

## **VIRTUAL CAMPUS**

## **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 PL03 – Composition and Reading**

**Term and Year: Spring 2021-2**

**Instructor: Dr. Kimberlee Mendoza**

**Office Phone and WBU Email Address: 806-774-4225 ex. 1106; mendozak@wbu.edu**

**Office Hours, Building, and Location:** Gates Hall, 2nd Floor, Tues-Thur. 8:00am - 4:00pm

**Class Meeting Time and Location:** ONLINE

**Catalog Description:** Readings from imaginative literature; the research paper and shorter critical and interpretive essays.

**Prerequisite:** ENGL 1301

**Required Textbook and Resources:** Mays, Kelly. *Norton Intro to Literature (Shorter) with MLA Update, 13th edition,* 2018. W W Norton. ISBN: 978-0393664942

## **Optional Materials:**

Baldick, Chris.*The Oxford Book of Literary Terms.* Oxford: Oxford University Press, 2015. ISBN: 978-0198715443

Hacker, Diana. *A Pocket Style Manual. Bedford/St Martins*. 8th Edition, 2017. ISBN: 978-8925598406

**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 external 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.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**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.”

## **Course Assignments**

**Assignment Readings**

Students will need to complete their readings prior to coming to class. The textbook is required to take this course and must be in the students’ hands no later than the first Friday of the class starting. Do NOT buy or borrow an older version, as the readings will not be the same.

**Synthesis Paper**

Part 1: Students will write about any topic they care about, but it must be between 200-250 words.

Part 2: Students will tab down and rewrite that entire piece in 100-150 words without losing the context of the writing.

Part 3: Students will now write a summary of that same piece in only 10-20 words.

Each part should be clearly marked with a header that states which part it is. This assignment should be double-spaced, 12-point, TimesNewRoman font, and include a signature block at the top. This should be the original work of the student. Plagiarism will not be tolerated.

**Online Discussions**

Discussions are extremely important in this class, as this is how I gauge your understanding of the material each week. That is why they are **worth 40% of your grade**. Do not be late and make sure you are writing quality responses. Students will read the assigned text and be prepared to discuss the reading in the discussion forum. Their initial post of 10-sentences or more should be posted by Friday morning. They must include citations. Then students should post to at least two other students Sunday by midnight with more than “I agree” or “Great response” kind of responses. They must add to the conversation and be more than 50-words. NO LATE DISCUSSIONS WILL BE ACCEPTED after Sunday at midnight.

**Literary Research Essays**

Students will be expected to write three (3) essays (750-1,000 words) in this class. Essay #1 (Fiction), Essay # 2 (Poetry), and Essay #3 (Drama). Students are to pick a topic we have NOT discussed in class, but IS in the reading.

Expectations:

* Essays should address literary devices and include author/historical background.
* Essays must adhere to **MLA formatting standards** (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
* The **title should be creative** and centered. It should *not* be emphasized in bold or italics. It should reflect the writer’s main point. It should not be the name of the assignment.
* The paper should have a strong thesis statement that can stand alone, at the **end of the introduction** paragraph, with a topic sentence at the beginning of each additional paragraph that points back to the thesis. (A good thesis has an argument, can stand alone, is not dramatic, and answers “so what?”)
* The essay must include **citations** from the text and at least one additional citation. This is worth 20%.
* Plagiarism will not be tolerated. There should be less than 25% citation. (Formula to consider: For every quoted sentence, students must write three sentences their own.) All citations must adhere to MLA standards.
* Essay should be written in third person, academic tone. Any use of personal pronouns (you, your, I, we, us, me) will be marked down 10%.
* Essays should free of errors in grammar, spelling, punctuation, capitalization, and mechanics.
* The student should apply his or her own critical thinking to the text by questioning it, analyzing it, evaluating it, arguing for or against a particular idea, or extending its argument.
* Late essays will be marked down 20%.

**Final Research Presentation**

**Students will choose any reading (it may be something we covered in class, but should take a deeper dive beyond what we discussed) and create a presentation on the topic. Presentation should include the following:**

* **A thesis statement with a clear argument about the analysis of this piece**
* **Historical background on the author and how this writing applies to his/her life**
* **Analysis of the chosen piece (including literary devices used)**
* **An explanation on why the student chose it**
* **Presentations should be 5-10-minutes each.**
* **Presentations can either be a PowerPoint presentation with voice over OR a video of the student presenting. If student is seen, they should be dressed nice, with a decent background, lighting, and sound. (Note: They may NOT use a video that they did not create.)**
* **Note: PowerPoints can be big files. You may need to compress it or put it into YouTube.**
* **Send all links in a Word Document and upload to Blackboard.**

## **Late Assignments**

*Homework assignments are due Sunday at midnight.* Late assignments receive a ***20% deduction*** for EACH week they are late (five weeks late will be a zero). Anything turned in after the due date will be considered late so avoiding procrastination is critical. Technological issues are not considered valid grounds for late assignment submission (should there be a technical issue, a print screen with time stamp may be provided). No homework will be accepted after Week 8.

# **GRADE MATRIX**

Synthesis Paper 100 points

Essays (100 each) 300 points

Final Presentation 150 points

Online Discussion (50 each) 400 points

 TOTAL 1,000 points

## **Course Schedule**:

*Note, you have two weeks to work on each essay. For this reason, there should be no reason to be late. Try to work ahead.*

## **Week 1**

**Topic:** *Introduction to the Class & Writing Expectations*
**Reading:** *Pages 1-13; Part 4*
**Assignment:** Synthesis Paper
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight.

## **Week 2**

**Topic:** *Fiction*
**Reading:** *Chapters 1-2 (focus on Oates “Where are You Going, Where Have You Been?”)*
**Assignment:** None
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight

## **Week 3**

**Topic:** *Fiction*
**Reading:** Chapters 3-5 (focus on Poe “The Cask of Amontillado” and Morrison “Recitatif”)
**Assignment:** Fiction Essay Due (Sunday by midnight)

**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight

## **Week 4**

**Topic:** *Poetry*
**Reading:** Chapters 11, 16 (focus on “London” and “Shall I Compare Thee to a Summer’s Day?” )
**Assignment:** None
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight

## **Week 5**

**Topic:** *Poetry*
**Reading:** Chapters 17-18; 1131-1174 (focus on “The Road Not Taken” and “We Wear the Mask”)
**Assignment:** Poetry Essay (Due Sunday by midnight)
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight

## **Week 6**

**Topic:** *Drama*
**Reading:** Chapters 25-26 (focus on “Fences”)\*
**Assignment:** None
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight

\*If you can watch the play online, I highly recommend doing that while reading it.

## **Week 7**

**Topic:** *Drama*
**Reading:** Chapter 27; 1758-1797 (focus on “Oedipus the King”)\*
**Assignment:** Drama Essay Due (Sunday by midnight)
**Online** (Friday): Discussion online; initial post on Friday, two responses due by Sunday at midnight
\*If you can watch the play online, I highly recommend doing that while reading it.

## **Week 8**

**Topic:** *Final Presentations*
**Reading:** Part 4 (Review)
**Assignment:** Final Presentations Due (Saturday by midnight.\*)
**Online**: Discussion online; initial post on Friday, NO RESPONSES needed this week.
*\* Course ends on Saturday, May 15. No late assignments will be accepted.*

**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.**

Updated: KRM 3/19/21