

Syllabus
WAYLAND BAPTIST UNIVERSITY VIRTUAL CAMPUS
Spring 2008

INSTRUCTOR: Nora M. Qudus

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ENGLISH 1302 [Prerequisite: ENGL 1301]

Composition and Reading- Reading from imaginative literature; the research paper and shorter critical and interpretive essays. What You will Need Text: The Norton Introduction to Literature. Alison Booth et al. ninth edition - I use the long edition. If you have the short edition the page numbers are different and I will expect you to use the index and table of contents. Only the poem (Holy Thursday from Experience) and The Importance of Being Ernest are missing and available on line, An Unabridged Dictionary- this need not be new- a used one found on the internet is good(I bought mine at Amazon.com from an independent seller for \$11 which included shipping). A Thesaurus any kind- used is good, used is cheap, cheap is good. A writing hand book-there are dozens on the market. (see above) We will use the MLA format for all papers. A binder with loose leaf paper to be used as a journal (this is also inexpensive) (need I add pens and pencils?) 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: poetry, short fiction, 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. There will be four (4) papers 2-3 pages. 2 poetry explications 2 Short Story explications Explication means -analyze (a literary work) in order to reveal its meaning. Also known as literary critique and literary analysis Grading 10% from Quizzes 40% from the papers 50% from class participation- on the discussion boards- Questions asked, questions answered, topics explored, reflection on your readings, and others stuff that will come up. Your play reviews will be on the discussion boards. This is where we all come together and be a class and not simply a correspondence course, so I will give points for this part like in my Face to Face classes. During these weeks you may ask questions about the papers but they are simple example and compare and contrast style from (any colleges) 1301. The only pressure on you is to honestly try to enjoy the readings and writing about literature. Grading The University grading scale prevails for this course and is as follows: A= 90-100%; B=80-89%; C=70-79%; D=60-69%; F=less than 60% ALWAYS keep a copy of your work-things get lost in the house, office and in the electrical pulses of the computer. There are 11 weeks in our semesters not including holidays.

WEEK ONE(1): Introduction and Setting up the Basics. FIRST Write your opinion

about literature, what is your attitude towards reading in general, why read... and post it Only then begin reading the assignments. Read the introduction from the Text p.1-9. Read my introduction Lecture and the Figurative Language page. Then there are many paragraphs with examples I would like you to read the paragraphs and if you need the examples you may peruse them. p.835 Tone; p.861 Speaker; p.882 Situation and Setting; p 895 Situation; p.901 Times; p. 907 Places; p.914 Language; p.934 Picture; p.955 Symbol; p.941 Metaphor and Simile. Assignment: Think about the reading and write your thoughts (Journal time)- this will be your opportunity to look forward to the whole semester or your opportunity to adjust your attitude and enjoy the whole semester.

WEEK TWO(2): Poetry. Read William Blake's The Lamb, Tyger; Holy Thursday, and Holy Thursday. [Peruse the Biographical Sketches of the authors] Write an explication of one of the pairs of poems. WEEK THREE(3): Read Robert Frost A Road Not Taken. All the Emily Dickinson poems, Edgar Allen Poe The Raven.

WEEK FOUR(4): The Hiku p1140-1145 And At least Four(4) poems of your choice. Try your hand at writing Hiku and post your best one(s). Choose a poem of your choice from the textbook and write an explication.

WEEK FIVE(5): Short Stories. Read -The Management of Grief p304; and The Secret Sharer p.341

WEEK SIX(6): Short stories. Read- Bartleby, the Scrivener p.164; Young Goodman Brown p.264. Write an explication of one of these 4 stories. WEEK SEVEN(7): The short short story p.535. Read all six. Assignment: write an explication on one of the six.

WEEK EIGHT(8): Read Hamlet or A Midsummer's Night Dream or Rent and Watch- any Shakespeare play. I can advise on the best one if there is a choice of the same title for you.

WEEK NINE(9): Read or watch The Importance of Being Ernest.

WEEK TEN(10): Literature as social change, political statement. Read A Doll House and look up Ibsen on line. Check out Enemy of the People. Also Check out The Crucible on line.

WEEK ELEVEN(11): It all comes together now! Instructor's Policy on Academic Dishonesty: Plagiarism means you are not writing the work but taking it from other sources- be it cut and paste or copy-(with-out proper citation) and handing it in as your own work. This is wrong and defeats the idea of education and insults the spirit of education. If you want to cheat this is not the class for you. It is silly to think a student would cheat him or her self and believe he or she is fooling the teacher and getting out of doing the work they signed up to do. If you must cheat you do not belong in school. I don't care if all the world is doing it-I take a stand on ethics here. Academic Honesty University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of someone else's work as one's own work. See current Wayland Baptist University Catalog, pp. 76-77, for penalties that may be applied to individual cases of academic dishonesty.)

Statement: It is University policy that no otherwise qualified disabled person be

excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting. (Documentation of disability may be required.)