



WBU Online
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 5316.VC01 — Special Topics in English: British Monsters

Class Meeting Time and Location:

Class should be available any time, day or night, through Blackboard (BB) online.

Term and Year:

Summer 2019 (11-week term), May 27 – August 10, 2019

Instructor:

Dr. Karen Beth Strovas

Email:

Email me any time at strovask@wbu.edu. I will get back to you as soon as possible, nearly always during office hours or within 24-48 hours.

Office Location and Phone Number:

My office is physically located on Wayland's Plainview campus in Gates Hall 202A, 806-291-1114.

I do not hold scheduled summer office hours on campus. For serious concerns, you may call or text my **cell (806) 292-3543**. I have small kids, so please respect sleeping hours.

Catalog Description: Topics of special interest to graduate students and not covered elsewhere in the curriculum. May be repeated one time when topic varies.

Prerequisite: graduate standing.

Required Textbook and Resources:

- Shelley, Mary. *Frankenstein*. Penguin Classics, 2003. ISBN: 0141439475.
- Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. Oxford World's Classics. 2008. ISBN 9780199536221.
- Stoker, Bram. *Dracula*. Penguin Classics, 2003. ISBN: 014143984X.
- Doyle, Arthur Conan. *The Hound of the Baskervilles*. Signet Mass Market Paperback, 2001. ISBN: 9780451528018.
- Rowling, J. K. *Harry Potter and the Prisoner of Azkaban*. Scholastic Paperbacks. ISBN: 0439136369.
- Saadawi, Ahmed. *Frankenstein in Baghdad: A Novel*. Penguin Books, 2018. ISBN: 9780143128793.
- Wells, H. G. *The Island of Dr. Moreau*. Dover Publications, 1996. ISBN: 978048620270.
- **Please note** that all but the J. K. Rowling and Ahmed Saadawi texts are in the public domain and available as digital reads or downloads through various e-book outlets, such as [Project Gutenberg](#) or your local library. I do not mind if you use free books. Likewise, if you already own other editions of these books, use the ones you own! I will be using print texts to prepare my lectures notes, though I will likely refer to chapter numbers alongside page numbers in my lectures, so if you are completing the reading assignments in a differently-paginated book or ebook, you should be able to follow along with lecture material just fine. That being said, I love print books for studying purposes and—if you do too—then I encourage you to purchase yours from the [WBU bookstore](#).
- This course will take place entirely online. You must have a reliable and secure computer connection and internet service, as well as access to software for writing papers (such as Microsoft Word) and software capable of reading documents produced in .html and .pdf formats; also, have access to backup media such as a USB flash drive or Dropbox, etc.
- Regular access and known passwords to WBU Blackboard and WBU email account. Your WBU email is likely the only way that I will contact you.

Course Outcome Competencies:

At the end of the course, students actively engaged in learning will be able to:

1. describe the distinct characteristics of the subject and theme of monsters and monstrosity in British literature;
2. demonstrate the ability to read critically and communicate persuasively about the works selected;
3. conduct graduate-level research on a piece of literature related to the subject or theme selected for the course;
4. use above research to complete an essay that demonstrates graduate-level skills in research, writing, argument, and analysis.

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

Attendance Requirements:

This course is set up on a weekly “module” basis. This means assignments and discussions will be presented and due each week (Monday-Sunday). Therefore, a *minimum* “attendance” of accessing the Blackboard (BB) class at least once a week is required in order to complete the course successfully. Participation and attendance will be determined through submission of discussion posts or other assignments. With that in mind, failure to submit two or more assignments is grounds for receiving an F. Makeup work will be offered at the instructor's discretion and will be considered on a case-by-case basis. Any authorized makeups must be completed within the time limit set by the instructor; otherwise, the makeup grade will be zero. Finally, recall that WBU’s catalog stipulates students who miss 25% or more of class time will automatically fail the course.

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.” Note: If you would like me to accommodate a disability, please provide documentation within the first week of class or as soon as possible.

Academic Honesty:

No form of cheating will be tolerated. *Plagiarism*—copying or purchasing someone else’s words or ideas and presenting them as your own—is not only a form of cheating but also a serious academic offense. In the very least plagiarism or related forms of cheating will result in an F on the work in question, with the possibility of an F in the class. An official report will also be filed with the Provost/Academic VP. See the [Wayland catalog](#) for further information on the penalties of plagiarism.

Class Communication, Announcements, and Updates:

Official announcements will be posted in the “announcements” section of our Blackboard course home page. Blackboard automatically forwards these announcements to your WBU email, as well. It is your responsibility to set up your Wayland email account and check it daily. If you need assistance with your **Wayland email, call IT** @ (806)291-3540, OR [access assistance online from IT regarding your email account](#).

Technical Aspects of the course:

If you encounter technical problems, find some assistance at [WBU Online](#).

- You are encouraged to visit the [WBUonline Blackboard login page](#) as soon as possible and work through the [Learn Module tutorials](#) if are not familiar with how the service works. If you have problems with Blackboard or your WBU email, please use the WBU Support Contacts available on the [WBUonline Blackboard login page](#) or the contact info above.
- Note: It's been my experience Blackboard works better with Mozilla Firefox or Google Chrome than with Microsoft Internet Explorer. You may want to download a Chrome browser to use for class if you don't already have one.

Class Expectations and Respect for Others:

Students are expected to treat one another and their instructor with respect in all communication, whether that is through email or Blackboard Discussion Boards. Please choose your words well.

*Grade Appeal Policy (from Student Handbook):

"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 . . . The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."

*Required by Southern Association of Colleges and Schools Commission on Colleges

Grading Chart:

- Active participation in any posted Discussion Board question	35%
- Comparative Analysis (due week 5)	25%
- Research & Analysis Essay + MLA-style Works Cited (due week 11)	30%
- Final Reflection/Exam (due week 11)	10%

Assignment Descriptions:

This class is made up of five types of assignments: Scheduled Weekly Readings, Discussion Board Postings, Comparative Analysis Essay, Research & Analysis Essay, and Final Exam. More detailed assignment descriptions will be uploaded to "assignment sheets" in Blackboard within at least three weeks of the assignment's due date, except for the final exam, which will be posted one week before the exam is due. All written assignments must be submitted in electronic form through Blackboard on their due dates. **Late comparative analysis or research essays will be penalized 5 points per 24-hour period and will be accepted no more than one week late.**

1-2. Discussion Boards Participation and Reading Homework–

Students are responsible for reading, studying, and completing the assigned material by the assigned due dates. Each week, I will present at least one or two topics for discussion from the reading or a related subject on the Blackboard forum for this course. You are expected to participate helpfully, thoughtfully, and respectfully in each discussion.

Please note: Some of the language and subject matter of the literary pieces may be offensive to some readers, with trigger warnings of assault, sexual assault, bullying, war trauma, fantasy violence, and rough language. I do not necessarily condone the language or content in each piece, but I have assigned each one for its creative, artistic, or discussion value.

Assessment of Discussion Boards: In general, if you follow directions, turn your DB in on time, answer my prompt fully and thoughtfully, and respond to at least two classmates, you will receive between 90-100%. I will automatically deduct 10 points at each 24-hour mark late. I will deduct 10 points for each missing response to a classmate. Each DB post will be assessed on a case-by-case basis for quality and completion.

3. **Comparative Analysis** – This is a 1200- to 1500-word argument with a thesis which should be developed by reading two novels closely. Your analysis should examine a particular character, scene, theme, or significant idea that appears in both novels. Hone in on a single controlling idea or even one specific related moment in the text so that you can successfully argue a convincing thesis in a short space. Use short quoted excerpts and description from the novels to focus and substantiate your argument. **Unless absolutely necessary, do not use outside sources—only your primary sources.** I want to see how well you understand what's going on in the primary works themselves. **Please see the assignment sheet for more details.**

Use MLA documentation style (8th edition, 2016 update). Helpful MLA citation documents can be found online but may also be posted to our Blackboard page.

How I will grade: These analyses will be evaluated on a rubric according to the following criteria: (1) control and responsible development of discussion; (2) presentation of novels' language as evidence; (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA documentation style; (6) following directions.

***Comparative Analysis Essay is due uploaded to Blackboard by midnight on June 30 (July 1, 12 a.m. Central Time).**

4. The **Research & Analysis Essay** is an essay of 10-12 double-spaced, typed pages (minimum = all the way to the bottom of 10 + WC page), on a topic relating specifically to one or more of the works or authors assigned this semester. Your objective is to use your own reasoning and literary analysis skills in conjunction with views from scholarly sources to present a well-argued and convincing thesis.

Your topic should relate to some aspect of the course theme, and may focus on any issue examined or complicated by any of works on the syllabus (e.g. monstrosity, subjectivity and Otherness, self-consciousness, alterity, abjection, East vs. West, Colonialism/Nationalism/Empire, gender, creating and being created, rational detection vs. irrational monstrosity, socioeconomic status, mental or physical illness, isolation, sexual promiscuity, sexual assault, religious othering, nature, sleep or dreams, mother and father figures or substitutes, etc.), or any other relevant subject relating to any author, novel, or theme studied in this class.

In addition to using at least one novel or novella as a primary source, locate and use at least four secondary scholarly sources (books, book chapters, essays, documentaries, or journal articles). Your secondary sources can be used as critical, historical, supporting, or counterargument material; they should relate directly to your thesis or topic. Any assigned critical readings may count as source material—email me if you have a question about something you would like to use. A Works Cited page in MLA citation format is required, and your essay will not be graded without it. **See the assignment sheet for more details.**

How I will grade: This essay will be evaluated on a rubric according to the following criteria: (1) control and responsible development and organization of discussion; (2) presentation of ideas and wording from primary and secondary sources as evidence (your essay should demonstrate that you understand how to use summary, paraphrase, and quotation properly); (3) analysis of, and ability to draw conclusions from, this evidence; (4) clarity and polish of writing; (5) proper use of MLA in-text citation style; (6) following directions.

The Research & Analysis Essay is due by August 7, midnight (12 a.m. Central Time, August 8). See assignment sheet for more details.

5. Final Exam: One exam, a final, will be given during the term. This exam is likely to be a two-part essay in which you 1) consider the primary readings in the context of a critical-thinking question, 2) reflect on your experiences with the literature and themes of this course. Your test question(s) will be provided one week before the exam is due.

The Final Exam is due by August 10, noon (12 p.m. Central Time). See assignment sheet for more details.

Letter Grade Scale: My grading scale for this course is as follows: 89.45–100 is an A; 79.45–89.44 is a B; and so forth. Anything below 59.45 is an F. Weighted grades are averaged according to a 100-point scale and are totaled at the end of the semester. Please talk with me if you are having concerns (or happiness!) about your grades.

Special Topics in English: British Monsters

Course Schedule/Outline

This schedule is subject to revision, although due dates for graded assignments *will never be earlier* than currently listed. Students will be notified of any changes.

Week 1: Monday, May 27–Sunday, June 2:

1. Read "Introduction to ENGL 5316" on Blackboard (BB)
2. Read Week 1 Announcement on BB
3. Read *Frankenstein*, chapters 1-18
4. View Video Lectures 1a and 1b
5. Complete Week 1 Discussion Board post

Week 2: Monday, June 3–Sunday, June 9:

1. Read Week 2 Announcement
2. Complete reading *Frankenstein*, chapters 19-24
3. View Video Lectures 2a and 2b
4. Complete Week 2 Discussion Board post
5. Read through the Comparative Analysis Essay assignment sheet from start to finish. Email any questions you have regarding the essay assignment. Brainstorm themes for potential *Frankenstein* topics.

Week 3: Monday, June 10–Sunday, June 16:

1. Read Week 3 Announcement
2. Read and complete *The Strange Case of Dr. Jekyll and Mr. Hyde*
3. View Video Lectures 3a and 3b
4. Complete Week 3 Discussion Board post
5. Consider whether *Frankenstein* or *Dr. J. and Mr. H.* interests you for the Comparative Analysis Essay. Brainstorm topics. Email me if you're not sure.
6. Start *The Hound of the Baskervilles* as time permits.

Week 4: Monday, June 17–Thursday, June 23:

1. Read Week 4 Announcement
2. If you haven't already, try to complete your reading early in the week this week so that you may choose your topic for the Comparative Analysis Essay as soon as possible. Be thinking about at least three key passages from the literature that you plan to use for evidence/support.
3. Read and complete *The Hound of the Baskervilles*
4. View Video Lectures 4a and 4b
5. Complete Week 4 Discussion Board post
6. Make significant progress on Comparative Analysis Essay

Week 5: Monday, June 24–Sunday, June 30:

1. **Comparative Analysis Essay due uploaded to BB by midnight on June 30 (July 1, 12 a.m. CST)**—Please see assignment sheet for details.
2. Read Week 5 Announcement
3. Read *Dracula*, chapters 1-16
4. View Video Lectures 5a and 5b
5. Complete Week 5 Discussion Board post

Week 6: Monday, July 1–Sunday, July 7:

1. Read Week 6 Announcement
2. Read and complete *Dracula*, chapters 17-27 + Note
3. View Video Lectures 6a and 6b
4. Complete Week 6 Discussion Board post
5. Read through the Research & Analysis Essay assignment sheet from start to finish. Email any questions you have regarding the essay assignment.
6. Consider whether *Dracula* or one of our previous novels interests you for the Research & Analysis Essay. Brainstorm topics.
7. Pat yourself on the back—what a week! You're past the halfway point. ☺

Week 7: Monday, July 8–Sunday, July 14:

1. Read Week 7 Announcement
2. Read *Harry Potter and the Prisoner of Azkaban*, chapters 1-14
3. View Video Lectures 7a and 7b
4. Complete Week 7 Discussion Board post

Week 8: Monday, July 15–Sunday, July 21:

1. Read Week 8 Announcement
2. Read & complete *Harry Potter and the Prisoner of Azkaban*, chapters 15-end
3. View Video Lectures 8a and 8b
4. Complete Week 8 Discussion Board post
5. Consider your interests for the Research & Analysis Essay. Brainstorm topics. Start working through the library catalogs and databases for article sources or books to request through inter-library loan.

Week 9: Monday, July 22–Sunday, July 28:

1. Read Week 9 Announcement
2. Read and complete *Frankenstein in Baghdad*
3. View Video Lectures 9a and 9b
4. Complete Week 9 Discussion Board post
5. Finalize your essay topic. Begin choosing your key passages for analysis, secondary sources (see last page of syllabus for research suggestions), and try to devote at least .5-1 hour per day this week to pre-writing such as outlining, taking notes on sources, etc.

Week 10: Monday, July 29–Sunday, August 4:

1. Email me 1) a short 3-6 sentence topic synopsis of your upcoming essay, 2) a clear, arguable thesis for your essay, and 3) a consideration of what kind of research you're doing and what you've found thus far. Do this as soon as you solidify your topic and focus—due no later than Wednesday of Week 10.
2. Read Week 10 Announcement
3. Read and complete *The Island of Dr. Moreau*
4. View Video Lectures 10a and 10b
5. Complete Week 10 Discussion Board post
6. **Try to devote at least .5-1 hour per day this week to the writing of your essay.**

Week 11: Monday, August 5–Sunday, August 11:

1. **Research & Analysis Final Essay due to Blackboard by midnight Central on Wednesday, Aug. 7 (12 a.m. CST, Aug. 8)** —Please see assignment sheet for full details.
2. Review for Final Exam.
3. Complete Final Exam: **submit test materials to BB by Saturday, August 10, noon (12 p.m. CST)**. Any late exams will be counted off 5 points per hour. See assignment sheet for full details.
4. Dr. Strovask will submit final grades by Tuesday, August 13.

SUGGESTED RESEARCH TOOLS

- *MLA International Bibliography* (available online through the [LRC website](#); a fast way to find worthwhile scholarly studies; supplement with *Annual Bibliography of English Language and Literature* or *ABELL*)
- *ABELL* (available online through LRC website; a fast way to find worthwhile scholarly studies; supplement with *MLA International Bibliography*)
- *JSTOR*, *Project MUSE*, *Academic Search Complete*
- *The Year's Work in English Studies* (a valuable annual review of criticism; summarizes important scholarly studies on an author and/or work and helps you to see context of recent debates and topics of interest; in volume form in Mabee LRC reference room and online through the LRC website if you use Journal Title Search for it)
- *Essay and General Literature Index* (excellent source for studies included in edited collections; useful for supplementing all of the above; in volume form in Mabee LRC reference room and online at the LRC website)
- The Mabee LRC reference room has an excellent collection of checklists and annotated bibliographies on individual authors and literary topics; you can also find bibliographies upstairs with other books by and about the authors (use catalog and ILL if off campus).
- Needing more assistance? Email me! strovask@wbu.edu