

**ENG 231 – CRN 2029 –BRITISH LITERATURE I – SUMMER 2018**  
Online - Blackboard

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*\*\*Students must activate and regularly check their MxCC E-mail addresses in addition to their Blackboard Messages. Important messages from this class and the college will be sent to students' 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, editor, *The Norton Anthology of English Literature, Volume I*, W.W. Norton & Co., 2012.

**\*\*Additional readings – outside of the textbook – will be required and posted as PDFs within the Blackboard course shell. \*\***

**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, which means that 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](#). Students who experience technical difficulties need to contact the MxCC Distance Learning (link provided above) or the 24/7 Blackboard Helpdesk: 860-723-0221.

**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.

**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:** Students in this course should prepare to read approximately 200 pages weekly (some weeks more, others less). In addition to reading, students will complete a weekly writing regimen in order to keep track of ideas, thoughts, observations, etc. Weekly discussion posts will facilitate student thought and foster individualized instruction for student writing via the instructor's feedback and may be the start to the Final Project due at the end of the course.

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. These notes are also the homepage for our course shell. Each week's lecture will launch on Sundays at 12:00am (midnight).
- 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:
  - Discussion posts on the current week's reading: an initial post is due on Fridays and a peer response is due on Sundays.
  - Quizzes on the previous week's reading and lecture from Sundays – Fridays.
  - During the final week of the course, there will be no assigned reading in order to allow students time to work on the final essay of the course.
- 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 not be e-mailed for credit, please post your papers and assignments to the appropriate place in Blackboard.

**Textbook and Materials:** Students should purchase the required textbooks to complete the course. Additional readings have been scanned and posted to Blackboard and students are also required to read those files. Students should also have regular access to Blackboard in order to download the week's lecture notes, to submit assignments, to 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 at midnight) and these will appear on the homepage of the course. Within each week's notes, I will provide topic information, reading schedule, reading information, and things to think about. Within these notes, I will also post weekly discussion questions and assignments, and instruction 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 and each week's post will help you test arguments – most importantly, these arguments may give you a start for the final project. For each week of our summer course, each student will post a discussion response to one of the questions posed at the end of each week's lecture notes. Each student will make **TWO** posts to the discussion forum each week: an initial post responding to a prompt listed at the end of the weekly lecture notes and a peer response. First, students are required to choose one of those discussion questions and post an initial response (by **FRIDAY** of that 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 and approximately 1 – 2 pages in length. No post should ever be one or two sentences and they will average at a few paragraphs.
- Begin by responding to the prompt and articulating a thesis early on in the post. Remember, you will reflect on these and choose one to revise for your final paper at the end of the semester. Spend time engaging the readings and the prompts to articulate your own, unique arguments about the readings.
- Discussion posts should be clear, coherent, and adequately revised before publication on the discussion thread.
- All posts NEED (at least) one integrated quote or cited 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.) This means that each post needs to have in-text citations and a works cited entry at the end. Please adhere to MLA 8. Students may already have an MLA 8 Handbook, but students may also consult [MxCC's Library](#) or [The Purdue OWL](#) for guides on MLA Documentation.
- Please refrain from using research in Discussion Posts. This restraint will help each student focus solely on the text(s) at hand, which will help students most as they move toward completing the final paper.
- Discussion posts and peer 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 to 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 well the post addresses the prompt (clear thesis)
- How well the post integrates the readings within the response to the question (textual support and analysis)
- 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 **FRIDAY** 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.

**Final Project:** There will be one formal essay assigned throughout this course. The Final Project assignment appears on Blackboard with explicit guidelines and deadlines. Paper guidance will be provided in Week 7 lecture notes. 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 deadline (up until the day before the paper is due) to review drafts; 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.

**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 Academic Success Center. If you visit a tutor, please bring the assignment with you.
- Computer Labs are available in Wheaton Hall.

**Grading Scale:** Your final grade will be calculated according to the following percentages:

Final Project = 40%  
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	

#### **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/](http://www.mxcc.edu/catalog/syllabus-policies/)

**Week 1 (6/18 – 6/24) INTRODUCTION TO THE COURSE AND ANGLO-SAXON LITERATURE**

**Readings:**

Syllabus

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)

*Beowulf* (p. 36-108)

**Assignments:**

- Introduction Assignment due Friday, 6/22 @ 11:59pm
- Discussion Post #1 by Sunday, 6/24 @ 11:59pm (No required Peer Response)

**Week 2 (6/25 – 7/1) ANGLO-NORMAN LITERATURE: THE ARTHURIAN LEGEND**

**Readings:**

Week 2 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)

Sir Thomas Malory's *Le Morte D'Arthur* (p. 482 – 500)

**Assignments:**

- Complete Quiz #1 (6/24 – 6/29 @ 11:59pm)
- Write Discussion Post #2: Initial Post due 6/29 and Peer Response due 7/1 – both by 11:59pm

**Week 3 (7/2 – 7/8) CHAUCER AND MIDDLE ENGLISH LITERATURE**

**Readings:**

Week 3 Lecture notes

Middle England Overview (p. 13-28)

Introduction to Geoffrey Chaucer (p. 238 – 243)

*The Canterbury Tales* "The General Prologue" (p. 243 – 263)

*The Canterbury Tales* "The Wife of Bath's Prologue and Tale" (p. 282 – 310)

Links to Harvard translations of readings provided in lecture notes

**Assignments:**

- Complete Quiz #2 (7/1 – 7/6 @ 11:59pm)
- Write Discussion Post #3: Initial Post due 7/6 and Peer Response due 7/8

**Week 4 (7/9 – 7/15) MEDIEVAL REVELATIONS, MORALITY, AND DRAMA**

**Readings:**

Week 4 Lecture Notes

Julian of Norwich's Chapter 3 (p. 414-413)

Margery Kempe, Book 1.1 (p. 425 – 426)

*Everyman* (p. 508-529)

**Assignments:**

- Complete Quiz #3 (7/8 – 7/13 @ 11:59pm)
- Write Discussion Post #4: Initial Post due 7/13 and Peer Response due 7/15

**Week 5 (7/16 – 7/22) EARLY MODERN POETRY, DRAMA, AND WOMEN IN POWER****Readings:**

Week 5 Lecture Notes

Introduction to the 16<sup>th</sup> Century (p. 531 – 563)

Marlowe's *Dr. Faustus* (p. 1127-1163)

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 #4 (7/15 – 7/20 @ 11:59pm)
- Write Discussion Post #5: Initial Post due 7/20 and Peer Response due 7/22

**Week 6 (7/23 – 7/29) THE RESTORATION (17<sup>TH</sup> – 18<sup>TH</sup> CENTURIES) AND THE PURSUIT OF LIBERTY****Readings:**

Week 6 Lecture Notes

Milton's *Paradise Lost*, Book I (p. 1945 – 1964)

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)

Phyllis Wheatley (PDF)

**Assignments:**

- Complete Quiz #5 (7/22 – 7/27 @ 11:59pm)
- Write Discussion Post #6: Initial Post due 7/27 and Peer Response due 7/29

**Week 7 (7/30 – 8/6) FINAL PROJECT****Readings:**

Week 7 Lecture Notes

**Assignments:**

- Complete Quiz #6 (7/29 – 8/3 @ 11:59pm)
- Final Project due Sunday, August 5 @ 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.