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If you have a general question about the class, your first step should be to look at the Course Forum and the FAQ to see if I have already answered it. If your concern isn't addressed there, post your question and I will usually respond within 24 hours. If I take too long in responding, or if it is a question of a personal nature, then feel free to contact me directly.

The best way to contact me, at any time of day, is to email me through Canvas. I check this e-mail address several times a day, and, if I am in front of my computer, I am alerted when an e-mail arrives. Therefore, responses to your e-mails can sometimes be instantaneous. At any reasonable time of day, you can usually get a response from me within two hours - if it is clear that a response is called for.

Course Objectives: At the end of the course, students should have demonstrated an ability to:

- Interpret complex forms of literature to derive meaning or themes and evaluate the interpretations of others by comparing them back to the text
- Identify and articulate complex ideas and themes in stories and poems through thoughtful discussion or written assignments and distinguish their own world view from the theme of a story or poem
- Practice and successfully apply strategies and concepts specific to various forms of literature, such as plays, poems, short stories, novels, film, and comics, from various cultures and historic times
- Apply literary terms and concepts to various pieces of literature to analyze how they work

Required Texts and Materials: (click on the link for more detailed information)

- Anderson, M.T. – Feed (a novel)
- Satrapi, Marjane - The Complete Persepolis (a graphic novel)
- Tamaki, Mariko – Skim (a graphic novel)

I don't believe in setting a schedule for reading a longer work chapter by chapter, so I will expect you to have an entire novel, film or play read, watched, or listened to by the beginning of our discussion. You may then feel free to go back and re-read, re-watch or re-listen to it in part or whole during the week we discuss it.

I hope that you will find many of our texts enjoyable, but I know that you will find some of our texts challenging. I expect that you will approach all readings in this class by trying to understand each text in its own context as well as being able to productively articulate your own thoughts and feelings about it. Even if you find something boring, confusing or even offensive at first, I hope that your response will be to re-engage with it, ask questions about it, re-read it, roll it around in your head, and write about what you don't understand or what bothers you on the discussion board. When all else fails, read the text again. Even if you think you understand the text perfectly, reading it (or parts of it) again will often yield different interpretations, expanded understanding, and deeper insight.

If you want to read more about how I chose the texts for this class, you can read my explanation HERE.
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**Weekly Schedule:** The ENGL 111 work week runs from Sunday to Saturday, but you should think of it as a two week cycle that begins the week before a reading is due. Take our novel, *Feed*, for example. Ideally, you should start reading *Feed* on the Sunday at the beginning of week 3, when the *Feed* reading quiz opens. While you are reading, you should take the quiz a few times to focus your reading and to make sure you have mastered it so that you can open the module for week 4 before the next Sunday (this is especially important if you are responsible for moderating one of the *Feed* forums). In the meantime, you would also be composing a draft of the *Persepolis* chapter analysis, which is your first major assignment, and then responding to other people's drafts. You should either plan to attend the synchronous session early in the week or listen to the recording so that you can get some feedback on your analysis. By Saturday of week 3, you should have posted two paragraphs to the *Persepolis* as Memoir forum, posted your analysis draft, and posted responses to two drafts by other students.

By Sunday of week 4, you should have finished reading *Feed*, have gotten at least 4 out of 5 on the *Feed* reading quiz so that the week 4 *Feed* module is open to you, and have read the feedback on your analysis draft from the instructor and your fellow students. You might even go ahead and post to one of the two *Feed* forums. On Monday you would post your final draft of the *Persepolis* analysis. On Tuesday and Wednesday, you should post two more paragraphs to the *Feed* forums, probably responses to other students. Once again, you should plan to either attend one or both of the Collaborate sessions or listen to the two recordings because there might be some hints about the following week's concept quiz, which will already be open (so you might have made a couple of attempts before class). Then you only have two more contributions to make to the *Feed* forums before Saturday (unless you are moderating one of the forums, and then you will want to make a few more contributions or post a wrap-up summary).

As you can see, it is good to do a little reading, a little writing, and take a quiz every day to keep from getting overwhelmed by the workload in this class, but it is also conducive to weekend students. Although there will be suggested deadlines for individual forums, the only firm deadlines are the assignment deadlines, the quiz deadlines, and the weekly forum contribution deadlines every Saturday night, so, if you get a good start each week on Sunday by posting a few initial paragraphs on the forums, you can do some reading and log on a couple of times during the week to master the next quiz, and then wrap up your forum posts by responding to other students on Saturday and listening to the previous week's synchronous sessions.

**Assignments:**

- Orientation Quiz and Survey 20 points
- Comprehension and Concept Quizzes 130 points
- Discussion Board Forums 470 points
- Moderating a Forum 40 points
- Synchronous Sessions 80 points
- Draft and Review of Assignment 1 30 points
- Assignment 1: Literary Analysis of *Persepolis* 50 points
- Assignment 2: Narrative Analysis Assignment 80 points
- Assignment 3: Creative Response to a Class Text 100 points
- Total 1000 points
**Participation:** Participation in the class is also very flexible. If you find you contribute best by writing, then you really only need to listen in during Synchronous sessions (or listen to the recordings) and contribute an extra paragraph each week to the forums. If your forum posts tend to be thin and insubstantial, then you'll want to participate more fully in the Collaborate/classroom sessions. If you tend to get lower grades on concept quizzes and assignments, then you might want to do a little extra on both to make up the lost points. Even though it is fairly easy to earn extra credit by doing a bit more here and there, I am usually pretty careful not to let students maintain more than 100% total in the class even if they do extra in every facet of the class because I don't want students approaching the end of the quarter with 120% and feeling like they can skip the last week (missing an entire week would severely limit your maximum grade despite your point total, as discussed below). So, if you are going above the requirements on both Collaborate and Forum participation, and you don't need the extra points to make up for quizzes and assignments, then you are doing it solely for personal edification.

**Synchronous Sessions:** Collaborate is a program designed for real-time interaction between instructors and students. I will hold 2 hour-long class discussions on Collaborate every week at the two most popular times indicated by the Introductory Survey. Full participation in each session will earn you 10 points: 5 points for being present and demonstrating that you have read the text and up to 5 points for participation (for a possible 20 points per week if you attend both sessions). In order to participate in the online sessions, you will need to log in at the beginning of class and be able to listen through speakers or headphones. A headset with a microphone can be more convenient, but it isn't necessary. Most students type their questions and responses. If you are not able to participate in as many sessions as you would like, you can earn 5 points by listening to recordings of each session, which I will post in the “Collaborate Session Recordings” Module. This will also be important because lecture materials from the sessions might show up in quizzes. Unfortunately, Canvas does not tell me when you listen to a recording, so you'll need to post the secret phrase (or three specific things you learned from the session) to the session assignment drop box to get credit for it.

The synchronous sessions are a fairly essential part of the class, and I hope you will find them valuable enough to participate beyond your 80 point obligation even if it is only by listening to the recordings. However, in order to encourage you to do at least that much, I have made earning at least 60 points through the Collaborate sessions a requirement for getting an A in the class. You'll need at least 50% (40 points) in Collaborate to earn a B or better. (You can earn 40 points simply by fully participating in four live sessions or listening to 8 of the 16 session recordings, so this is not a huge obligation.) There are 160 points available here if you fully participate in every session, so that's a possible 80 points of extra credit.

It is important to know that Collaborate is a java application that pops up in a new window. In order to run it successfully, you will need to make sure that your java software is updated and that you can set your browser to allow some pop-ups if it tends to block or filter them automatically. Currently, all links to future recordings will link you directly to the Blackboard Collaborate page. Once I have recorded that session, that link will move to the left and the link will take you directly to the recording.

**Discussion Forums:** The bulk of your grade this quarter will come from Discussion Forums. Each week we will have from 2 to 4 discussion forums to which you should contribute at least 5 paragraphs. Additionally, you need to make sure you post at least one paragraph to each forum every week or you will earn a penalty of -5 for each forum that you fail to contribute to before it closes (which might be as early as Sunday).

Every week I will evaluate your total contributions based on the following rubric:
• 2 points for each substantial paragraph about the text provided at least one of them was posted before the suggested deadline in each forum.
  ° 1 additional point if those paragraphs are grammatically correct, focused, coherent, and avoids excessive padding
  ° 1 additional point if those paragraphs stick closely to the text and contribute materially to the discussion without straying off topic
• 2 points for each of those paragraphs that are thoughtful, appropriate responses to another student's post
• 3 points for each of those paragraphs that propose an interpretation of the some part of the text that supported by evidence from the text
• 3 points for each of those paragraphs that corrects another student's interpretation or analysis using evidence from the text
• 2 points for each of those paragraphs that correctly uses literary concepts or terms in the analysis of a text (partial credit for a worthy attempt)
  ° 1 additional point if those concepts or terms are tailored to the specific genre or medium being discussed
• 2 points for each of those paragraphs that responds to, or incorporates, ideas discussed in synchronous sessions or mini-lecture announcements
• 4 points for each paragraph that synthesizes (combines) ideas from several other posts to develop a more complex interpretation of the text
  ° Up to 10 additional points if the student thoughtfully compares the ideology of the text to the student's own world view
  ° Up to 10 additional points if the student discusses the difference between literature, entertainment, and propaganda in the course of the discussion.

Not all of your paragraphs will do all of these things, obviously, but a good combination of them them should allow you to earn 10 points per paragraph. Additional paragraphs, or particularly effective paragraphs, will allow you to earn up to 15 extra points per week provided you overall score is not already at 100%.

Also note, plagiarism of any kind, from outside sources or from other students, will not be tolerated and will very likely result in a failing grade for the class.

**Moderating a Forum:** In addition to posting to forums every week, once during the quarter you and at least one other student will monitor and moderate one of our discussion forums this quarter. To earn the full 40 points, moderators should make an effort to pass the comprehension quiz early (if there is one), make some thoughtful observations about the text in response to the prompt, ask some provocative questions, and then they should check back periodically and keep the conversation moving by responding to threads, asking questions, and correcting any misreadings that pop up during the week. Moderators should also attend synchronous sessions and summarize their notes from the session to help merge those two conversations together. These tasks can be divided up in whatever way seems to work best to you and your partners as long as it all gets done and everyone contributes in roughly equal measure.

If your group covers its moderating duties effectively, your efforts will automatically count as two fully scored paragraphs (for a total of 20 points) for that forum, but then you'll need to make up the rest of your normal discussion points on the other forums that week.

You can sign up to help moderate a forum through the “Scheduler” tab in the Canvas Calendar. Select “Moderate a Forum” and then scroll through the weeks until you find the due date for the forum you want
to moderate; then click on the box next to it that says “Available,” click “Reserve” on the dialogue box that pops up. You are now a moderator on that forum, and if you click on the box again, you can even see who else is moderating with you so that you can coordinate your efforts through Canvas Mail.

**Quizzes:** Quizzes will come in two varieties: comprehension and concept. Comprehension quizzes (also known as *Gateway quizzes*) will open a week before modules in which we discuss one of our major works and will need to be mastered (70% or 3.5 out of 5 points) before you gain access to those modules, but you will have unlimited number of attempts. They will consist of fairly straightforward questions about the content of the readings. Your first comprehension quiz will be over the syllabus to make sure you understand how the class works, and mastering it (11 out of 15) will unlock module 1. *Answers to Gateway quizzes will be released Friday at 5 pm, so you will still have time post even if you are completely stymied.*

**Concept quizzes** require that you apply some of our literary concepts to any text that we have read since the last concept quiz, including the readings for the current week. At the end of the quarter, there will be a slightly more comprehensive concept quiz that could conceivably look back on any of the readings for the quarter. Each new concept quiz will open as soon as the previous one closes, but you will only have 25 attempts at each one to get your best score. Answers to Concept quizzes will be released the morning after they close. Your first concept quiz will be over the glossary terms and the week 1 readings.

After the first week, you will typically only have to worry about one quiz per week, either a Gateway quiz, which remain open indefinitely, or a Concept quiz, which will close Saturday at midnight of the module in which the text was discussed. In any case, the best practice is to start taking them as soon as they open: the Gateway quizzes to help you focus your reading and to make sure the modules open in a timely manner, and the concept quizzes so that you can get help on from the Course Forum or the synchronous sessions before they close.

**Assignments:** Three times during the quarter, you will be asked to submit a project outside of the discussion forum structure.

- **The first** will ask that you demonstrate your understanding of our glossary terms by using them to explain how a chapter of Persepolis develops its theme.
- **The second** will ask you to more closely examine narrative point of view by rewriting a short scene from one of our stories or poems and explain how the new version changes our understanding of theme or character in the entire work.
- **The third** is a creative response to one of our texts or themes that can take any form that can be digitized and uploaded to the web, and is to be accompanied by an analytical rationale.

**Grading:** For the most part, your final grade will be calculated as a straight ratio of points earned to points possible and translated into a letter grade based on a fairly generous scale. I have already weighed the grades by giving them a specific point value, so there is no tricky math involved, and whatever the Canvas grade book says on any given day will pretty accurately reflect your actual grade in the class.

However, although you can use extra credit on forums and collaborate sessions to make up for missed quizzes, less-than-stellar assignment performance, or even shoddy work on previous forums, missing an entire module's worth of forums will disqualify you from getting higher than a B in the course. Likewise, you need to listen to at least 12 of the 20 Collaborate recordings (or fully participate in 6 sessions) to qualify for an A/A-, and at least 8 session recordings to qualify for a B. However, if some crisis does make you miss a week or more of class, you can salvage your grade somewhat by completing a 50 point make-up analysis on one of the short narratives I provide. However, you can't use the make-up assignment to bump yourself to an A at end of a quarter of mediocre work.
Here's a chart of how it breaks down:

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<th>Max %</th>
<th>Min points</th>
<th>Other conditions</th>
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<td>935</td>
<td>Did not miss any modules, &gt;75% in Collaborate, and no Make-up Assignment</td>
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<tr>
<td>A-</td>
<td>88.50</td>
<td>93.49</td>
<td>885</td>
<td>Did not miss any modules, &gt;75% in Collaborate, and no Make-up Assignment</td>
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<tr>
<td>B+</td>
<td>85.50</td>
<td>88.49</td>
<td>855</td>
<td>Did not miss any modules, &gt;50% in Collaborate</td>
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<tr>
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<td>80.50</td>
<td>85.49</td>
<td>805</td>
<td>&gt;50% in Collaborate</td>
</tr>
<tr>
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<td>80.49</td>
<td>775</td>
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<tr>
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Other Resources:

**Disability Resource Center**: To learn about our services contact: Claudia Angus; Office 133D, Phone: (509) 527-4543, TDD: (509) 527-4412, E-mail: claudia.angus@wwcc.edu
http://www.wwcc.edu/CMS/?id=993

For help with access to campus technology, try the student helpdesk wiki: [http://wwcc-helpdesk.wikispaces.com/Student+Access](http://wwcc-helpdesk.wikispaces.com/Student+Access) (Links to an external site.)

**Online Student Peer Mentoring**: Students who have completed online classes are waiting to answer your questions and help you figure out how to use Canvas: [http://www.wwcc.edu/CMS/index.php?id=3853](http://www.wwcc.edu/CMS/index.php?id=3853) (Links to an external site.)

**Instructional Support Services**: [Academic Support Center (ASC) 509.527.4624 (Walla Walla) 509.758.1772 (Clarkston individual)](http://www.wwcc.edu/CMS/index.php?id=4057) On the Walla Walla campus, the Academic Support Center (ASC) is located on the 2nd floor of the main building.

**eTutoring**: Have a question you need help with? [www.eTutoring.org](http://www.eTutoring.org) provides eTutors in Math, Writing, Accounting, Statistics, and Life Sciences; leave your questions on the eTutoring website anytime and anywhere you have access to the internet. eTutoring is a free online tutoring service available to WWCC students. [http://www.wwcc.edu/CMS/index.php?id=1031](http://www.wwcc.edu/CMS/index.php?id=1031)

**Bilingual Language Assistance Program**: 509.527.3684 (Walla Walla) This program offers individualized instructional support and tutoring in a variety of subjects. Instruction can be tailored to your specific needs. If you need a tutor for a college-level class see the tutor coordinator in the Student Development Office. [http://www.wwcc.edu/CMS/index.php?id=1031](http://www.wwcc.edu/CMS/index.php?id=1031)

**Student Advising and Development Center**: Advisors in the Student Development Center help students identify and successfully achieve their academic, career and personal goals. Staff members also assist students with the development of problem-solving skills and advocate for students.