# ENG 231 – CRN 1318 –BRITISH LITERATURE I – SPRING 2016
Online - Blackboard

**Instructor:** Dr. Eva Jones
**E-mail:** ejones2@mxcc.edu
**Phone:** (860) 343-5854
**Office:** Snow Hall, 520

**Office Hours:** Mondays 3:00pm – 5:00pm, Tuesdays 11:00am – 1:45pm, and Wednesdays 3:00pm – 5:00pm (Skype appointments also available).

***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. 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. Students may use My Commnet in order to access to Blackboard, or they may use the following link: **learnct.blackboard.com**. Students who experience technical difficulties need to contact the MxCC Distance Learning (link provided above) or the Blackboard Helpdesks: 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 18<sup>th</sup> 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:** Each week students should do the following to achieve success throughout the course:

1) Read each week's lecture notes CAREFULLY (these are located on the homepage). These notes will guide students through the week's reading and assignments.
2) Complete the assigned readings for that week (listed in the course schedule on the syllabus and in the lecture notes).
3) Complete the week's assignments (listed both on the course schedule on the syllabus and at the end of the lecture notes). Weekly assignments will include the following:
   - Quizzes on the previous week's reading and lecture from <u>Sundays – Wednesdays.</u>
   - Discussion posts on the current week's reading: <u>an initial post is due on Thursdays and a peer response is due on Sundays</u>.
   - On weeks that a project, or formal essay, is due, reading and weekly assignments will be lighter to allow students to focus on their project proposals and projects.
4) Check the "Messages" tool daily for updates from the course instructor. This is the tool with which I will make class announcements and it is the tool I'll use to contact you individually.

Please note that students need to follow this structure each week to earn a passing score in this course. Below, I elaborate on each tool necessary to the structure above.

**Student E-Mail and Blackboard Messages:** Students in this course are required to use Blackboard Messages as their primary means of contact with the instructor. Blackboard Messages is the best way to contact me with questions or to schedule conferences. If you are unable to contact me via Blackboard, use my 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 <u>not</u> 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, submit assignments, take 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 at the end of each week's 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 will average at a few paragraphs.
- Discussion posts should be clear, thesis driven, and coherent; every post should be <u>adequately revised</u> before publication on the discussion thread.
- All posts should bear (at least) one quote or paraphrase from the readings to which they refer. All discussions must adhere to MLA documentation guidelines. (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. Please refrain from commenting on your peers' technical or grammatical usage – I'll take care of that individually.
- 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, MLA format of citations, etc.)

**Quizzes:** Reading quizzes will occur the week AFTER a reading is assigned. These quizzes will occur only on Blackboard and they 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. 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. Quizzes will be averaged together at the end of the semester and factored into your final grade.

**Projects and Project Proposals:** There will be two formal essays assigned throughout this course. All projects assignments will be posted on Blackboard with explicit guidelines and deadlines. Paper guidance will be provided in the lecture notes and each project will also involve a **Project Proposal** in which students will submit their choice of literature, their thesis statement, textual support and analysis, Project proposals will help provide students with instructor feedback on how to best complete their projects and the average of project proposal grades will serve as a project grade itself (see Grading Scale below). 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 project proposal or project deadline (up until the day before the paper is due); furthermore, students may take their drafts to The Academic Success 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):
Projects = 40%
>Project #1
>Project #2
>Average of two Project Proposals
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 **Wednesday, April 13, 2016**. 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/

<div align="center">

**ENG 231 – 1318 –  Spring 2016 Course Schedule**
**Weekly lecture notes are part of the mandatory reading schedule.**

</div>

| |
|---|
| **Week 1 (1/21 – 1/24) INTRODUCTION TO THE COURSE AND THE ANGLO SAXON LITERATURE**<br><br>**Readings:** Week 1 Lecture Notes, The Middle Ages Overview (p. 3-13), Bede's *The Ecclesiastical History of the English People – Caedmon's Hymn* (p. 29 - 32), and syllabus.<br>**Assignments:**<br>• Write Introductory Post due Sunday, 1/24 @ 11:59pm.<br>• Discussion Post #1 by Sunday, 1/24  @ 11:59pm (No required Peer Response). |
| **Week 2 (1/25 – 1/31) THE ANGLO SAXON LITERATURE**<br><br>**Readings:** Week 2 Lecture Notes and *Beowulf* (p. 36-108).<br>**Assignments:**<br>• Complete Quiz #1 (1/24 – 1/27) @ 11:59pm)<br>• Write Discussion Post #2: Initial Post due 1/28 and Peer Response due 1/31. |
| **Week 3 (2/1 – 2/7) ANGLO-NORMAN LITERATURE: THE ARTHURIAN LEGEND**<br><br>**Readings:** Week 3 Lecture Notes, Thomas of England's *Tristan et Yseult* (p. 133 – 137), Marie de France's "Lanval" (p. 154 – 167), Geoffrey of Monmouth's *History of the Kings of Britain* (p. 130), Wace's *Le Roman de Brut* (PDF), Layamon's "Brut" (PDF), "The Myth of Arthur's Return" (130-131), and Sir Thomas Malory's *Le Morte D'Arthur* (p. 482 – 500).<br>**Assignments:**<br>• Complete Quiz #2 (1/31 – 2/3 @ 11:59pm).<br>• Write Discussion Post #3: Initial Post due 2/4 and Peer Response due 2/7. |
| **Week 4 (2/8 – 2/14) CHAUCER AND MIDDLE ENGLISH**<br><br>**Readings:** Week 4 Lecture notes, Middle England Overview (p. 13-28), Introduction to Geoffrey Chaucer (p. 238 – 243), "The General Prologue" (p. 243 – 263) and "The Wife of Bath's Prologue and Tale" (p. 282 – 310); links to Harvard translations of readings provided in lecture notes.<br>**Assignments:**<br>• Complete Quiz #3 (2/7 – 2/10 @ 11:59pm).<br>• Write Discussion Post #4: Initial Post due 2/11 and Peer Response due 2/14. |

| **Week 5 (2/15 – 2/21) MIDDLE ENGLISH REVELATIONS AND DRAMA** |
|---|
| **Readings:** Week 5 Lecture Notes, Julian of Norwich's Chapter 3 (p. 414-413), Margery Kempe, Book 1.1 (p. 425 – 426), and *Everyman* (p. 508-529).<br>**Assignments:**<br>• Complete Quiz # 4 (2/14 – 2/17 @ 11:59pm).<br>• Write Discussion Post #5: Initial Post due 2/18 and Peer Response due 2/21. |
| **Week 6 (2/22 – 2/28) INTRODUCTION OF PROJECT #1: WRITING PROJECT PROPOSALS AND ANALYSIS PAPERS** |
| **Readings:** Read Week 6 Lecture Notes for guidance on essay structure, MLA, and project proposal<br>**Assignments:**<br>• Complete Quiz #5 (2/21 – 2/24 @ 11:59pm).<br>• Project Proposal #1 due Sunday, February 28<sup>th</sup> @ 11:59pm. |
| **Week 7 (2/29 – 3/6) PROJECT #1** |
| **Readings:** See Week 7 Lecture Notes on project/essay guidance.<br>**Assignments:**<br>• Project #1 due Sunday, March 6<sup>th</sup> @ 11:59pm. |
| **Week 8 (3/7 – 3/13) DRAMA OF THE 16<sup>TH</sup> CENTURY** |
| **Readings:** Week 8 Lecture Notes, Introduction to the 16<sup>th</sup> Century (p. 531 – 563) and Marlowe's *Dr. Faustus* (p. 1127-1163).<br>**Assignments:**<br>• Write Discussion Post #6: Initial Post due 3/10 and Peer Response due 3/13. |
| **Week 9 (3/14 – 3/20) DRAMA OF THE 16<sup>TH</sup> CENTURY** |
| **Readings:** Week 9 Lecture Notes and Shakespeare's *King Lear* (p. 1251-1339).<br>**Assignments:**<br>• Complete Quiz #6 (3/13 – 3/16 @ 11:59pm).<br>• Write Discussion Post #7: <u>Initial Post due by Sunday, 3/20 @ 11:59pm (No peer response required due to Spring Break)</u>. |

# SPRING BREAK – NO CLASSES: MARCH 21 – MARCH 27

| **Week 10 (3/28 – 4/3) RENAISSANCE POETRY AND WOMEN IN POWER** |
|---|
| **Readings:** Week 10 Lecture Notes, 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.<br>**Assignments:**<br>• Complete Quiz #7 (3/27 – 3/30 @ 11:59pm).<br>• Discussion Post #8: Initial Post due 3/31 and Peer Response due 4/3. |
| **Week 11 (4/4 – 4/10) THE RESTORATION (17<sup>TH</sup> – 18<sup>TH</sup> CENTURIES) – JOHN MILTON** |
| **Readings:** Week 11 Lecture Notes, Early 17<sup>th</sup> Century Overview (p. 1341 – 1370). Milton's *Paradise Lost,* Book I (p. 1945 – 1964) and Book IV (p. 2003 - 2024), Milton's "When I Consider How My Light Is Spent" and "On the Late Massacre in Piedmont" (p. 1942).<br>**Assignments:**<br>• Complete Quiz #8 (4/3 – 4/6 @ 11:59pm)<br>• Discussion Post #9: Initial Post due 4/7 and Peer Response due 4/10. |
| **Week 12 (4/11 – 4/17) THE RESTORATION (17<sup>TH</sup> – 18<sup>TH</sup> CENTURIES)** |
| **Readings:** Week 12 Lecture Notes, Alexander Pope's "Sound and Sense" (PDF), Mary Wroth's "Am I Thus Conquered?" (p. 1567); "Debating Women" (p. 2766 – 2785) excerpts from Swift, Montagu, Pope, Irwin, and Leapor.<br>**Assignments:**<br>• Complete Quiz #9 (4/10 – 4/13 @ 11:59pm).<br>• Discussion Post #10: Initial Post due 4/14 and Peer Response due 4/17. |

**Week 13 (4/18 – 4/24) THE RESTORATION (17<sup>TH</sup> – 18<sup>TH</sup> CENTURIES): LITERATURE AND LIBERTY**

**Readings:** Week 13 Lecture Notes, Samuel Johnson's "A Brief to Free a Slave" (p. 3032 – 3033), Locke (p. 3015 – 3018), Wollstonecraft's Introduction to *A Vindication of the Rights of Woman* (PDF), and Phyllis Wheatley (PDF).
**Assignments:**
- Complete Quiz #10 (4/17 – 4/20 @ 11:59pm).
- Discussion Post #11: Initial Post due 4/21 and Peer Response due 4/24 @ 11:59pm.

**Week 14 (4/25 – 5/1) INTRODUCTION OF PROJECT #2**

**Readings:** Introduction of Project #2, see lecture notes for proposal and paper guidance.
**Assignments:**
- Complete Quiz #11 (4/24 – 4/27 @ 11:59pm).
- Submit Project Proposal #2 by Wednesday, May 4<sup>th</sup> @ 11:59pm.

**Week 15 (5/2 – 5/8) PROJECT #2**

**Readings:** See lecture notes for proposal and paper guidance.
**Assignments:**
- Submit Project Proposal #2 by Wednesday, May 4<sup>th</sup> @ 11:59pm
- Work on Project #2 – due Friday, May 13<sup>th</sup> @ 11:59pm.

**Week 16 (5/9) PROJECT #2**
   **\*\*Monday, May 9<sup>th</sup> is the last day of classes. Final exams at MxCC occur between May 10<sup>th</sup> and May 16<sup>th</sup> \*\***
**Readings:** See lecture notes for paper guidance.
**Assignments:**
- Project #2 due Friday, May 13<sup>th</sup> @ 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.