

ENG 232, British Literature II CRN: 1143

Spring 2017

Instructor: Riana Cornelius **Meeting Times:** Online. Course opens Thursday 1/19/17 – Monday 5/15/17

Email: RCornelius@mxcc.commnet.edu or via Blackboard

Credit: 3 credits

Office Hours: By appointment only. Location: Snow Room 414

Prerequisites: Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110. (Updated November 2014) (*Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester*).

Course Description:

ENG 232, 3 credits, British Literature II

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.

Required Text:

Norton Anthology of English Literature (Maj Authors): Volume 2, 9th Edition, ISBN 9780393919653. In this document and in the course itself, I refer to the text as *NAEL* or Norton.

Additional readings as assigned (posted on Blackboard). You may need to print out articles from Blackboard.

Recommended:

Hacker, Diana. *A Writer's Reference, 8th edition* (available in MxCC Library).
A good dictionary, print or online.

COURSE CONTRACT:

Please read, sign and date the course contract you will find under the syllabus tab in the course or under the Writing Tab of the first Week. Then upload it to the assignment folder for week 1. You may not proceed to open the folder for week 2 without having submitted the contract.

Structure of the Course:

The expected average workload per week is the same as an "on ground" class: 9-12 hours per week.

- **Weekly Reading:** somewhere between 80-100 pages. In addition, I may also ask you to review course notes, media files, PowerPoints (lectures) or other outside sources.
- **Discussion Board** weekly participation (initial post and response): By Thursday 11:59 PM each week, create an initial post guided by one of the discussion questions I post. Your post should demonstrate your ability to understand a reading and interpret a text by referencing specific passages. Take risks but ground your post in the text. By Sunday 11:59 PM of each week, respond to the post of peer(s) in order to challenge or further the discussion.

- Three Essays (4 to 7 pages, plus Works Cited page): During weeks when essays are due, there will be no reading assignments or discussions. I'm happy to scan drafts of papers during the week(s) leading up to the assignment. All papers, regardless of grade, may be revised (except for late submissions).
- Write to Learn Exercises: I may ask you to outline a specific portion of a reading, explicate a portion of a poem or comment on a particular aspect or apply a specific critical approach to a part of a reading. I typically do not grade such work, because its purpose is to hone your analytical skills.
- Quizzes: Discussed below.
- Final Self-Reflection Paper: this is an important part of the learning process in higher education. I will post samples and give specifics towards the end of the course.

Therefore, the rhythm of our course will be as follows:

- **Sunday by 11:59 PM**: I will "unlock" the following week's assignment. I will allow you to work up to one week ahead of schedule.
- **Thursday at 11:59 PM**: All initial posts due. No late posts.
- **Sunday at 11:59 PM**: Your response to a peer must be posted. No late posts.
- This cycle repeats **weekly**.

Technology Use Expectations:

Please do not submit completed assignments by email.

All assignments or essays must be uploaded into the class Blackboard shell in Word.doc or docx format into the required assignment folders or discussion boards. Please do not e-mail me work WITHOUT MY PERMISSION. Please allow yourself time for contingencies.

Check your college email every day as college messages (and instructional messages) will be sent to that address. In addition to that, you should check your messages from within Blackboard each time you log on to the course. You will need to log in several times over the course of the week (to view multimedia files, to download PowerPoints and other files, to create discussion posts and upload assignments, etc.).

Blackboard is reliable in the main, but there have been downtimes in the past. In the event that the system DOES become unavailable, you will receive an e-mail message from me telling you what to do. You should also have a contingency plan in case of prolonged power outages e.g. during unusually heavy snowstorms and loss of power at your house. We will deal with each situation as it arises, but, in general, I can be flexible when it affects a majority of students and you have first tried other avenues. Your first choice should be to make every effort to find an alternative way to participate in the course such as visiting a local library or campus or using a work computer or one at the home of a friend or family member. Computers are available at the MxCC computer lab in Wheaton Hall or MXCC Library in Chapman Hall.

I also expect that you contact Distance Learning or IT to troubleshoot issues such as an inability to use your password etc. Another helpful resource is tutorials in Blackboard to answer questions you run into as you navigate the course or try to upload etc. Use the Course Questions forum for questions that relate specifically to our course. I will try my best to

provide answers, but your peers may already know the answer and may be able to help before I can.

Grading:

- **A and B papers** are well above average in critical analysis, style, and mechanics. Thoughtful content, researched material, clear organization, and accurate grammar and MLA format are required to earn an A or a B.
- **C papers are average**, with grammar, organizational, or developmental problems that distract from the easy flow of the essay.
- **D or F papers** do not meet the assignment, contain numerous errors, are not logically organized, or lack substantial development.

Grades: A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79
C = 73-76 C- = 70-72 D+ = 67-69 D = 63-66 D- = 60-62 F = 0-59

Final Grade Formulation:

Paper 1: Romantics (4-7 Pages):	25%
Paper 2: Victorians (4-7 Pages):	25%
Paper 3: Modernists and Postmodernists (4-7 Pages):	25% (with final reflection)
Weekly Discussion Boards:	20%
Quizzes, Miscellaneous Assignments	5%

Essays and other writing assignments

You will write three 5-page text-based essays, several shorter writing assignments, and one final reflective paper. I will post details for all assignments. All papers must be typed and formatted in MLA manuscript format.

You may rewrite either of the first two essays as long as you submitted the paper on time. Please submit revisions within a week of a paper's return. I also encourage you to visit our Academic Success Center for free tutoring and to use MxCC's free online tutoring service. See FAQs on Blackboard for more on rewriting.

Due Dates:

Due dates for assignments are noted in the weekly reading planner. Some due dates are also noted in the online folders for each week. **Papers are due at 11:59 p.m. on the last day of the weeks noted on the weekly Reading Planner.**

- Only if you have discussed your situation with me in advance, will I allow you to submit work late. Late work earns a penalty except in very extraordinary circumstances. I may require you to submit additional documentation to verify your situation.
- It is essential to plan your time. If a medical emergency occurs, communicate with me, and we'll work something out.
- If you know you're going to be otherwise engaged the day a paper is due, please submit the paper early.
- See Discussion Board expectations and grading below for weekly due dates.

Resources: The Academic Success Center offers free tutoring (usually by appointment). I urge you to seek assistance when writing your essays – even the best writers can benefit from an extra set of eyes. You may think of me as a resource as well.

Plagiarism and Academic Honesty:

“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). Please note that it also constitutes plagiarism to submit a paper containing identical or substantially identical material in fulfillment of two separate assignments, in two different classes, whether to the same instructor or not, during the same semester or not, or at the same school or not. For detailed information on ways to avoid plagiarism, please consult *A Writer’s Reference* and the resources I make available to you on Blackboard. You must use the techniques for citation taught in this and previous English classes. Often students plagiarize because of deadline stress or confusion regarding an assignment. I am here to help you if you are confused, but it is your responsibility to ask for help. Plagiarism is treated in a serious manner, e.g. an automatic failing grade (i.e. an F for the paper without the right to revise it and/or an F for the course) and may, in addition, result in a referral to the office of the Dean (possible suspension, or expulsion from the college). As stated in the catalog, “Both plagiarism and cheating are grounds for a student’s immediate dismissal from the college.”

The above applies to this course as follows:

If you do any of the following:

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

(Anywhere on the internet, for example)

THEN YOU HAVE PLAGIARIZED

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 20% of your grade. It 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. **Even if you don’t understand a reading for a discussion, do not look up summaries/analyses somewhere else. The goal is for YOU to develop YOUR OWN interpretations and to see what emerges from the discussion and your own close reading! Stay away from sites that provide ready interpretations and stay especially clear of paper mills.**

Policy on missed assignments, tests, quizzes, or exams

Work is due on the dates stated in the course outline. I reserve the right to amend due dates, but will not accept late work without penalty. I do not accept assignments by e-mail. There are no make-ups on tests or quizzes. If you do not complete a quiz when or before it is due, your score for that quiz will be zero, unless you request an accommodation in writing and I grant you one. Late work will receive a grade, but it may not receive instructor feedback. In addition, you may not revise late work. I do not expedite the grading of late work.

Final Exam

The final exam period for this class is the week of May 9-15. In lieu of a final exam, you will submit a mandatory final reflective paper to accompany your third major essay for the course. I will give you further guidelines for these assignments as we near the end of the semester.

Changes in the course outline

Adjustments in the course outline are at the discretion of the instructor. Expect changes, especially in the Reading Planner. Always check Blackboard.

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website:

www.mxcc.edu/catalog/syllabus-policies/

- Use Course Messages for corresponding with me on matters of a private nature or to communicate questions relating to a grade.
- Make use of the Course Questions discussion board to ask general questions about assignments or the readings. Your peers may be able to help and when one of you has a question, it is to everyone's benefit when I answer only once instead of replying to a number of individual emails.

General Outcomes of the Course:

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. **(Written Communication)**
- 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. **(Critical Analysis and Logical Thinking)**
- 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. **(Continuing Learning/Information Literacy)**
- study the interrelatedness of various realms of human experience from multiple historical perspectives. **(Historical Knowledge/Understanding)**
- 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. **(Social Phenomena Knowledge/Understanding)**
- 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 Aesthetic Dimensions of Humankind)**
- identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social political problems. **(Appreciation of the Ethical Dimensions of Humankind)**

Specific Objectives of Instructional Units

Unit	Objectives <small>(The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement begins with "Students will be able to.")</small>
Written Communication	<ol style="list-style-type: none"> 1. Respond to Rhetorical Situations <ul style="list-style-type: none"> • Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. • Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. 2. Use Sources <ul style="list-style-type: none"> • Locate and evaluate sources appropriate to the rhetorical situation. • Read, comprehend, and summarize an argument from a complex piece of writing. • Analyze, evaluate, and respond to an argument from a complex piece of writing.

Unit	Objectives (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement begins with "Students will be able to.")
	<ul style="list-style-type: none"> • Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from students' own ideas. • Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation. <p>3. Craft Logical Arguments</p> <ul style="list-style-type: none"> • Generate a controlling idea or thesis. • Provide clear and logical evidence, support, or illustration for their assertions. • Choose appropriate and effective organizing methods, employing effective transitions and signposts. • Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes. <p>4. Apply Language Conventions</p> <ul style="list-style-type: none"> • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Apply the conventions of Standard English grammar, spelling, and mechanics. <p>5. Formulate Effective Writing Strategies</p> <ul style="list-style-type: none"> • Develop flexible strategies for generating, revising, editing, and proofreading their writing. • Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.
Critical Analysis and Logical Thinking	<p>1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below:</p> <ul style="list-style-type: none"> • Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. • Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. • Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation"). <p>2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below:</p> <ul style="list-style-type: none"> • Distinguish fact from opinion. • Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. <p>3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below :</p> <ul style="list-style-type: none"> • Assess the reliability, reasonableness, and perspective of the sources of evidence. • Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own. • Apply criteria for evaluating the success of each kind of inference <p>4. Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion as outlined below:</p> <ul style="list-style-type: none"> • Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.

Unit	Objectives (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement begins with "Students will be able to.")
Continuing Learning/Information Literacy	<ol style="list-style-type: none"> 1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). 3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
Historical Knowledge/Understanding	<ol style="list-style-type: none"> 1. Interpret and differentiate types of historical sources including popular, academic, primary, and secondary. 2. Recognize ever-changing interpretations of history. 3. Examine the development of societies in national and/or international contexts. 4. Explain the influence and agency of race, class, gender, and other perspectives on historical events. 5. Describe the impact of the past on subsequent events, including the present. 6. Examine the complex, dynamic, and interrelated nature of change.
Social Phenomena Knowledge/Understanding	<ol style="list-style-type: none"> 1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. 2. Describe different theories and research methods used to investigate social phenomena. 3. Recognize ethical issues pertaining to social contexts and phenomena. 4. Explain issues of diversity within and across cultures.
Appreciation of the Aesthetic Dimensions of Humankind	<ol style="list-style-type: none"> 1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts. 2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts. 3. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture. 4. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression. 5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.
Appreciation of the Ethical Dimensions of Humankind	<ol style="list-style-type: none"> 1. Respond critically to ethical issues. 2. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. 3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. 4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Instructional Unit	Specific Outcomes of Instructional Unit (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement is prefixed with "The student will".)
<p>Reading Matter</p> <p>Discovery</p> <p>Analysis</p> <p>Writing</p>	<ul style="list-style-type: none"> • read works of recognized merit in British prose and poetry from the Romantics to the present. • 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 • 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

Withdrawal Policy

“You may withdraw from this class any time before the end of the 11th week* of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.”

- 2/1: last day to withdraw in person with a 50% refund
- 4/17 last day to withdraw – an instructor’s signature is needed.

** The withdrawal deadline for accelerated courses (late start/early end, winter, and summer) is the date at which 75% of the total course time has been completed.*

Discussion Board Expectations/Grading

You need to have read the required materials from the textbook and any online readings prior to participating in discussion boards. This will enable you to have something to say that contributes to the conversation in an original way. You must make an initial post by Thursday at 11:59 PM before responding to a classmate’s post by Sunday at 11:59 PM. You are of course free to respond more than once and to more than one person. Regardless, posts are graded and earn up to 15 points per week. I will provide you with a discussion board rubric that explains how to earn the points. I will grade your discussion board posts on content, but using proper grammar will help you to succeed in engaging others in your point and this is especially true for me. Please become familiar with the Netiquette guidelines posted in Week 1 and use them when posting. If you violate decorum so that it becomes necessary to remove one of your posts, you will earn a zero for that discussion.

Formal essays: each assignment will have its own requirements, so read the assignment instructions carefully. All papers must follow the MLA manuscript format with properly cited attributions. All papers must use 12-point Times New Roman or similar font, double spaced, and formatted according to MLA standards.

Quizzes: Please expect an occasional quiz or writing prompt on the reading selections for some weeks beginning in week 2. My intent is not to have you recall minutiae, but to ensure that you are in fact reading so that you can contribute in a substantive way to class discussions and are actually taking in what you are reading. So in a sense, the quality of the discussions will drive the need to administer a quiz. If I find that people are reading and participating in a meaningful way, I may not need to quiz anyone. There are no make-ups on tests, exams, or quizzes. If you neglect to take a quiz when it is due, your score for that quiz will be zero, unless you request an accommodation in writing. Extra credit opportunities will be at my discretion.

You may also wish to explore StudySpace, the companion website of the Norton, where you may take quizzes that will give you immediate feedback. I do not factor these into your grade.

PLEASE LOOK AT THE READING PLANNER, WHICH IS A SEPARATE DOCUMENT, FOR INFORMATION ON UPCOMING READING ASSIGNMENTS.