



Plainview 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 Information

Course Number and Name: ENGL 1302 VC02 - Composition and Reading

Term and Year: Summer 2023

Name of Instructor: Dr. Steven Michael

Phone and WBU Email Address: 806-774-2091 / steven.michael@wayland.wbu.edu (I can best be reached by email)

Office Hours, Building, and Location: I work from home. Office hours are 8:30-9:00 AM, Monday-Friday.

Class Meeting Time and Location: online, through Blackboard

Catalog Description: Readings from imaginative literature; the research paper and shorter critical and interpretive essays. Course should be taken within first year of enrollment.

Prerequisite: ENGL 1301

Required Textbook and Resources:

Required Textbook:

Kelly J. Mays, ed. *The Norton Introduction to Literature: Shorter Fourteenth Edition*, Norton, 2022, ISBN: 978-0-393-88628-3.

Required Resources:

You will need a reliable and secure computer connection, as well as access to Microsoft Word; software capable of reading documents produced in .html and .pdf formats; a way to back up your work in progress, such as OneDrive or a flash drive.

The course will take place entirely online. You must have a functional Blackboard account and be able to access the WBU library website, as well as articles and other material provided through proprietary databases available via the WBU library website. You also must have an active WBU email address, and you need to check it every day. Your WBU email address is the usual way that I will contact you. You are strongly encouraged to [test your computer](#) for Blackboard compatibility, as well as visit the [Blackboard Learn Help for Students](#) page if you 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 Staff](#) page.

Optional Materials:

None.

Course and University Policies

Course Outcome Competencies: Upon the conclusion of this course, students actively engaged in learning will be able to do the following: (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; and (4) **COMPOSITION** - demonstrate the ability to think critically and communicate persuasively through written composition. The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements / Decorum and Make-up Policies: Students are expected to participate in the class and demonstrate regular attendance. This applies without exception. Participation and attendance will be determined by timely completion of message board discussions and quizzes. When a student shows a lack of participation/attendance considered by the instructor to be excessive, the instructor will so advise the student. Any student whose non-attendance/non-participation reaches 25 percent will receive a grade of F in the course. Students are required to have computer and Internet access for the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Make-up opportunities usually will not be offered and will be considered only in extremely compelling situations. Any authorized make-ups must be completed within the time limit set by the instructor; otherwise, the make-up grade will be zero. For additional information, see "[Late Work and Incompletes](#)" below.

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 Requirements and Grading Criteria:

Outcome competencies will be assessed in the following ways: quizzes, discussions, a prospectus, a research paper, and a final examination. **Please use Microsoft Word for your major writing assignments. These include the Prospectus, the Research Paper, and the Final Exam. All written assignments must be submitted in electronic form through Blackboard on or before their due dates. Late work will be penalized 10 points per 24-hour period and will not be accepted after the third 24-hour period.**

Prospectus

Think of this assignment as a short preview of your research paper (see below). Choose one of the works assigned for reading this term. Then devise a plan to meet the requirements of the research paper. In a written presentation of about 1½ to 2 double-spaced pages, you will need to explain this plan, with special attention to

1. Your subject

2. Your purpose
3. How you will accomplish your purpose in specific terms
4. You should state the argument you will make in your research essay, as well as what sub-arguments you will use to substantiate your position. Your prospectus should not be something vague about what you want to discover. Rather, it should clearly explain the major points you will make in your research paper.

The project should meet the following requirements:

- you must use one of the assigned literary works as your subject matter
- the prospectus should open with a paragraph in which you clearly discuss your intentions regarding what your research paper will accomplish
- the paragraph should be followed by summaries of at least two outside sources you plan to use in the research paper; each summary should be headed by a reasonable attempt at an MLA Works Cited entry

The project will be evaluated according to the following criteria: (1) your grasp of your own argument, as well as how clearly and purposefully you present it; (2) purposeful organization and responsible development of discussion; (3) clarity and polish of writing; (4) responsible presentation of two outside source authors' main and supporting points; (5) proper use of MLA documentation style. See the the *MLA Handbook*, 9th edition, or the MLA links provided with the Research Paper Assignment below. I will post a sample prospectus and a discussion on how to write a summary. The project is due the week of June 19.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. See the paragraph on "Late Work and Incompletes" below. Please email me or post in the Help Forum if you would like to discuss this project.

Research Paper

In a carefully researched, responsibly developed, and clearly written discussion, argue your position on some artistic or social issue one or more of the works assigned for reading this term. This is an argumentative paper. "Argumentative" does not necessarily mean that you are disagreeing with someone. It means that you are attempting to show that you are right about something that has not already been established as a fact. You want to convince your audience that something is true by using reason and evidence. Whatever you decide to write about, be sure to begin your research early and email me if you'd like to talk about your topic.

The Research Paper must meet the following requirements:

- **Length** -- a minimum of 5 double-spaced word-processed pages
- **Source Requirements** -- You must use at least 4 secondary sources. "Secondary" means sources that somehow comment on -- and are outside of -- the work(s) you are discussing. The work(s) you are writing about do not count as secondary sources. It is assumed that you will use the secondary sources you found for your annotated bibliography, but you may add or subtract as your needs dictate. Contact me if you have questions about these requirements.
- **Presentation of Evidence** -- You must cite and analyze evidence from your sources. The object of citation is not to "throw in" evidence but to use it and comment on it when you need to support one of your own points. Be sure to analyze quoted evidence from the literary work itself, not just your secondary sources.

- **Documentation** -- You must use MLA documentation style. Please refer to the MLA booklet included with your textbook. The most authoritative guide is the *MLA Handbook*, 9th edition. If you can't access the MLA booklet or handbook, see the following websites for assistance:

[OWL Purdue MLA Formatting and Style Guide](#)

[Using MLA Format](#)

- **Due Date** -- The paper is due the week of July 10. Make arrangements at the beginning of the course for handling emergency situations.

How I Will Grade -- The essay will be evaluated in light of the following criteria: (1) control and responsible development of discussion; (2) presentation of evidence from the work(s) under discussion as well as from secondary sources (let me know 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 documentation style.

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. A copy of the rubric may be seen on the final page of this syllabus.

Students are at all times responsible for their materials and are required to keep copies of their work in progress. Please contact me if you need assistance or clarification.

Quizzes

Each week, you should expect a quiz over the reading assignments and/or class topics. The format of the quizzes usually will be objective-answer format, but you may occasionally see questions that invite brief written interpretive/critical responses. Quizzes will have expiration dates and times, after which they will no longer be available. Except in extremely compelling circumstances, I will not offer early or make-up opportunities. Objective-answer quizzes will be evaluated for reading comprehension. Any response quizzes will be evaluated for ability to organize and focus ideas, and ability to present ideas clearly and elegantly.

Discussions

Each week, I will present at least one topic for discussion in the Blackboard Discussion area for this course. You are expected to participate helpfully and meaningfully in each discussion. You may be asked to read outside articles in preparation for these discussions. Please be sure that you can access the proprietary databases, such as JSTOR, in the "[Articles & Databases](#)" area of the WBU library website in order to view these articles.

Final Exam

The final exam will be in essay-question form and will be evaluated according to the following criteria: (1) how well you know the content of the reading assignments, lectures, discussions, and any pertinent supplementary material; and (2) how well you organize, develop, and express your thoughts. The exam will be comprehensive, and there will be no make-up for it. Students are expected to arrange well in advance to take the final exam during the last week of the course. You will not need a proctor for the exam.

Grading and Help

My grading scale is as follows: 90-92/A-, 93-97/A, 98-100/A+; and so forth. Anything below 60 is an F. Weighted grades are averaged according to a 100-point scale and are totaled at the end of the semester. If your total is 79.49, your course grade is a C. If your total is 79.50, your course grade is a B. If you need help, please visit or email me.

Grade Distribution (how much grades count):

Quiz Average: 15%

Discussion Average: 15%

Prospectus: 15%

Research Paper: 25%

Final Exam: 30%

Note: Completion of quizzes and taking part in discussion forum topics constitute attendance and participation in the course. If your failure to attend/participate reaches a threshold of 25%, your grade in the course will be an F (see "[Attendance Requirements/Decorum and Make-up Policies](#)" above).

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.

Late Work and Incompletes: All work, including essays, message board responses, quizzes, exams, and other activities, will have due dates. These due dates will be indicated in Weekly Info notices and in your Blackboard calendar. Failure to complete quizzes or participate in discussion forum topics by their due dates will result in grades of O/F. Failure to submit major writing assignments on time will result in the reduction of your grade for that work by 10 points per 24-hour period following the due date. For example, if a writing assignment is due by 11:59 P.M. CST (Central Standard Time) on June 25, you will be counted off 10 points if I don't have your work by 11:59 P.M. CST on June 26. You will be counted off 20 points after 11:59 P.M. CST on June 27. After three late periods, the work will no longer be accepted. Except in extremely compelling cases, no make-up opportunities for discussions or exercises will be offered. No make-up opportunities or extended time will be offered for the Research Essay assignment or the final exam. Make-up opportunities for lengthy absences (a week or longer) will not be offered except in extremely compelling cases (e.g., sudden hospital situations). You should not plan vacations or other extended absences during online courses. Military personnel who think they may have to be gone on extended TDY's should arrange for computer and internet access during that time. Grades of Incomplete (I) will not be considered. Please contact me early if you're having trouble getting something in so that I can assist you properly.

Course Outline: An introduction to the study of imaginative literature will be covered in the following order: Short Fiction, Poetry, Drama. An introduction to college-level research writing will be covered by the following topics: learning presentational methods, using research techniques, working with both primary and multiple secondary sources and avoiding plagiarism, preparing a prospectus, outlining, drafting, and using MLA documentation. See "Schedule for ENGL 1302" in this syllabus for details and a calendar of daily topics /events / assignments. *(NB: examples, ideas, opinions, and theories presented in lectures and discussions do not necessarily reflect the views of*

the instructor. Furthermore, this syllabus is a plan. Although no significant changes are anticipated, the instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Finally, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed.)

Schedule for English 1302

Class members are responsible for keeping up with the following schedule. Page numbers refer to *The Norton Introduction to Literature: Shorter Fourteenth Edition*. This is a working schedule and may be altered at the instructor's discretion, although departures are unlikely. Students will be notified of any changes on Blackboard.

Week 1 (beginning May 29): Reading Assignment: Guy de Maupassant, "The Jewelry" (p. 722)

Topics: Introduction to Short Fiction • Introduction to Plot and Theme • Compiling a Working Bibliography • Narrowing a Topic • Source Quality

Week 2 (beginning June 5): Reading Assignment: William Faulkner, "A Rose for Emily" (p. 692)

Topics: Introduction to Character and Point of View • Avoiding Plagiarism • Taking Effective Research Notes: Methods of Recording and Presentation

Week 3 (beginning June 12): Reading Assignment: James Joyce, "Araby" (p. 284)

Topics: Introduction to Setting and Symbolism • Preparing a Good Prospectus

Week 4 (beginning June 19): Reading Assignment: Elizabeth Barrett Browning, "How Do I Love Thee?" (p. 995) • William Shakespeare, "That Time of Year Thou Mayest in Me Behold" (p. 898)

Topics: Introduction to Poetry • The Sonnet • Effective Outlining and Drafting • **Prospectus Due**

Week 5 (beginning June 26): Reading Assignment: William Blake, "London" (P. 886) • William Wordsworth, "London, 1802" • Read ahead in William Shakespeare's *A Midsummer Night's Dream*

Topics: Poetry and Social Commentary • MLA Documentation Style: Formatting / Basics • MLA Style: How to Cite Book Sources • MLA Style: How to Cite Periodical Sources • June 30 is last day to drop or withdraw with "W"

Week 6 (beginning July 3): Reading Assignment: Alfred, Lord Tennyson, "Ulysses" (p. 1224) • Robert Browning, "My Last Duchess" (p. 1188) • Read ahead in William Shakespeare's *A Midsummer Night's Dream*

Topics: Poetry and the Speaker's Character • MLA Style: How to Cite Primary Literary Texts

Week 7 (beginning July 10): Reading Assignment: Finish reading William Shakespeare's *A Midsummer Night's Dream*

Topics: Introduction to Drama • Introduction to Shakespeare and *A Midsummer Night's Dream* • **Research Paper Due** • July 14 is last day to drop or withdraw with "WP/WF"

Week 8 (beginning July 17): **Final Exam**

Suggested Research Tools

General Bibliographies

MLA International Bibliography (available on-line through the LRC website; a fast way to find worthwhile scholarly studies)

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; available online through the LRC website)

Essay and General Literature Index (excellent source for studies included in edited collections; useful for supplementing all of the above; available online through the LRC website)

Short Fiction

American Short Fiction Criticism and Scholarship, 1959-1977: A Checklist

"Annual Bibliography of Short Fiction Interpretation" in the journal *Studies in Short Fiction*

Twentieth-Century Short Story Explication: Interpretations 1900-1975, of Short Fiction Since 1800

Twentieth-Century Short Story Explications

Shakespeare and the Renaissance in England

"Literature of the Renaissance in England [1917-69]: A Bibliography" (annual bibliography in journal *Studies in Philology*)

Bevington, *Shakespeare*

Champion, *The Essential Shakespeare: An Annotated Bibliography of Modern Major Studies*

New Cambridge Bibliography of English Literature, Vol. 1

"Shakespeare: An Annotated World Bibliography" (annual bibliography in journal *Shakespeare Quarterly*)

"The Year's Contribution to Shakespearean Study" (annual bibliography in *Shakespeare Survey*)

The Restoration and Eighteenth Century in England

Glock, Waldo Sumner, *Eighteenth-Century English Literary Studies: A Bibliography*

"The Eighteenth Century: A Current Bibliography [1925-1975], published annually from 1926 to 1976 in journal *Philological Quarterly*. You can find annual issues for 1925-1970 collected in *English Literature 1660-1800: A Bibliography of Modern Studies*. Much of the same material was later collected and published by the American Society of Eighteenth-Century Studies as *The Eighteenth Century: A Current Bibliography* [1973-], an excellent bibliography with useful annotations;

The New Cambridge Bibliography of English Literature, Vol. 2

"Recent Studies in the Restoration and Eighteenth Century" (annual bibliography in journal *Studies in English Literature, 1500-1900*)

The Romantic Movement and Victorian Era in England

"Annual Bibliography [of Keats, Shelley, Byron, and others, 1950-] in *Keats-Shelley Journal*, 1952- . Collected in Green and Wilson, *Keats, Shelley, Byron, Hunt, and Their Circles: A Bibliography: July, 1950-June, 1962*. Rather dated; supplemented by Hartley in bibliography of same title, July 1, 1962-December 31, 1974.

Bibliographies of Studies in Victorian Literature, 1975-1984. See annual bibliographies in journals like *Victorian Studies*; see the journals *Victorian Poetry*, *VJ*, *The Arnoldian*, *Tennyson Research Bulletin*, and *Victorian Newsletter*.

English Literature 1789-1815 Volume 9 of *The Oxford History of English Literature*, 1945- .

English Literature 1815-1832 [1945-]

"The Romantic Movement: A Current Selective and Critical Bibliography" [1936-1979]. Can find the years 1936-1948 in the journal *ELH*. Can find the years 1949-1965 in journal *Philological Quarterly*. Can find the years 1965-1979 in the journal *English Language Notes*. Also collected as *The Romantic Movement Bibliography 1936-1970* in seven volumes.

American Literature

Afro-American Writers

American Literary Scholarship: An Annual [1963-]

American Literature: Poe through Garland

A Bibliographic Guide to the Literature of Contemporary American Poetry, 1970-1975

Bibliographical Guide to the Study of the Literature of the United States

Bibliography of American Literature

Contemporary Poetry in America and England, 1950-1975

Eight American Authors: A Review of Research and Criticism

Fifteen American Authors Before 1900

Literary Writings in America: A Bibliography

Sixteen Modern American Authors: A Survey of Research and Criticism

Wayland Baptist University Standards for Writing

Good writing exhibits the following characteristics:

1. **Content** is clearly purposeful, demonstrating depth, insight, and critical thinking.
2. **Structure** and **organization** are effective, coherent, and logically developed.
3. **Conventions** are conscientiously observed. This includes -- but is not limited to -- sentence structure, usage, and mechanics such as punctuation, grammar, and spelling.
4. **Style** is effective. Style has been defined as "the personality of the writing." It includes -- but is not limited to -- word choice, sentence variety, voice, and attention to audience.
5. **Resources** are quoted and cited correctly, exhibiting quality and breadth. Plagiarism is unacceptable. See Plagiarism Statement in WBU Academic Catalog.

WBU's Multidisciplinary Tutorial Services

Location: Second Floor of the LRC (Library)

By Appointment Only: Contact the MTS staff at mts@wbu.edu or 806-291-3670 to schedule your appointment.

Hours:

Please contact MTS using the email address or phone number above to find out about summer hours.

Contact Information:

Phone:	806.291.3670
Email:	mts@wbu.edu

School of Languages and Literature: 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 dean of the School of Languages and Literature and reported to the university executive vice president/provost, as per university policy.
- Per university policy, second offenses RESULT IN SUSPENSION FROM THE UNIVERSITY.
- In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Copy of Research Paper (Signature Assignment) Rubric

This is the rubric I will use to grade your Research Paper, due the week beginning July 10. Please examine it carefully.

Requirements	Proficient (2)	Adequate (1)	Deficient (0)	Score
APPLICATION (This category will examine a full semester of work submitted by the student.)	The student throughout the semester has been able to connect various literature genres to contemporary culture and experience.	The student is beginning to show the ability to connect the literature to real life and/or culture.	Student has not been able to apply the literature to real life or culture.	
ANALYSIS (This will examine a single signature assignment.)	Essay identifies and analyzes basic elements of literature.	Essay has some basic elements of analysis as it applies to the literature.	There is no clear analysis achieved within the essay.	
RESEARCH (This will examine a single signature assignment.)	The essay demonstrates a refinement of the reading, research, and writing skills to support a clear point of view in regard to literature.	Essay has the text or research, but may be lacking a clear synthesis, or summarization of the material.	Essay was plagiarized, lacked citations, and/or didn't show any synthesizing or analysis of the material and/or does not have a clear point of view.	
COMPOSITION (This will examine a single signature assignment.)	Essay demonstrates critical thinking and is communicated persuasively through written composition.	Essay shows some critical thinking and communicates an argument, but may need more work.	Essay is deficient of critically thinking or the ability to communicate persuasively.	

COMMENTS:

FINAL SCORE: _____/8