**WBU Flame Logo

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**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.VC – Composition and Reading**

**Theme: *The Human Condition in Literature***

**Term and Year: SP-2 2024**

**Full Name of Instructor: Dr. Kimberlee Mendoza**

**Office Phone and WBU Email Address: 806-291-1106 mendozak@wbu.edu**

**Office Hours, Building, and Location:** Virtual (email me)

**Class Meeting Time and Location: Virtual**

**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 13th edition*.Kelly J. Mays, editor, 2018. ISBN 9780393664928

**Optional Materials: (Fill in as necessary)**

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

1. **APPLICATION** – Connect various literary genres to contemporary culture and experience.
2. **ANALYSIS** – Identify and analyze basic elements of literature.
3. **RESEARCH** – Use and refine reading, research, and writing skills to support a clear point of view in regard to literature.
4. **COMPOSITION** – Demonstrate the ability to think critically and communicate persuasively through written composition.
5. **CULTURAL PERSPECTIVE**- Develop informed cultural perspectives in order to become discerning participants in the shaping of society.

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 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. [Link to Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

**Disability Statement:** 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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria: (Include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth)**

**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 vice president of academic affairs to the Faculty Assembly Grade Appeals.

***Late Assignments***

No late assignments will be allowed in this class without a doctor’s note. Work ahead!!! Discussions must be completed before Sunday at midnight of the week that they occur. The Research Paper is due the last day of class, so no late papers will be accepted.

**Course Assignments**

**POINT MATRIX**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Human Condition Questions (100x7) | 700 |
| Research Paper (50points for outline Wk7) | 300 |
| TOTAL | 1,000 |

**SCHEDULE**

*Each week you will be given reading to do. As you read, answer the* ***five questions*** *listed above, and then post your answers to the discussion forum by FRIDAY at midnight. All responses should be done no later than* ***Sunday by midnight****. No late discussions will be accepted.*

# Week 1

**Topic:** Gender Roles, Family & Parenting

**Reading:** 323-333; 872, 998, 1159-1161, 1204

**Class Discussion:** “The Veldt,” “My Mother,” “In the Park,” “Daddy,” & To A Daughter Leaving Home”

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 2

**Topic:** Morality, Addition, & Behavior

**Reading:** 177-187; 232-237; 366-377

**Class Discussion:** “The Black Cat,” **“**Good People” & **“**Birthmark”

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 3

**Topic:** Sex, Love, & Relationships

**Reading:**  616-617; 699-703; 885; 914-916

**Class Discussion:** “Sick Rose,” “Sex without Love,” & “Hills Like White Elephants; “What 8 Million Women Want;” “The Chances of Divorce;” “Song;” & “One Perfect Rose”

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 4

**Topic:** Society, Culture & Human Nature

**Reading:**  94-106; 217-231; 258-263

**Class Discussion:** “Where are We Going, and Where Have You,” Recitatif,” & **“**Lusus Naturae” Been?” by Joyce Carol Oates

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 5

**Topic:** Society, Culture & Human Nature

**Reading:** 821-823; 845-846; 852-853; 1084-1085; 1101

**Class Discussion:** “Sci-Fi,” “Africa,” “La Migra” “America” and “Postcard from Kashmir”

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 6

**Topic:** Society, Culture & Human Nature

**Reading:** 1455-1542; <https://www.youtube.com/watch?v=1VMQMEW9aQ0>

**Class Discussion:** “Othello” by Shakespeare

**Assignment**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

# Week 7

**Topic:** Aspirations, Goals, & the Future

**Reading:** 919-920; 940; 1099

**Class Discussion:** “Harlem,” “The Road Not Taken,” & “Like as the Waves Make Towards the Pebbled Shore”

**Assignment #1**: In Blackboard, answer the four **Human Condition Questions** with depth and citations, using the reading, then respond to two people’s questions. Responses need to be quality responses. Responses like, “I agree” will not be counted. Responses without mentioning the reading will be marked down 30%. This assignment each week is the bulk of the grade. It demonstrates that you understand the reading and are able to apply it to your life. (These instructions will be true for all the weeks.)

**Assignment #2:** Turn in an outline for your research paper due next week.

# Week 8

**Reading:** None - Review your notes

**Class Discussion:** No Class Discussion this week.

**Assignment:** Research Paper (Due SATURDAY by midnight). Details here:

WEEKLY ASSIGNMENTS

**Discussion:** ***Human Condition Questions for Reading***(Worth 70%)

Directions: *For each week, you will complete the following questions on the reading, and upload the answers to the discussion forum. This is a literature class; therefore, the literature MUST be included* ***Responses that do not cite at least three of the readings will be marked down 30%*** *(the only exception will be the play in Week 6, you should cite the one play only.)*

1. How does the reading address a component of the Human Condition (please cite specific reading for full credit)?
2. Do you agree with the author(s) viewpoint? Explain.
3. Write a paragraph that illustrates your personal reflection on the reading (not just *what* it says, but *how you feel* about it and why).
4. Write a quality discussion question for the class to answer. (Quality questions are open-ended. Please do not ask a question that can be answered with “yes” or “no.” *This will not count*.)
5. Then you will answer at least two of the questions (using the literature).

***Research Paper Expectations***(Worth 30%)

Students will complete a RESEARCH ESSAY answering the question: *How is the Human Condition Expressed through Literature*?

1. The title should be creative and centered.
2. The paper should have a strong thesis statement at the end of the introduction paragraph, with a topic sentence at the beginning of each additional paragraph that points back to the thesis and follows the HOT PEN formula (which will be discussed in class).
3. The essay must be in third person, academic tone. *Any* use of personal pronouns will be marked down. However, using first person in the conclusion is acceptable.
4. Essays must adhere to MLA formatting standards (signature block, 12-point font, TimesNewRoman font, double-spaced, 1” margins, and works cited page).
5. Essays should address literary devices (symbolism, metaphors, imagery, point of view, etc.) Here is a resource on various literary devices: <https://blog.reedsy.com/literary-devices/>
6. Essays must include at least **2 poems, 2 short stories,** and **1 play** that we have read in this class. True citations should be integrated throughout the paper, not just tacked on as an afterthought. Students will also need to include three additional *quality/credible* sources (not Wikipedia or any personal blog) that is clearly cited (MLA). The Bible may be one of these sources.
7. Students should apply their own critical thinking to the text by questioning it, analyzing it, evaluating it, arguing for or against a particular idea, or extending its argument.
8. Note: Plagiarism will not be tolerated. There should be less than 25% citation. (Formula to consider: For every quoted sentence, the student must write three sentences of his or her own.)
9. Essays should be free of errors in grammar, spelling, punctuation, and mechanics. (Extra credit will be given for going to the tutoring center.)

“This assignment constitutes the Signature Assignment for English 1302; in addition to a course grade, it will receive a score through the use of our Department Writing Rubric, which will then be given to the Institutional Research & Effectiveness office for the purpose of assessment.” (Scroll down to see Rubric.)

# **ENGL 1302 SIGNATURE ASSIGNMENT RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Requirements | Excellent | Adequate | Deficient | Score |
| **APPLICATION** | Connect various literary genres to contemporary culture and experience. (3) | Students may not have turned in an assignment, struggled with a genre, or demonstrating the ability to show culture and experience. (2) | Students struggled with application or we could not assess them due to the lack of work turned in. (1) |  |
| **ANAYLSIS** | Identify and analyze basic elements of literature. (3) | Student may have struggled a bit with analysis, but demonstrated some. (2) | Essay lacked any analysis. (1) |  |
| **RESEARCH** | Use and refine reading, research, and writing skills to support a clear point of view in regard to literature. . (3) | Had some research or some demonstration of critical thinking skills or point of view, but could use additional work. (2) | Student did not demonstrate critical thinking skills, a point of view or had any research in the paper. (1) |  |
| **COMPOSITION** | Demonstrate the ability to think critically and communicate persuasively through written composition. (3) | Student may not have turned in an assignment or struggled with persuasion. (2) | Student struggled with persuasion, critically thinking, or we could not assess them due to the lack of work turned in. (1) |  |
| **CULTURAL PERSPECTIVE** | Developed an informed cultural perspective in order to become a discerning participant in the shaping of society. (3) | Student may not have turned in an assignment or struggled with the cultural perspective. (2) | Student struggled with the cultural perspective or we could not assess them due to the lack of work turned in. (1) |  |

**COMMENTS: FINAL SCORE: \_\_\_\_\_\_/15**

**Faculty May Add Additional Information as Desired:** Such as I**nstructor's Policy on Academic Dishonesty, or A**dditional Attendance Policies, etc.

Updated: 10/26/23 KRM