Section: 080
Meeting Times: Asynchronous Online
Instructor: Jason Myers
Office: Grant Hall (Preakness) 321
Office Phone: (973)720-2837; **Email:** myersj11@wpunj.edu
Office hours: T 10:00AM-12:00PM and R 2:30pm-4:30pm (Held via Blackboard Collaborate Ultra)
    -I'm also available by appointment. Because my office hours book up quickly
    during the semester, I highly recommend that you always make an appointment in
    advance if you want to see me. Here is a link to my office hours' schedule.

Required Materials:

-*Access to Technology*:
    -You must have a working William Paterson email account and know how to access Blackboard.
    I will communicate with you via email and Blackboard Announcements about any schedule
    changes or requirements not stated in the syllabus. On top of this, all the work you complete this
    semester will be submitted to Blackboard and documented under "My Grades."
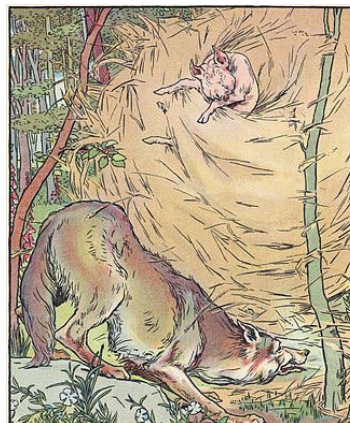
-Online Educational Resources (OER):
    -There are no required textbooks to be purchased for this course. All course materials will be
    provided by the instruction and available via Blackboard.

Course Description:
Welcome to Experiences in Literature. ENG 1500 is a writing-intensive course in which students examine how literary texts affect readers and in which students develop and sharpen this understanding though drafting, discussing, and revising written responses to these texts. Literary texts may include different genres: (short fiction, poetry, film, drama, etc.).

This is a writing intensive course so expect to write a lot! You will be asked to share your writing with your peers to receive feedback and to revise your work as we progress through the winter session.

This semester, our course will be thematically organized around fairy tales. As a literary genre, fairy tales are pervasive within popular culture. As you are reading this, I am almost positive that at least one fairy tale that you have encountered in the past has already sprung to mind, whether it be a story you were read as a child or even a character that you have chosen to be your avatar when playing your favorite

The wolf blows down the straw house in a 1904 adaptation of "The Three Little Pigs."

video game. Many of you may also already recognize the fairy tale for which the image to the right belongs. That said, because fairy tales represent a literary canon that is so immediately recognizable, and because this canon is so incredibly old (originating as part of an oral storytelling tradition) and vast (shared among various cultures around the globe), fairy tales pose unlimited possibilities for an introduction to literary study, which this course will present.

While we will cover some different versions of a couple of the most popular fairy tales together as a class, which are noted in the course schedule, each of you will choose one of your own fables to investigate and to complete the writing assignments this session.

I hope that all of you will find this course engaging, fun, and thought-provoking. I really look forward to working with each of you. Here is to a great session!

Course Objectives:

1. To provide students with techniques and methods to analyze specific passages, scenes, and sequences of literary texts

2. To examine how texts are historically and culturally situated

3. To explore the ways writing functions in connection with an understanding of how literary texts create meaning

4. To examine the dialectic of writing and its connection to shifting and evolving interpretations of texts

Student Learning Outcomes:

By the end of this course, students will:

1. Develop techniques and methods to use in the analysis of specific passages, scenes, and sequences of literary texts

2. Identify how the history and culture of the writer and the audience influence specific literary texts and how they are interpreted

3. Develop an understanding of literary texts through writing responses to those texts

4. Demonstrate an understanding of how interpretations to literary texts shift and evolve

Student Learning Outcomes for Writing Intensive Courses in the UCC:

Students will be able to:
1. Use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.)to develop their understanding of course content and to think critically about that content

2. Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts.

3. Use research and documentation skills where they may be necessary and integrate them through paraphrase, quotation and citation, in accordance with the conventions of the discipline

Course Design and Learning Styles:
I am devoted to providing a safe and accessible learning environment for all students in this class, irrespective of language of nurture, physical ability, age, lifestyle, or gender. I also assume that all of us have different needs as learners, and I will strive to adapt my teaching and assessment to accommodate a

variety of different learning styles. Please communicate with me as soon as you can about your individual learning needs and how this course can best meet them.

The Accessibility Resource Center (ARC) asks faculty to remind students that William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Please contact the ARC to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Students are encouraged to register with the ARC as soon as they enroll, since accommodations cannot be provided retroactively. More information can be found by visiting their website, by contacting the office (973-720-2853), or by visiting the office in Speert Hall, Room 134.

Grade Breakdown:

- **Weekly Discussions: 30%**
- **Weekly Assignments: 60%**
- **Writing Center Visit: 10%**

Note: This course employs labor-based grading. If you are not familiar with this grading model, it means that your work will receive full credit upon submission by or on the due date if it adheres to the requirements of the stated assignment. In other words, your work will not be graded based on quality, or how well you completed an assignment, but solely on the completion of the assignment itself.

*All completed assignments will be documented under My Grades on Blackboard.

*Any assignment submitted late will be docked 30pts. In other words, an assignment meeting all requirements but received late will earn a grade of 70%.

*Assignments will be docked 10pts for each missing requirement. Thus, if you submit an assignment on time that has not fulfilled four of the stated requirements, this assignment will earn a grade of 60%.

Thus, as long as you keep up with the assigned work of this course and follow the instructions for each assignment to the best of your abilities, you should have no trouble securing the grade that you desire as an outcome.

Descriptions of Graded Assignments:

- *Weekly Discussions (30%):*

  Throughout the course, you will be asked to contribute to discussion forums on Blackboard by the middle of every week. These forums are dedicated to expanding your understanding of the course material as well as to allowing you to interact with your fellow classmates within the digital space of our online, asynchronous class. The goal is to recreate the types of conversations that might take place in a traditional classroom setting while also offering a workshop environment, where you are able to try out and to practice elements of literary analysis and criticism before employing them to complete weekly assignments. Each discussion forum will have its own set of instructions, and you will be credited for your participation in these discussion forums as long as you meet the stated requirements for each, as explained above.

- *Weekly Assignments (60%):*

  There will be an assignment to be completed at the end of every unit on Blackboard. Weekly assignments will contribute to an ongoing literature project, where you will be asked to produce one traditional literature paper, totaling a minimum of 5 double-spaced pages, and a corresponding video essay. Each weekly assignment will have its own set of instructions, and each is dedicated to your completing and revising portions of this project. You will receive credit for each assignment you complete based on meeting the stated requirements, as explained above. That said, it is important that you stay on track and complete assignments in a timely manner during this short 6-week session to ensure that you can finish the project.

- *Writing Center Visit (10%):*

  This session, you will be required to work with a writing consultant at some point in your writing process.

  [The WPU Writing Center](#) (124 Grant Hall) (Text only (201) 285 7751) provides one-on-one peer writing consults (held virtually during the winter session) for any WPU student, teacher, or alum about any kind of writing in any stage of development on any device. This is a safe space to share your writing and also a brave space committed to promoting social justice through collaborative action. Writing sessions are 45 minutes.

  Writing consultants can help you get started, review assignments, brainstorm, outline, work on focus and thesis, organize, add power/style, and use, cite and list sources. They can also help you edit and proofread your writing. Their aim is not just to produce a better piece of writing, but to help you become a more confident, comfortable, and powerful writer. A "Welcome Video" produced by consultants at the Writing Center that include instructions for how to book an appointment via the Navigate system within WP Connect can be found [here](#).

  To receive credit for this assignment, you will simply forward the client report the Writing Center consultant sends to your WPU email address to me along with a brief, 300-word reflection on your experience. As soon as I receive this, at any time over our winter session, you earn the credit.

Academic integrity:
Plagiarism is using someone else's words or ideas in such a way that a reader cannot distinguish them from your own work. As such, it is a form of cheating. If you have questions about plagiarism, please ask me about it before your paper is due; after a paper is handed in it's too late to claim ignorance. The penalty for plagiarism is an automatic "F" for the essay without a chance to rewrite it, which is in addition to whatever penalty the College sees fit to impose, which could include expulsion from the university. Ignorance as to what constitutes plagiarism is no excuse. If you have any questions as to what plagiarism is or whether you may be committing an act of it, please do not hesitate to ask.

Course Schedule:

Week 1

-Discussion: Fairy Tales as a Literary Genre
-Watch: "Transforming Our Understanding of Fairy Tales" by Anne Duggan from TEDxWayneStateU
-Assignment: Choosing a Fairy Tale to Investigate (Preliminary Research)
-Supplemental Videos (not required but informative!): "Where Do FAIRY TALES Come From?" by Culture Crash (skip the imbedded advertisement for Skillshare), "How Old is the Oldest Fairy Tale?" by How Stuff Works

Week 2

-Discussion: The Moral is the Message: Unpacking the Complicated History of Fairy Tales as Early Childhood Education
-Watch: "'What is Close Reading?': A Literary Guide for English Students and Teachers" by OSU School of Writing
-Read: "Little Red Riding-Hood" by Charles Perrault, "Little Red-Cap" by Jacob and Wilhelm Grimm
-Assignment: Close Reading: Interpreting the Moral of Your Chosen Fairy Tale
-Supplementary Reading (not required but useful!): "MLA Formatting Quotations" by OWL Purdue

Week 3

-Discussion: Revision as Transgression: The Reinterpretation of Fairy Tales
-Read: "The Werewolf" by Angela Carter
-Assignment: Locating a More Contemporary Reinterpretation of Your Chosen Fairy Tale
-Supplemental Video (not required but helpful for providing context!): "Angela Carter's *The Bloody Chamber*: An Introduction with Edmund Gordon" by *London Review of Books*

Week 4

-Discussion: Comparative Analysis of Fairy Tales
-Read: "Little Snow-White" by Jacob and Wilhelm Grimm, "Snow White and the Seven Dwarfs" by Anne Sexton
-Assignment: Comparing Two Versions of a Single Fairy Tale

Week 5

-Discussion: What is a Video Essay?
-Watch: "How YouTube Changed the Essay" by Evan Puschak
-Assignment 1: Revision of Paper Comparing Two Versions of a Single Fairy Tale
-Assignment 2: Video Essay
-Supplemental Video (not required but, hopefully, helpful!): Tutorial on Video Editing

Week 6

-Discussion: Course Reflection
-Coursework Due: Video Essay Assignment

Winter 2024 Session Ends