

Syllabus

Indiana Wesleyan University

ENGL-510: Fiction and Culture (Online)

Session Dates: Fall II 2021: 10/26/21-12/20/21

Instructor: TBD

Contact: mike.mendenhall@indwes.edu

Course Description

A selective study of fiction focused on a specific cultural theme, cultural group, or specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, African-American literature, or Nineteenth-Century American Literature.) The course will be writing-intensive—including formal and informal writing—and will focus on formalist and cultural analytical approaches to fiction.

Credit Hours: 3

Prerequisite Courses: N/A

Prerequisite Skills and Knowledge: N/A

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Explain how the form of a piece of fiction (e.g., literary devices) conveys the meaning of the text.
 2. Manage the writing process effectively to generate organized, coherent, creative, specifically-supported, rhetorically-effective literary analyses.
 3. Evaluate the meaning of a fictional text using specific biblical principles.
 4. Interpret fictional texts based on the culture of focus for the course (i.e., based upon the cultural theme, cultural group, or culture of the historical period of focus).
-

Course Topics

- Identification of major themes
 - Conveying meaning through plot & characterization
 - Conveying meaning through setting & symbols
 - Conveying meaning through biblical, historical, and mythological allusions
 - Conveying meaning through figurative language
 - Developing a thesis sentence
 - The writing process
 - Generating effective formal and informal literary analyses
 - Using biblical principles to evaluate literary texts
 - Introduction to the cultural or period focus of course.
 - Interpreting fictional texts based upon the culture of focus.
 - Effective peer evaluation.
-

Major Course Resources

Hill, D. (2017). *White awake: An honest look at what it means to be white*. IVP Books.

Jarrett, G.A. (ed.). (2014). *The Wiley Blackwell anthology of African American literature volume 2: 1920 to the present*. Wiley-Blackwell.

Whitehead, C. (2016). *The underground railroad: A novel*. Doubleday.

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured

by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs
Grade	Category	Description
		improvement.

D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Workshop Overviews

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Discussion: Perspective: <i>White Awake #1</i>	Initial post due by day 4; response(s) due by the end of the workshop.	2 hours	20
Totals		12.5 hours*	75
Title	Due Dates	Time	Points

1.2 Discussion: Insights: <i>The Underground Railroad</i> #1	Initial post due by day 4; response(s) due by the end of the workshop.	7.5 hours	20
1.3 Assignment: More Than Skin Matters Journal	Due by the end of the workshop.	1.5 hours	25
1.4 Project: Seminar Paper – Top Three Texts	Due by the end of the workshop.	1.5 hours	10
Totals		12.5 hours*	75

*These times are only estimates. Actual completion times will vary.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Discussion: Perspective: <i>White Awake</i> #2	Initial post due by day 4; response(s) due by the end of the workshop.	3 hours	20
2.2 Discussion: Insights: <i>The Underground Railroad</i> #2	Initial post due by day 4; response(s) due by the end of the workshop.	7 hours	20
2.3 Assignment: More Than Skin Matters Journal	Due by the end of the workshop.	1.5 hours	25
Totals		13.5 hours*	85
Title	Due Dates	Time	Points

2.4 Project: Seminar Paper – Annotated Outline	Due by the end of the workshop.	2 hours	20
Totals		13.5 hours*	85

*These times are only estimates. Actual completion times will vary.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Discussion: Perspective: <i>White Awake #3</i>	Initial post due by day 4; response(s) due by the end of the workshop.	2.5 hours	20
3.2 Discussion: Insights: <i>The Underground Railroad #3</i>	Initial post due by day 4; response(s) due by the end of the workshop.	6.75 hours	20
3.3 Assignment: <i>More Than Skin Matters Journal</i>	Due by the end of the workshop.	1.5 hours	25
3.4 Project: Seminar Paper – Thesis / Abstract	Due by the end of the workshop.	4 hours	25
Totals		14.75 hours*	90

*These times are only estimates. Actual completion times will vary.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Discussion: Perspective: <i>White Awake #4</i>	Initial post due by day 4; response(s) due by the end of the workshop.	3 hours	20

4.2 Discussion: Insights: <i>The Underground Railroad #4</i>	Initial post due by day 4; response(s) due by the end of the workshop.	6.25 hours	20
4.3 Assignment: More Than Skin Matters Journal	Due by the end of the workshop.	1.5 hours	25
4.4 Project: Seminar Paper – Draft (5 pages)	Due by the end of the workshop.	5 hours	50
Totals		15.75 hours*	115

*These times are only estimates. Actual completion times will vary.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Discussion: Perspective: <i>White Awake #5</i>	Initial post due by day 4; response(s) due by the end of the workshop.	3 hours	20
5.2 Discussion: Insights: <i>The Underground Railroad #5</i>	Initial post due by day 4; response(s) due by the end of the workshop.	7.5 hours	20
Totals		19.5 hours*	135
Title	Due Dates	Time	Points
5.3 Assignment: More Than Skin Matters Journal	Due by the end of the workshop.	1.5 hours	25
5.4 Project: Seminar Paper – Draft (10 pages)	Due by the end of the workshop.	7.5 hours	70

Totals	19.5 hours*	135
---------------	------------------------	------------

*These times are only estimates. Actual completion times will vary.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Project: Seminar Paper – Final Version (20 pages)	Due by the end of the workshop.	15 hours	500
Totals		15 hours*	500

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
91 hours*	1,000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link

DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information