

Course Syllabus: English 232: British Literature II (online)

Fall 2018

CRN 3243

Professor: Adam Florida

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Course Description:



Reading and analysis of major works of British literature from the Romantics through the present. Focus on literary and historical context, close reading, and interpretation. Researched essays are required.

Prerequisite: Either ENG*101ALP, [ENG*101E](#), or [ENG*101](#) and either ENG*102 or ENG*110. (Updated Fall 2017) (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.

Office Hours:



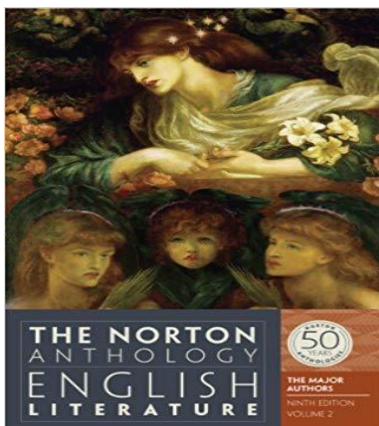
Any questions, comments, concerns? Want some one-on-one instruction? Come visit me during my office hours!

- Tuesday 4:15-5:15 (Meriden 205)
- Wednesday 9:30-11:30 (Snow 520),
- By appointment

Texts:



- ❖ You are required to purchase the *Norton Anthology of English Lit (Maj Authors): Volume 2, 9th Edition*. It looks like this:



BlackBoard Mail Policy:



- I will always do my best to reply within 48 hours.
- PLEASE use the “**BlackBoard Mail**” link (**NOT external e-mail**) to send me questions that are of a personal nature.
- Otherwise, **PLEASE** post all other questions (anything about the readings or the assignments or simply the course that is unclear) on the “**Course Questions**” **discussion board**. That way, other students can see both the question and the answer I post. Think of this as the equivalent of raising your hand in class.
- **Note:** Be sure to check both your BlackBoard mail and the “Course Questions” board as I expect you to know/follow any answers I post there whether or not you are the one who asked the question.

Assignments:



Paper 1:

The Romantics (4-7 pages): 22%

Paper 2:

The Victorians (4-7 pages): 22%

Paper 3:

The Modernists and Postmodernists (4-7 pages): 22%

Weekly Discussion Boards: 34%

Revision:



I really, sincerely believe that the best way to improve your writing is not simply to do grammar exercises over and over (although that does help) but to learn from your own mistakes; that means carefully revising papers. In fact, the majority of the actual writing instruction I give will be in the form of specific feedback on your papers.

I encourage you to rewrite papers that receive a “B-” or lower. You may re-write the paper regardless of the grade, BUT to earn a higher grade I need to see that you have made extensive improvements rather than simply minor edits (which is often more difficult for a paper that has already earned an above-average grade). **Your final grade for the paper will be determined by averaging the grade of the original and that of the rewrite**--note what I mention below about the range of “F” papers before you think about handing in garbage because you know you can re-write it. (Note: You may *not* revise discussion posts, but there are plenty of those.)

Grading:



A 100.0 - 93.0

A- 92.9 - 90.0

B+ 89.9 - 87.0

B 86.9 - 83.0

B- 82.9 - 80.0

C+ 79.9 - 77.0

C 76.9 - 73.0

C- 72.9 - 70.0

D+ 69.9 - 67.0

D 66.9 - 63.0

D- 62.9 - 60.0

F 59.9 - 0.0

A papers are *exceptional* in critical thinking, style, structure, development, and mechanics. Ideas are engaging, original, *well-developed*, and *convincing*—which also means that these essays tend to be close to the higher end of the required page limit. Textual analysis is thorough and insightful.

B papers are *well above average* in those areas, with a few grammatical issues and generally less development. Textual evidence is present, but analysis could be more thorough.

C papers are *average*, with relatively minor grammar, organizational, or development problems that distract from the easy flow of the essay. Generally these lack true depth of thought and are closer to the minimum page requirement. Ideas lack depth and analysis of quotations is limited and often just summary.

D papers are *below average* and contain numerous grammatical/mechanical errors, are not organized logically, have repetition rather than development, demonstrate limited understanding of the text. Textual evidence is sparse.

F papers are *very weak* and have significant error patterns in grammar and/or mechanics, lack basic essay structure/organization, lack coherent paragraphs, have little/no development or direct textual support, and/or do not follow the assignment.

Note: An **F** can be anywhere from a zero to a 59, and I have given single digit grades to papers that earn single digit grades. Please follow directions carefully, refer back to all course materials, and **proofread** (I recommend, slowly and out loud!): the three papers make up 66% of your grade!

Discussion Board:



Discussion Board Posts will always be due *before* 11:59 PM on a Wednesday or a Sunday. Some weeks you will have something due both days; other weeks, there will only be one post required. Sometimes you will have a choice of questions/prompts to respond to; other times you will not. A minimum required length will be listed in the directions to each post and will vary from post to post (usually between 250-400 words).

Writing for discussion posts can be less formal (first and second person, conversational in tone), but must still be grammatically correct (no run-ons, fragments, or other mechanical errors.) Note: major essays must be written in strict, formal, academic English.

What I am primarily looking for in Discussion Posts are 1) **Depth of thought/insight** 2) **Clear expression of ideas** 3) **Support of ideas through direct textual references (ie: quotations)**. 4) **Creativity** (for certain posts)

Discussion Board Grading Scale

Each Discussion Board grade will be out of 10 possible points.

- Please note that I rarely give out 10s on discussion board posts – your work must be well-above the expectations in terms of writing, depth of thought, and insight. In other words, your post must be truly extraordinary and pretty much blow me away to earn a perfect 10.
- Even 9s are reserved for those students who are going above and beyond basic course expectations and who are thus engaging in well above-average work.
- If you meet the criteria for the assignment and do average work, you earn a perfectly satisfactory C (a 7.5).
- 9s and 10s are typically well-beyond the *minimum* length requirement. Meeting the minimum requirement is considered average. Posts that do not meet that requirement and/or lack any of the highlighted items above will be considered below average, which ranges from 0-6.75.
- Note that while it is rare that I will *require* you to reply to classmates, I strongly encourage interaction with your peers on each discussion board. If you actually take the time to *engage with another's ideas**, that *cooooouuuld* be worth a little bit extra on your post.
- I have programmed Bboard to drop your lowest Discussion Board grade.
- Posts cannot be edited once posted, so I recommend that you type in Word, and then proofread and edit carefully before copying/pasting and posting into Bboard. Also, you will not be able to see anyone else's posts until after you have submitted yours.

* “*Engaging with another's ideas*” = Agreeing with an interpretation or point made AND pushing it further with your own *developed* ideas and textual support.

OR

Respectfully disagreeing with an interpretation or point made AND offering your own rebuttal or counter-point consisted of *developed* ideas and textual support.

NOT

Meaningless praise that any dummy could write whether or not he/she actually read or thought about the text(s) in question. Example: “Whoa, Adam, what you wrote is like so great! I really love your point about blah blah blah, and I was thinking a lot of the same things. Also, thanks for making blah blah blah clear to me. Your thesis is totally great and makes your points clear. I also love how you spell everything correctly. Nice job!”

One more thing, leave criticism of someone's actual *writing* to me. Your goal in a reply would be to engage with the person's *ideas*.

The Syllabus



Think of this syllabus as a contract. It's my best attempt to tell you honestly and accurately what you can expect in the course. All rules and expectations are clearly outlined (I hope), and unless you experience some major medical emergency and notify me ASAP there won't be any exceptions. You probably have jobs and family responsibilities and other classes and friends and such. So do I; so does everyone else in this class. That means that none of us are special, so none of us should expect special treatment.

(NO) Late Work:



I have no tolerance for late work. All assignments must be submitted **BEFORE** the posted deadline. It does not matter if work is turned in one week, one day, one hour, or one *second* late: I will not read or grade any late work. Please see the "Late Work Addendum" in the "Syllabus" section of BlackBoard for further explanation.

Everything will be due before 11:59 PM on either a Wednesday or a Sunday.

Odds & Ends



❖ **Follow Directions:** One of the most important skills required to successfully complete an online course (or any course for that matter) is the ability to follow directions. I have done my best to make the design of BlackBoard as intuitive as possible and to clearly label everything. I have arranged the class into weekly folders, each starting on a Monday and ending on a Sunday. In each folder, you will see a "To Do" list: follow that—in order! You are also responsible for reading/knowing everything I post to the "Announcements" page and any answers I give on the "Course Questions" board, whether or not you asked the question.

❖ **Get Ahead:** Never wait until the final seconds, or minutes, or even hours to submit work. What happens if your internet fails, or BlackBoard kicks you off, or...whatever! Don't risk getting a zero by cutting it close. Remember my late work policy and know that you can work up to a week ahead of schedule. I have programmed a new week's worth of work to "unlock" and become visible Sundays at 11:59 PM.

❖ **My Expectations:** Because ENG 101 is a prerequisite, I expect that you are familiar with the standard, thesis-driven academic essay. Because ENG 102 is a prerequisite, I expect that you are familiar with literary terminology both interpreting literature and supporting your interpretation with analysis and explication of specific passages.

❖ **You Can Expect:** As with any college course, the rule-of-thumb is to expect ~2 hours of homework for every hour spent in class. Since we aren't meeting in class for 2 ½ hours/week, you should expect to spend ~5-8 hours/week doing work (reading, writing, thinking) for this course. You can also expect that I will be working hard to give prompt, detailed feedback on all of your assignments, which you can then learn from and apply to future assignments.

❖ **My Goal:** I swear, the goal of this syllabus is not to scare you off. I am a stickler for rules, but other than that I'm a pretty nice, down-to-earth guy (I think so at least). The nicest thing I can do is to plainly lay out all rules, expectations, and deadlines on day one so that everything is crystal clear. I promise that I will be busting my butt, too, and I will return all work as quickly as possible (honestly, I strive for a 48 hour turn around). None of the assignments are "busy work." Your time and mine are too valuable for that. I really have tried to thoughtfully design a course that will help you appreciate British Literature and become a stronger reader, writer, and thinker. While there will be a lot of work, I truly hope that you are able to enjoy the class and feel rewarded for everything you put into it. Remember, what you get out of anything depends on what you put into it. G'Luck!

Plagiarism and Academic Honesty:



College Policy: “At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees Policy Manual. This policy prohibits cheating on examinations, unauthorized collaborations on assignments, unauthorized access to examinations or course materials, plagiarism and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.” (Board of Trustees’ Policy 5.2.1)

My Explanation: If you do any of the following, then you have plagiarized:

- Turn in material you did not write,
- Turn in papers written by you for another class (either high school or college),
- Turn in papers you drafted but that were revised or edited by another,
- Fail to paraphrase, summarize, or quote sources properly,
- Turn in papers written by someone else and edited or revised by you, or
- Get any of your *ideas* from another source. (*Anywhere* on the internet, for example)

My Penalties:

- Presenting another person’s **ideas or language** as your own will result in an automatic “F” (zero).
- If you plagiarize **ANY** of the discussion posts, then you will receive an “F” (zero) for that entire 25% of your grade. (I will enter a zero for all discussion posts past and future.)
- Plagiarism may also result in an “F” for the course because I will report the incident to the Chair of the English Department and to the Academic Dean since it is a violation of the Student Code of Conduct.

My Plea: Don’t succumb to the urge to see what Sparknotes (or any of the other online sites) say about what we’re reading. That will only open up the possibility that you will use *ideas* (maybe not even words) from that source, and that is plagiarism. I want to challenge *you* to *think*, and I want to read *your* ideas. If I want to read what other people on the internet think, then I’ll do that myself. So please, don’t cheat: I’ll find out, and it’s *really* not worth the consequences. **Remember, if you can find something online, so can I. And I do check!**

There ARE definitely difficult readings in this course. They will challenge you to *think*, and that is precisely the goal. Feel free to ask questions on the discussion boards, though. That’s what they’re there for!

The next page is course and college information that I have to include. Read at your leisure.

TAP Competencies and Course Outcomes



Learning Objectives

Critical Analysis and Logical Thinking (TAP 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.

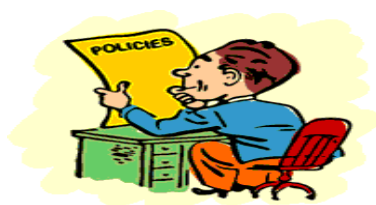
Written Communication in English (TAP full competency)

- 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.

Outcomes/Objectives of Course

- **Reading Matter**
 - read works of recognized merit in British prose and poetry, beginning with the Romantics and moving to contemporary writings
- **Discovery**
 - learn to recognize the distinguishing characteristics of significant literary periods and movements
 - learn about the historical, social, cultural, and creative contexts that influence the writing of literature from period to period
 - learn about the relationship between the literature and the lives of the writers
- **Analysis**
 - 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
- **Writing**
 - write examinations and/or papers that demonstrate a grasp of the elements listed above, and will do so in acceptable, college-level prose

College Policies



All students should familiarize themselves with the college's policies, which can be found here:

<http://mxcc.edu/catalog/academic-policies>

Hey, are you still reading?

The syllabus is over—go get started on the actual work! ☺

