



ENGLISH 2040: GREAT BOOKS

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COURSE DESCRIPTION

This section of English 2040 studies classic “chillers and thrillers,” especially works of gothic literature and Dark Romanticism, melodramas that combine elements of horror and romance. You have probably heard of some of them, if only because of their film adaptations. By way of literary identification, online discussions, and writing about secondary criticism, you will view texts in their social and historical frameworks while engaging with them as pieces of literary fiction.

IMPORTANT NOTE: This is an online course with clear deadlines for all assignments; as long as you are attentive to these deadlines, you may work at your own pace. I am available via email and office hours as well as by appointment for personal consultation. Needless to say, accessing and using computer technology on a regular basis is a crucial requirement for the course. If you do not own a computer at home, make use of the computer labs on campus.

Vital contextual information for the course is located in the module titled **Introduction**, which is accessible via **Pilot** and www.wright.edu/~david.wilson. As with all modules, please read it closely and carefully.

TEXTS

Bram Stoker. *Dracula*.

Mary Shelley. *Frankenstein*.

Oscar Wilde. *The Picture of Dorian Gray*.

Robert Louis Stevenson. *Strange Case of Dr. Jekyll & Mr. Hyde*.

Franz Kafka. *The Metamorphosis*.

NOTE: All texts are the latest Norton Critical Editions that include ample supplementary criticism. It is essential that you use these editions because some of your assignments will ask you to read and write about the criticism.

COURSE EVALUATION

Course grades will be based on a points system. As I grade your work, **Pilot** tallies the points so that you may gauge your performance in the course at any time during the semester. At the end of the semester, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
0-59.9%	F

WRITING STANDARDS

- A The student's writing is consistently superior and expresses independent thought with grace, clarity and force. Words are used with precision and suited to the purposes of the assignment. Writing is free of mechanical errors in grammar, spelling and punctuation.
- B The student's writing is above average in thought and expression, demonstrating a clear understanding and execution of the assignment's directions; however, it is not consistently superior in depth of thought, effectiveness of development, and mechanical savvy.
- C The student's writing is acceptable as college work, but lacks an original, significant purpose or point-of-view. Typically, written work is characterized by inadequate support of generalizations, slipshod or hurried style, poor attention to detail, straying from directions, or mechanical errors.
- D The student's writing meets minimum standards. Work is often underwritten and/or marred by confused purpose, lack of organization, repetition of ideas, improper use of words, and frequent grammatical, spelling and punctuation errors.
- F The student's writing does not meet minimum standards.

LEARNING OUTCOMES

English 2040 is part of the Wright State Core. The elements of the Core are the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives that together provide Wright State University students with the ability to negotiate their roles successfully and constructively in a changing world. In this course, students can expect to do the following: [1] critically analyze significant creative, literary, philosophical or religious works; [2] understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works; [3] recognize, evaluate and respond to creative, philosophical or religious works; and [4] develop appropriate and ethical applications of knowledge in the humanities or the arts.

INTEGRATED WRITING OUTCOMES

English 2040 is an Integrated Writing (IW) course. After taking the course, students should be able to produce writing that demonstrates their understanding of course content, is appropriate for the audience and purpose of a particular writing task, demonstrates the degree of mastery of disciplinary writing conventions pertinent to the course (including documentation conventions), and shows competency in standard edited American English.

ASSIGNMENTS

Each of the five modules in the course pertains to one of our texts. Over the span of three weeks, you will complete three assignments per module (hence one assignment per week). With some exceptions, these assignments will involve the following: [1] identify certain elements in a text, [2] write a short essay, [3] complete an online discussion, and [4] write a summary of critical articles about the text in question. Specific details (including due dates) for each assignment are located in the modules and on **Pilot**. Be sure that summaries are written in your own words. If even a small portion of a summary is plagiarized, you will not receive credit. Format all short essays and summaries according to MLA style.

PLAGIARISM

Plagiarism occurs when a writer: [1] copies verbatim from an author without quotation or attempts to disguise the act by selective omissions or alterations; [2] paraphrases from an author without naming the source in the text of the paper or providing a list of references at the end; [3] turns in a paper written by somebody else. As a point of academic integrity, you are required to submit original material of your own creation. Plagiarism of any material is a serious offense and, if established with sufficient evidence, can result in failure of the course or dismissal from the university.

STUDENT SUCCESS CENTER (SSC)



The Student Success Center offers FREE services to help students meet their full potential. Students can find tutoring in any subject, study buddies, one-on-one technology workshops, feedback on writing assignments, and general academic skills coaching. Location: **182 Andrews**. Phone: **419.586.0362**. Web: **www.wright.edu/lake/ssc**.

Students who use the SSC for help on their writing assignments will be given 10 extra credit points for each visit. You may visit the SSC as many times as you like. At the end of the semester, I will tally and add all extra credit points to your final grade. In order to receive extra credit points, you must turn in all assignments for the course.

Call, go to the website, or visit the SSC to make an appointment. If you are a student at the Dayton Campus, you may acquire the same extra credit points by using the SSC in Dunbar Library.

OFFICE OF DISABILITIES SERVICES (ODS)

If a student has a disability that will require special accommodations, it is essential that he or she discuss it with the instructor and the Office of Disability Services before or during the first

week of the semester. ODS will work with these students on an individual basis to determine what services, equipment, and accommodations would be appropriate regarding their documented needs. Students who may qualify for these types of service should initiate contact with the instructor and/or ODS as soon as possible to enable the university to meet their needs. Please call Deanna Springer at **419.586.0366** or **800.237.1477**; she can be contacted by email at **deanna.springer@wright.edu**. For more information, visit the ODS in **225 Dwyer**.

CLASS CALENDAR

While you will be working on the same types of assignments for each text, you will of course be thinking and writing about different material. Here is a weekly breakdown:

Module	Schedule
<i>Dracula</i>	Week 1: Identification Week 2: Discussion Week 3: Summaries
<i>Frankenstein</i>	Week 4: Identification Week 5: Discussion Week 6: Summaries
<i>The Picture of Dorian Gray</i>	Week 7: Identification Week 8: Discussion Week 9: Summaries
<i>Strange Case of Dr. Jekyll & Mr. Hyde</i>	Week 10: Identification Week 11: Discussion Week 12: Summaries
<i>The Metamorphosis</i>	Week 13: Identification Week 14: Discussion Exam Week: Summaries