

ENG 231 – CRN 3189 – BRITISH LITERATURE I – FALL 2014

Online - Blackboard

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Office Hours: Mondays 9:00am – 12:00pm, Thursdays
3:30pm – 5:00pm, and by appointment.

***Students must activate and regularly check their MxCC E-mail addresses in addition to their Blackboard Mail. Important messages from this class and the college will be sent to their MxCC e-mail address.** Students may do this by contacting MxCC IT for assistance, see the following link for contact information: <http://mxcc.edu/distance/>*

Required Textbook: Greenblatt, Stephen (ed). *The Norton Anthology of English Literature, Volume I*. New York: W.W. Norton & Co., 2012. Print.

Course Description: Reading and analysis of major works of British literature from Old English through the 18th century. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. *Prerequisites:* ENG*101, ENG*101E, or ENG*101ALP and ENG*102 or ENG*110. This is an “L” course.

Blackboard: This course is an online course and thus, students will need consistent online capabilities in order to complete the coursework. As a system, Blackboard requires *at least* high-speed internet access (this access can be gained at various coffee shops or any place of business that offers free WiFi Internet Access). Blackboard offers a network on which I will post the syllabus, quizzes, assignments, lectures, and discussion questions – all of which students will need to consistently access in order to complete. Additionally, students will need to use the Blackboard tools, messaging, and posting capabilities in order to submit assignments, etc. As a result, Blackboard is the ONLY way to submit assignments and the main source for contacting me during the course. Use My Commnet in order to access to Blackboard. Students who experience technical difficulties need to contact the MxCC or Blackboard Helpdesks. Students can reach the Blackboard Helpdesk: 866.940.1928 or 860-343-5756.

General Outcomes of the Course: Students who complete ENG 231 will generally meet the following outcomes:

Written Communication (full competency)

- Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Critical Analysis and Logical Thinking (full competency)

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Continuing Learning/Information Literacy (full competency)

- Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

Historical Knowledge/Understanding (full competency)

- Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Social Phenomena Knowledge/ Understanding (embedded 1-4)

- Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

Appreciation of the Aesthetic dimensions of Humankind (full competency)

- Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Appreciation of the Ethical Dimensions of Humankind (full competency)

- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social political problems.

Course Goals: Students in ENG 231 will:

- Read works of recognized merit in British prose and poetry, from the Anglo-Saxon period to the 18th century.
- Learn to recognize the distinguishing characteristics of significant literary periods and movements throughout the British canon.
- Learn about the historical, social, cultural, and creative contexts that influence the writing of literature within each period.
- Learn about the relationship between the literature and the lives of the writers.
- Learn to interpret literature on the basis of textual evidence.
- Learn to recognize and understand the value of standard literary elements and devices within literary works.

- Learn to recognize conventional themes within and among literary works.
- Write examinations and/or papers that demonstrate a grasp of the elements listed above, and will do so in acceptable prose.

Course Requirements:

Student E-Mail and Blackboard Mail: Students in this course are required to use Blackboard Mail as their primary means of contact with the instructor. Blackboard Mail is the best way to contact me with questions or to schedule conferences. If you are unable to contact me via Blackboard, reserve use of MxCC e-mail as a back-up or emergency means for contact. I try to be as vigilant as possible in checking my e-mail and I do check it at least once a day, so I ask students to give me a 24-hour window for response. If I have not responded in 24 hours, please resend your request/e-mail. As a result, I ask that students also check their e-mails as I may send reminders or important messages. However, important messages will occasionally be sent to your Student E-mail (or your MxCC E-mail) address. Students should check that e-mail account regularly or they may forward it to an e-mail address that they do check regularly. See the link at start of the syllabus for information. Additionally, papers or assignments may not be e-mailed for credit, please post your papers and assignments to the appropriate place in Blackboard.

Textbook and Materials: It is required that students purchase a textbook to complete the course. Students should also have regular access to Blackboard in order to download the week's lecture notes, assignments, weekly quizzes, etc.

Modules - Lecture Notes: Each week I will post lecture notes to accompany the reading assignment (I will usually have these up and ready for you every Sunday). Within each week's notes, I will provide topic information, reading schedule, reading information, things to think about. Within these notes, I will also post weekly discussion questions and assignments within. It is *imperative* for students to read each week's notes carefully in order to stay on top of deadlines and demands throughout the course. Students who neglect to read the lecture notes each week will likely not pass the course with a C or better.

Discussion Posts: Online discussion is a very important tool for exploring literature. Using Blackboard, each student will post a discussion response to questions posed in lecture notes. Students will make **TWO** posts to the discussion forum each week. First, students are required to choose one of those discussion questions and post an initial response (by **THURSDAY** of that week). Later on in the week, students will post their second response to another student's discussion post for another/different question (this will be due by each **SUNDAY** of that week). These posts are due by 11:59pm on the date posted within the course schedule. Here are some guidelines for posting discussion responses:

- Discussion posts need to be elaborate. No post should ever be one or two sentences; they should be several paragraphs at the very least.
- Discussion posts should be clear, thesis driven, and coherent; every post should be adequately revised before publication on the discussion thread.
- All posts should reference the textbook or readings to which they refer. Quoting and providing page numbers is very helpful in terms of illustrating points. Do remember that if you quote, paraphrase or reference another source, it is imperative to explain the connection and reason(s) for which the reference is being made. This should be done in the MLA documentation style. (Additionally, to avoid plagiarism, please be sure to give credit to all authors and sources used – this will be further addressed later on.)
- Discussion posts and responses should be respectful. Respect is tremendously important in order for successful discussion to ensue. All insults, inappropriate remarks, etc. will be dealt with publicly and on an individual basis. As we are all adults, I hope that this will not be an issue.
- There are ways to politely and professionally disagree with another or present an opposing issue – please remember in these instances to be respectful and use tact. Should anyone need to discuss this further, please communicate with me individually.
- Please remember that I will be involved in the discussion thread as well; additionally, your discussion posts can/will be read by the entire class. With this in mind, please be sure to make your discussion posts relevant and thoughtful.

Deadlines for discussion posts are clearly outlined in the course schedule and will be clearly indicated within the lecture notes for each week. Each week's discussion will be given its own thread or forum (generally the title of the topic listed on the course schedule). Each discussion thread or forum will be locked after the deadline. Any late postings (after the deadline and before it gets locked) will be given half credit. No postings will be accepted after a thread is locked. Please complete all discussions by the deadlines stated in the lecture notes and on the course schedule listed for the week. Since this course is online, your posts and participation in discussion are a considerable part of your grade. Each discussion post will be graded on:

- How the post addresses the question (clarity, thesis, support, etc.)
- How the post integrates the readings within the response to the question
- The quality and care put into the post (evidence of revision, citations, etc.)

In the event that a post does not meet requirements, students will be asked to revise it. This request will be made either publicly or privately depending upon the revision that needs to be made. It is necessary for students to fulfill such requests because failure to do so will result in a lowering of the discussion grade.

Quizzes: Each week there will be a reading quiz posted on Blackboard. These quizzes will be unlocked on **SUNDAY** at 12:00am (when the lecture notes are posted) and will be available until 11:59pm on **WEDNESDAY** of each week (timeframes may alter and if they do, it will be appropriately stated within the lecture notes). At the deadline, the quiz will be locked and graded; thus, no student may access that quiz. No quiz may be completed or made up after it is locked. Sometimes, writing assignments will be given as quizzes – such instances will be detailed in the lecture notes for that week and are indicated on the course schedule. Quizzes will be averaged together at the end of the semester and factored into your final grade.

Papers: There will be three essays, assigned throughout this course. All paper assignments will be posted on Blackboard with explicit guidelines and deadlines. Paper guidance will be provided in the lecture notes once the paper is introduced. Students will be responsible for reading the lectures, following the posted guidance, drafting, and revising their papers. Instructor meetings (in-person) are available with adequate time prior to the deadline (up until the day before the paper is due); furthermore, students may take their drafts to The Learning Center and have a tutor provide feedback. No drafts may be e-mailed for instructor feedback and no last minute appointments will be granted. In order to provide students with adequate time to draft and revise, there will be no assigned reading for the week prior to a paper's deadline (see course schedule).

Deadlines: All deadlines are posted within the course schedule and in the announcements section of Blackboard. Unless special arrangements have been made with me, penalties will be applied to late papers and papers will not be accepted one week from the original due date.

Formatting Papers: All essays, or projects, need to be posted to Blackboard by the stated deadlines. Basic requirements for assignments are as follows:

- All essays for this course must be typed and generated with a word processing program. This means that students need to save all work on a hard drive or flash drive (having this work saved will save all students extra, unnecessary work).
- Each project must be submitted with your name, class/course number, date, and the instructor's name in the upper, left-hand corner of the first page.
- Page numbers and the student's last name will appear within the upper, right-hand corner of all pages but the first.
- All papers must be double spaced.
- All papers need to follow MLA Guidelines
- Papers may not be e-mailed outside of Blackboard. It is a student's responsibility to manage his/her time and post all assignments by the stated deadlines within Blackboard.

Office Hours and Conferences: You are welcome to schedule an appointment to meet with me in person. See my contact information on the first page and please provide adequate notice (24-48 hours) so that I may respond to your request.

Academic Support

- Tutoring is available at the Learning Center in Chapman Hall. If you visit a tutor, please bring the assignment with you. Attach the drafts and the work that you did with the tutor to the back of your assignments when they are due in class.
- Computer Labs are available in Wheaton Hall and Chapman Hall.

Grading Scale: Your final grade will be calculated according to the following percentages (I've also placed the number of points available to show the percentage conversion within the Blackboard Gradebook):

Papers = 40%

Paper #1

Paper #2

Paper #3

Discussion Posts 30%

Quizzes = 30%

Final grades will be calculated according to the grading percentages listed above and the final grade of A-F will be determined by the following scale:

A = 93-100

B = 83-86

C = 73-76

A- = 90-92

B- = 80-82

C- = 70-72

F = 0-59

B+ = 87-89

C+ = 77-79

D = 60-69

Withdrawals: A student may withdraw from any course after the add/drop period, until the end of the 11th week of the semester (for the Fall and Spring semesters). This deadline is published in the Academic Calendar and is **Tuesday, November 11, 2014**. A student must take the responsibility for initiating and completing a withdrawal. It is in the best interest of the student to discuss a withdrawal with his or her academic advisor, and/or the instructor of the course. A student who wishes to withdraw from a course must:

1. Obtain a withdrawal form from the Records Office,
2. Fill in and sign the form,
3. Obtain the signature of the course instructor, and (if applicable) financial aid staff member and/or veterans counselor, and
4. Return the completed form to the Records Office prior to the deadline.

A student who is taking an online course and is unable to come to campus, should contact the course instructor to request a withdrawal electronically, prior to the deadline. A student who wishes to completely withdraw from MxCC must notify the Records Office of that intention. The College prefers the student to come in personally and obtain signatures as described above. However, notification may be made in writing. A withdrawal will be recorded as a “W” on the student’s transcript. Withdrawing from a course makes the student ineligible for Dean’s List recognition in that semester. A student who misses the withdrawal deadline, and who has extenuating circumstances, may choose to file an “Appeal for Late Withdrawal” form with the Dean of Academic Affairs. This form must be signed by the instructor indicating his/her permission for withdrawal before the appeal will be considered. Any student who stops attending a class and fails to complete a withdrawal form will receive a letter grade for that course (A – F).

ADDITIONAL SYLLABUS INFORMATION ON COLLEGE-WIDE POLICIES

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

ENG 231 – 3189 – Fall 2014 Course Schedule

Weekly lecture notes are part of the mandatory reading schedule.

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| <p>Week 1 (8/27 – 8/31) INTRODUCTION TO THE COURSE AND THE ANGLO SAXON LITERATURE Readings: The Middle Ages, an overview (p. 3-13), Bede’s <i>The Ecclesiastical History of the English People – Caedmon’s Hymn</i> (p. 29 - 32), and syllabus. Assignments:</p> <ul style="list-style-type: none"> • Write Introductory Post due Thursday, 8/28 @ 11:59pm • Discussion Post #1 by Sunday, 8/31 @ 11:59pm (No required Peer Response) |
| <p>Week 2 (9/1 – 9/7) THE ANGLO SAXON LITERATURE Readings: <i>Beowulf</i> (p. 36-108) Assignments:</p> <ul style="list-style-type: none"> • Complete Quiz #1 (8/31 – 9/3 @ 11:59pm) • Write Discussion Post #2: Initial Post due 9/4 and Peer Response due 9/7. |
| <p>Week 3 (9/8 – 9/14) THE NORMAN CONQUEST AND ANGLO-NORMAN LITERATURE Readings: Thomas of England’s <i>Tristan et Yseult</i> (p. 133 – 137), Marie de France’s “Milun” (p. 143-154) and “Lanval” (p. 154 – 167) Assignments:</p> <ul style="list-style-type: none"> • Complete Quiz #2 (9/7 – 9/10 @ 11:59pm) • Write Discussion Post #3: Initial Post due 9/11 and Peer Response due 9/14. |
| <p>Week 4 (9/15 – 9/21) THE ARTHURIAN LEGEND Readings: Geoffrey of Monmouth’s <i>History of the Kings of Britain</i> (p. 130), Wace’s <i>Le Roman de Brut</i> (PDF), Layamon’s “Brut” (PDF), “The Myth of Arthur’s Return” (130-131), and Sir Thomas Malory’s <i>Le Morte D’Arthur</i> (p. 482 – 500). Assignments:</p> <ul style="list-style-type: none"> • Complete Quiz #3 (9/14 – 9/17 @ 11:59pm) • Write Discussion Post #4: Initial Post due 9/18 and Peer Response due 9/21 |
| <p>Week 5 (9/22 – 9/28) CHAUCER AND INTRODUCTION OF PAPER #1 Readings: Middle England overview (p. 13-28), Introduction to Geoffrey Chaucer (p. 238 – 243), and Chaucer’s Poetry (p. 343 – 346) Assignments:</p> <ul style="list-style-type: none"> • Complete Quiz #4 (9/21 – 9/24 @ 11:59pm) • Write Discussion Post #5: Initial Post due 9/25 and Peer Response due 9/28 |
| <p>Week 6 (9/29 – 10/5) PAPER #1 Readings: No assigned readings this week. Assignments:</p> <ul style="list-style-type: none"> • Complete Quiz #5 (9/28 – 10/1 @ 11:59pm) • Paper #1 due 10/5 @ 11:59pm |
| <p>Week 7 (10/6 – 10/12) CHAUCER AND MIDDLE ENGLISH <i>The Canterbury Tales:</i> “The General Prologue” and “The Wife of Bath’s Prologue and Tale” Readings: “The General Prologue” (p. 243 – 263) and “The Wife of Bath’s Prologue and Tale” (p. 282 – 310) Assignments:</p> |

- Write Discussion Post #6: Initial Post due 10/9 and Peer Response due 10/12

Week 8 (10/13 – 10/19) MIDDLE ENGLISH REVELATIONS AND DRAMA

Medieval Revelation Literature and Late Medieval Drama.

Readings: Julian of Norwich, Chapter 3 (p. 414-413), Margery Kempe, Book 1.1 (p. 425 – 426), *Everyman* (p. 508-529).

Assignments:

- Complete Quiz # 6 (10/ 12 – 10/15 @ 11:59pm)
- Write Discussion Post #7: Initial Post due 10/16 and Peer Response due 10/19

Week 9 (10/20 – 10/26) DRAMA OF THE 16TH CENTURY

Readings: Introduction to the 16th Century (p. 531 – 563) and Marlowe’s *Dr. Faustus* (p. 1127-1163)

Assignments:

- Complete Quiz #7 (10/19 – 10/22 @ 11:59pm)
- Write Discussion Post #8: Initial Post due 10/23 and Peer Response due 10/26

Week 10 (10/27 – 11/2) DRAMA OF THE 16TH CENTURY

Readings: Shakespeare’s *King Lear* (p. 1251-1339)

Assignments:

- Complete Quiz #8 (10/26 – 10/29 @ 11:59pm)
- Write Discussion Post #9: Initial Post due 10/30 and Peer Response due 11/2

Week 11 (11/3 – 11/9) RENAISSANCE POETRY, WOMEN IN POWER, AND INTRODUCTION OF PAPER #2

Readings: Shakespeare’s Sonnets #18 (p. 1172-1173) #33 (p. 1175), #62 (p. 1176); “Women in Power” (p. 721 – 765) excerpts from Mary I, Lady Jane Grey, Mary (Queen of Scots), and Elizabeth I.

Assignments:

- Complete Quiz #9 (11/2 – 11/5 @ 11:59pm)
- Discussion Post #10: Initial Post due 11/6 and Peer Response due 11/9

Week 12 (11/10 – 11/16) PAPER #2

Readings: No assigned reading.

Assignments:

- Complete Quiz #10 (11/9 – 11/12 @ 11:59pm)
- Paper #2 due 11/16 @ 11:59pm.

Week 13 (11/17 – 11/23) THE RESTORATION (17TH – 18TH CENTURIES) – JOHN MILTON AND ALEXANDER POPE

Readings: Early 17th Century Overview (p. 1341 – 1370). Milton’s *Paradise Lost*, Book I (p. 1945 – 1964), Milton’s “When I Consider How My Light Is Spent” and “On the Late Massacre in Piedmont” (p. 1942); Alexander Pope’s “Sound and Sense” (PDF).

Assignments:

- Discussion Post #11: Initial Post due 11/20 and Peer Response due 11/23

Week 14 (11/24 – 11/30) THE RESTORATION (17TH – 18TH CENTURIES) AND INTRODUCTION OF PAPER #3

Readings: Mary Wroth’s “Am I Thus Conquered?” (p. 1567); “Debating Women” (p. 2766 – 2785) excerpts from Swift, Montagu, Pope, Irwin, and Leapor.

Assignments:

- Complete Quiz #11 (11/23 – 11/26 @ 11:59pm)
- Discussion Post #12: Initial Post due 11/30 @ 11:59pm (No peer response required due to Thanksgiving Break)

Week 15 (12/1 – 12/7) THE RESTORATION (17TH – 18TH CENTURIES): LANGUAGE, LITERATURE, AND LIBERTY

Readings: Samuel Johnson’s “A Dictionary of the English Language” (p. 2929 – 2936) and “A Brief to Free a Slave” (p. 3032 – 3033). Readings on 18th Century Liberty: Locke (p. 3015 – 3018), Wollstonecraft’s Introduction to *A Vindication of the Rights of Woman* (PDF), and Phyllis Wheatley (PDF).

Assignments:

- Quiz #12 (11/30 – 12/3 @ 11:59pm)
- Discussion Post #13: Initial Post due 12/4 and Peer Response due 12/7

Week 16 (12/8 – 12/9) PAPER #3

Readings: No assigned reading.

Assignments:

- Quiz #13 (12/7 – 12/10 @ 11:59pm)
- Paper #3 due Sunday, December 14th @ 11:59pm

Disclaimer: Instructor reserves the right to change or modify any part of this syllabus or outline to meet instructional needs. All changes will be announced/distributed in class.