



**Course Syllabus:**  
**Introduction to Reading & Writing about Culture**  
**Prothro-Yeager College of Humanities & Social Sciences**  
**ENGL 1153-X40 Introduction to Reading and Writing about Culture – Summer II 2025**

**Contact Information**

Instructor: Dr. Peter Fields

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Office hours: Monday, Tuesday, Wednesday, & Friday 11:00 AM to 1:00 PM or by appointment.

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**Course Description**

This course will provide students an opportunity to develop critical reading and cultural analysis skills in order to achieve deeper understanding of a variety of texts and artifacts. Students will explore the various factors informing the production of texts and learn how to conduct research in order to gain experience exploring different perspectives on select works and themes. The course will include several opportunities for students to articulate their interpretations and insights in essay assignments, which will be assessed for clarity, insight, and understanding.

**Course Goals**

- Read fiction and poetry and do InQuizitive exercises and Close Reading Workshops. See list of required reading and assignments in Course Schedule at the end of this syllabus.
- Engage in a writing process and demonstrate proficient use of standard written English in two comparative literary essays and a comparative literary research project.
- Demonstrate teamwork as part of group AI teams.
- Demonstrate proficiency in MLA in-body citing and Works Cited.

**THECB Core Course Objectives and Assessments**

- Critical Thinking Skills
  - To assess the student's critical thinking skills, the Research Project rubric will be applied to the Literary Research Project.
- Communication Skills
  - To assess the student's written communication skills, the Research Project rubric will be applied to the Literary Research Project.
- Personal Responsibility
  - To assess ethical use of sources as a measure of personal responsibility, the Research Project rubric will be applied to the Literary Research Project.
- Teamwork
  - To assess the student's teamwork, the Peer Review Teamwork rubric will be used to assess each student's preparation for and participation in peer review workshops.

**Required Textbook & Instructional Materials**

Mays, Kelly ed. *The Norton Introduction to Literature*. Ebook. Norton, 2025. Inclusive Access.

### Links to Ebook Readings

In D2L on the navigation bar, click on **Content** and then the module **Norton Introduction to Literature**. Then click on **Ebook: The Norton Introduction to Literature, Fifteenth Edition (Full and Portable)**. You will see the chapter divisions for our Norton ebook. Click on Contents (first item, upper left) and you will bring up the title-by-title table of contents. Each item is a link to a specific story, poem, or discussion. Our pagination follows “Full” (not “portable”).

### Academic Misconduct Policy & Procedures

Academic Dishonesty may take the form cheating, collusion, or plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not produced by the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#). All assignments submitted to the D2L drop box are subject to Turnitin which also has the capability to detect AI. Plagiarism will result in an F (a “0” – no points) for the assignment, which may result in an F for the semester. Offenders may be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Rights and Responsibilities. **Use of AI to write Essays 1a,b and 2a,b,c is prohibited.**

### AI Teams & AI team report

Students will be assigned by D2L to 4 and 5 member AI groups. Students will find 4 facts (or 5 if 5 members) from AI about the life and work of Emily Dickinson. For each item, the team provides details in three bullet points. For each item, students contribute a personal comment, which individualizes each AI report. NOTE: You are at liberty to mention facts about Dickinson’s life in Essays 2a,b,c *without* citing a source. But you are *not* allowed to use AI to write Essays 2a,b,c.

### Moffett Library

Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library. This course requires use of the Moffett-supported database *Gale Academic OneFile*.

### Grading

The percentage/letter grading scale is as follows: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%. Grades, including the semester grade (i.e., the final calculated grade), are NOT rounded up. Therefore, a 79.9, whether for a specific assignment or the final calculated grade, is a C, not a B. A 69.9 is a D, not a C. A 59.9 is an F, not a D. An 89.9 is a B, not an A. D2L gradebook does the final calculated grade.

Table 1: Percentages - Essays 1a, 1b; 2a, 2b, 2c, AI team report, InQuizitive, & Close Reading workshops

Assignments	Description	Percentage
7/14 Essay 1a – pars 2, 3, 4, Works Cited	Compare 2 stories from list by different authors	10%
7/21 Essay 1b – add pars 1, 5.	Revision of Essay 1a as per instructor evaluation	20%
7/28 Essay 2a – pars 2, 3, 4, Works Cited	Compare 2 poems from list – one must be by Emily Dickinson	10%
7/31 AI team report – w. individual comments	AI team report with each student’s personal comments	10%
8/4 Essay 2b – add pars 1, 5.	Revision of Essay 2a as per instructor evaluation	20%
8/7 Essay 2c – Literary Research Project	Add research paragraph & Works Cited item to 2b.	20%
InQuizitive Exercises – finish by 8/7	In D2L Content: Norton Courseware – automatically scored	5%
Close Reading Workshops – finish by 8/7	In D2L Content: Norton Courseware – automatically scored	5%
Total		100%

### Close Reading Workshops and InQuizitive Exercises

In Content, click on the module Norton Introduction to Literature. Students must do the listed InQuizitive exercises (5 percent of semester grade) and the Close Reading Workshops (5 percent of semester grade), which

are automatically scored by Norton. These exercises and workshops are NOT extra credit. If students do not do any; that would be an F, a “0” (no points whatsoever), for 10 percent of the semester grade.

### **Study Hours and Tutoring Assistance**

Located on the first floor of Moffett Library, TASP's Learning Center provides free drop-in tutoring support in a number of core courses and subject areas. Check the [TASP webpage](#) for times.

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Final Exam**

We do not have a final exam.

### **Extra Credit**

There is no individual extra credit in this course.

### **Late Work**

Late assignments (defined as work flagged by D2L as late) will be accepted, but they are penalized 10 points out of 100 even if it is late by less than a minute. All late work must be submitted to their drop boxes before 11:59 PM Thursday August 7. InQuizitive exercises and Close Reading Workshops must be finished by August 7.

### **Submission Format and Policy**

All formal assignments must be typed, double-spaced, formatted, and sources documented according to MLA style. Our anthology uses MLA for its Sample Writing models. Ch. 33 reviews MLA quotation, citation, and documentation. See also in Content in D2L instructions and models for Essays 1 a, b, and 2a, b, and c.

All essays must be submitted to the drop box in D2L in order to count and be graded.

By enrolling in this class, students expressly grant MSU a “limited right” in all intellectual property created by students for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes. Please note that the D2L Dropbox folder will automatically run papers through Turnitin.com. Turnitin provides both an Originality Report and an AI Report.

\*Note: Students may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless they obtain the explicit written permission of me and the other instructor involved in advance.

### **Important Dates**

Last Day to drop with a grade of “W:” **Wednesday, July 23**. Check the date on the [Academic Calendar](#).

For more information, refer to: [Drops, Withdrawals & Void](#)

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Students are expected to be familiar with this platform as it provides a primary source of communication regarding assignments, examination materials, and general course information. Students can log into [D2L](#) through the MSU homepage or the portal. For assistance, submit a help ticket [here](#).

### **Attendance**

This is an online course. Students are well-advised to login on the first day of the semester and visit the modules and that way create login history. You are “present” if you have login history.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

#### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

#### *Alcohol and Drug Policy*

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please

review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### Course Schedule: Lists of Required Reading and Assignments

In **CONTENT**, click on **Norton Introduction to Literature**; you will see our **InQuizitive exercises and Close Reading Workshops**, which are automatically scored by Norton (must be finished before 11:59 PM Thursday August 7). For our **anthology**, click on **Ebook: The Norton Introduction to Literature, 15<sup>th</sup> ed. (Full and portable editions)**. NOTE: Full and Portable differ in pagination; we are FULL. **Note:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Week	Here is our list of required reading, InQuizitive Exercises, and Close Reading Workshops.	Requirements for Writing Assignments including their relevant modules in Content in D2L
Week 1 July 7-11	<p><b>Course theme: Applying Freytag’s Pyramid (pp. 87-92)</b>  <b>All InQuizitive exercises, Close Reading Workshops, and late work are due before 11:59 PM Thursday August 7.</b></p> <p><b>Here is our list of required readings for stories:</b></p> <ul style="list-style-type: none"> <li>Ch 2 Plot 87-92 (Freytag’s Pyramid)</li> <li>How to use InQuizitive – not graded.</li> </ul> <p><b>InQuizitive.</b></p> <ul style="list-style-type: none"> <li>Fiction as a Genre. <b>InQuizitive</b></li> <li>Isabel Allende, “And of Clay Are We Created” 28-35 <b>InQuizitive</b></li> <li>Brothers Grimm, “The Shroud” 89-90</li> <li>Jorge Luis Borges, “The House of Asterion” 323-326.</li> <li>Margaret Atwood, “Lusus Naturae” 306-311.</li> </ul> <p><b>Close Reading Workshop</b></p> <ul style="list-style-type: none"> <li>Ch 4 Character 255-262.</li> <li>Monsters: An Album 305.</li> <li>Ch 5 Setting 328-331.</li> <li>Ch 6 Symbolism &amp; Figurative Language 399-404.</li> <li>Nathaniel Hawthorne, “The Birth-Mark” 404-416. <b>Close Reading Workshop &amp; InQuizitive</b></li> <li>A. S. Byatt, “The Thing in the Forest” 59-74.</li> <li>William Faulkner, “A Rose for Emily” 728-735. <b>Close Reading Workshop &amp; InQuizitive</b></li> <li>Octavia Butler, “Blood Child” 173-188 <b>InQuizitive</b></li> <li>Edgar Allan Poe, “The Black Cat” 193-200 <b>InQuizitive</b></li> <li><b>Sample Writing:</b> Comparative Essay on “The Birth-Mark” and “The Thing in the Forest” 442-45.</li> </ul>	<p><b>For Essay 1a due Monday July 14.</b></p> <ul style="list-style-type: none"> <li>Choose 2 stories from our list excluding “The Shroud,” “And of Clay Are We Created,” “The Birth-Mark,” and “The Thing in the Forest” (which serve as models).</li> <li>Applying Freytag’s pyramid, where do these two stories intersect?</li> <li>Write paragraphs 2, 3, and 4.</li> <li>Provide Works Cited (cross reference).</li> </ul> <p><b>See these modules in Content in D2L for Essay 1a:</b></p> <ul style="list-style-type: none"> <li><b>Notes</b> for “The Shroud” w. Freytag’s Pyramid</li> <li><b>Notes</b> for “And of Clay Are We Created” w. Freytag’s Pyramid</li> <li><b>Instructions</b> for Essay 1a.</li> <li><b>Model essay 1a</b></li> </ul>

Week	Here is our list of required reading, InQuizitive Exercises, and Close Reading Workshops.	Requirements for Writing Assignments including their relevant modules in Content in D2L
Week 2 July 14-18		<p><b>For Essay 1b due Monday July 21.</b></p> <ul style="list-style-type: none"> <li>• Add pars. 1 &amp; 5</li> <li>• Revise as per instructor comments</li> </ul> <p><b>In Content in D2L, see these modules for Essay 1b:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions</b> for Essay 1b</li> <li>• <b>Model Essay 1b</b></li> </ul>
Week 3 July 21-25	<p><b>Here is our list of required readings for poetry:</b></p> <ul style="list-style-type: none"> <li>• Poetry as a Genre: Introduction. <b>InQuizitive.</b></li> <li>• Poetry as a Genre: Close Reading. <b>In Quizitive.</b></li> <li>• Wheatley, “On Being Brought from Africa to America” 783 <b>Close Reading Workshop</b></li> <li>• Hughes, “Harlem” 1117 <b>Close Reading Workshop</b></li> <li>• Read Ch. 21 The Author’s Work as Context: Adrienne Rich 1046-1049, poems by Adrienne Rich 1050-60, and Passages from from Rich’s Essays 1060-69.</li> <li>• Ch 11 Poetry: Reading, Responding, Writing 771-88.</li> <li>• Ch 14 Theme and Tone</li> <li>• Ch 15 Language: Word Choice and Order</li> <li>• Ch 17 Symbol</li> <li>• Ch 18 The Sounds of Poetry</li> <li>• Poems by Emily Dickinson: 784, 922, 1080-83.</li> <li>• William Carlos Williams, “The Red Wheelbarrow,” “This is Just to Say” (909, either poem).</li> <li>• Sharon Olds, “Sex without Love” (911).</li> <li>• Adrienne Rich, “My mouth hovers across your breasts” (1057).</li> <li>• W. B. Yeats, “The Second Coming” (943).</li> <li>• Sylvia Plath, “Daddy” (1234-36)</li> <li>• Ch. 30 The Literature Essay 1980-1996 (Note: we are using comparative method (1992-93); we use the “block method” (see 1994).</li> <li>• Ch. 33 (2024-53) Quotation, Citation, and Documentation. We use MLA cross-reference (see 2050-51).</li> </ul>	<p><b>For Essay 2a due Monday July 28:</b></p> <ul style="list-style-type: none"> <li>• Choose Emily Dickinson poem from our book excluding “‘Hope’ is the the thing with feathers—”</li> <li>• Compare it to one of the poems in our list <b>not</b> written by Emily Dickinson excluding “On Being Brought to America from Africa.”</li> <li>• Applying Freytag’s Pyramid, where do these two poems intersect?</li> <li>• Write paragraphs 2, 3, and 4.</li> <li>• Provide Works Cited (cross reference).</li> </ul> <p><b>In Content in D2L, see these modules for Essay 2a</b></p> <ul style="list-style-type: none"> <li>• <b>Notes</b> for “‘Hope’ is the thing with feathers—” w. Freytag’s Pyramid</li> <li>• <b>Notes</b> for “On Being Brought” w. Freytag’s Pyramid</li> <li>• <b>Instructions</b> for Essay 2a</li> <li>• <b>Model Essay 2a</b></li> </ul>

Week	Here is our list of required reading, InQuizitive Exercises, and Close Reading Workshops.	Requirements for Writing Assignments including their relevant modules in Content in D2L
Week 4 July 28- August 1		<p><b>For AI team report due Thursday July 31.</b></p> <ul style="list-style-type: none"> <li>• Indicate AI source.</li> <li>• Identify 4 facts about Emily Dickinson (5 facts if your group has 5 people)</li> <li>• Provide details for each fact in 3 bullet points</li> <li>• Individualize report with personal comment for each of the 4 facts (or 5 facts)</li> </ul> <p><b>See these modules in Content in D2L:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions</b> for AI team report</li> <li>• <b>Model AI team report</b></li> </ul> <p><b>For Essay 2b due Monday August 4.</b></p> <ul style="list-style-type: none"> <li>• Add paragraphs 1 and 5</li> </ul> <p><b>See these modules in Content in D2L:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions</b> for Essay 2b</li> <li>• <b>Model Essay 2b</b></li> </ul>
Week 5 August 1-7	<p>Choose one article from this list of articles in the Moffett-supported database <i>Gale Academic OneFile</i> for the Research Paragraph for Essay 2c Literary Research Project:</p> <ul style="list-style-type: none"> <li>• Glenn Hughes, "Love, Terror, and Transcendence in Emily Dickinson's Poetry," <i>Renaissance</i>.</li> <li>• Elsa Cajiao Cuellar, "Disentangling Emily Dickinson's Riddles and Encoded Voices in "My Life had stood—a loaded gun" and "I taste a liquor never brewed," <i>Atlantis</i>.</li> <li>• Jay Ladin, "Meeting her Maker: Emily Dickinson's God," <i>CrossCurrents</i>.</li> <li>• Kristen M. Comment, "Dickinson's Bawdy: Shakespeare and Sexual Symbolism in Emily Dickinson's writing to Susan Dickinson," <i>Legacy</i>.</li> <li>• Seth Archer, "'I had a terror': Emily Dickinson's Demon," <i>Southwest Review</i>.</li> </ul>	<p><b>REMINDER:</b> All InQuizitive excercises &amp; close reading workshops must be completed by <b>Thursday August 7.</b></p> <p><b>For Essay 2c due Thursday August 7, add Research Paragraph to 2b. Here is how to create a Research Paragraph:</b></p> <ul style="list-style-type: none"> <li>• Choose one of articles in list</li> <li>• Explain idea from article in your own paragraph</li> <li>• Quote at least once from the article</li> <li>• Research paragraph should be next-to-last paragraph in 2b</li> <li>• Provide correct citation in Works Cited</li> <li>• Now 2b has become 2c - the Literary Research Project.</li> </ul> <p><b>See these modues in Content in D2L:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions</b> for Essay 2c</li> <li>• <b>Model Research Paragraph</b></li> <li>• <b>Model Essay 2c</b></li> </ul> <p><b>Reminder:</b> All <b>late work</b> is due before 11:59 PM Thursday August 7.</p>