job History” (pg 291) and answer the questions at the end**

**DB 2**:

**Read “The Thing in the Forest” (pg 378)**

**Fiction analysis due**

**Poetry**

**Week 5:**

**Read Poetry: Reading, Responding, Writing (752)**

**DB 1**

**What makes poetry different from narrative? What does it share in common with narrative?**

**In this section, Lydia Davis’s “Head, Heart” is considered as a poem. Could it also be a short story? Why or why not**

 **DB 2**

**Read the Poetic Subgenres and kinds. Look up Button Poetry on YouTube and listen to some spoken word poetry. What kind seems most prominent? What kind do you like? Be sure to provide a name of the artist and poem and post a link of your favorite.**

**Discuss with your group why you like certain poems and how they appeal to you. If you wish, you can also discuss any that you hated and why.**

**Week 6: Find the lyrics to a song you like. Post it in your discussion group.**

**DB 1**

**What makes a song lyric a poem? Are some lyrics also narrative poetry? Does the musical setting make a difference for you or are the lyrics powerful enough?**

**DB2**

**Go back to “Baby Blue” by Bob Dylan. Is his song telling a story? What emotions does the song evoke.**

**Week 7: Poetry as social action**

**DB 1**

**Read “Hard Rock Returns from the Hospital for the Criminal Insane”**

1. **How is this a social action poem? Remember that the poem was written in 1968, shortly after the Civil Rights Act and during a violent year.**
2. **Etheridge Knight was incarcerated for a period of time. What is he saying about the way that criminals in general, and black men in prison, in particular, are treated? Is Hard Rock actually insane or justly angry?**
3. **Why do the men think of Hard Rock as their hero or their surrogate in the system?**

**DB 2:**

**Read Wilfrid Owen’s “Disabled”**

1. **How is this poem a reflection on war? How does it see social class as playing a role in war?**
2. **How does this poem see young men being exploited? How might Give some examples from the poem.**
3. **Does this poem have anything in common with “Hard Rock”? List some similar themes and imagery. How is the poem ant-war?**

**Study Guide for final posted.**

**Week 8**

**Poetry analysis due**

**Final Exam posted**