

ENGL 2121: British Literature I
TR 2:00-3:15pm King 7 (CRN: 30051)
Spring 2010

Dr. Brian A. Ray – Associate Professor

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Office Hours: MWF 10:00-12:00
 TR 9:00-11:00
other meeting times are possible with a prior appointment

Important Dates to Remember: Jan. 11 – First day of classes; Jan. 13 (4:30pm) – End of the drop/add period; Jan. 18 – Martin Luther King, Jr. Day Holiday; Mar. 4 (4:30pm) – Mid-term deadline for withdrawal w/o academic penalty; Mar. 9-11 – Regents' Exam; Mar. 15-19 – Spring Break; Apr. 30 – Last day of classes; May 5 – Final Exam for this class.

COURSE TEXTS AND MATERIALS:

1. Greenblatt, Stephen. *Norton Anthology of English Literature: The Major Authors*. vol. A. 8th edition. New York: W. W. Norton, 2006. (**required**) ISBN: 0-393-92830-6
2. Access to your WebCT Vista account for this class
3. A pocket-sized college-level dictionary of your choice
4. Additional materials as may be assigned and/or provided by the instructor
5. A two-pocket folder

On the next few pages, you will see the college's standard syllabus for this class. It is included as a part of this course's syllabus, and the information it contains will govern the methods and processes used in this class. It includes the following:

1. a course description
2. a list of prerequisites for the course
3. an overview of the University System of Georgia's statewide General Education Outcomes
4. an overview of ABAC's specific course outcomes and objectives for the course
5. the college's policy on academic dishonesty
6. a note about mid-term advisory grades

Following the standard syllabus, there is more detailed class-specific information, determined by the instructor, that will also be used to govern the methods and processes used in this class.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

<p>Course Name: BRITISH LITERATURE I</p>
<p>Course Number: ENGL 2121</p>
<p>Course Description: A survey of important works of British Literature. Designed to foster in the student some knowledge and appreciation of British Literature from Old English through the Neo classical period (Age of Reason). Lectures, discussions, and research focus on major figures, works, and movements in historical context, with special attention to themes and techniques of literary analysis and to the influence of philosophical, political, social, and religious views on the literature. Fall, Spring, Summer.</p>
<p>Pre-requisites/Co-requisites: Prerequisite: ENGL 1102 with a grade of "C" or better.</p>
<p>USG General Education Outcomes Pertinent to this Course:</p> <p>Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:</p> <p>Competence within the context of collegiate general education is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to make informed judgments about art forms from various cultures including one's own culture; ○ Ability to recognize the fine, literary, and performing arts as expressions of human experience; ○ Ability to discern the impact and role of artistic and literary achievement in society and one's personal life. <p>Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.</p> <p>Competence within the context of collegiate general education objectives is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups; ○ Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture; ○ Ability to identify and analyze both contemporary and historical perspectives on contemporary issues; ○ Ability to relate the contributions of groups and individuals to the history of ideas and belief systems; ○ Ability to critically analyze one's own culture. <p>Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.</p> <p>Competence within the context of collegiate general education is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to assimilate, analyze, and present in oral and written forms, a body of information; ○ Ability to analyze arguments; ○ Ability to adapt communication to circumstances and audience; ○ Ability to consider and accommodate opposing points of view; ○ Ability to interpret content of written materials on related topics from various disciplines;

- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. read literary works across genres.
2. interpret literature analytically and critically
3. demonstrate an awareness of historical and cultural contexts as well as literary periods.
4. demonstrate in at least one paper the ability to use MLA documentation appropriately
5. demonstrate in at least one assignment the ability to use computers to write and do research.
6. evaluate literature and its role in culture and society.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit

a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class.

The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

End of standard syllabus for ENGL 2121 – British Literature I

Begin Class/Instructor Specific Syllabus Contents

COURSE OVERVIEW:

The course will explore archetypal issues and themes and their particular manifestations across history; such themes include awareness of the individual's role in society, ethics and narratives, human relationships, gender, class, and nation. The most important task in the class will be **careful, close, detailed, and repeated** reading of the assigned texts and inquiry into the socio-historical conditions that produced the texts. We will conduct open-minded, unprejudiced discussion of the texts and their times, and we will explore the degree to which the ideas in the literary texts of earlier times influence the modern world.

COURSE ACTIVITIES:

Reading – Reading assignments for the class are somewhat rigorous. However, your learning and appreciation of the materials will be enhanced by responsible active reading of all assigned materials and discussion of those materials in class. The class is not designed to be solely a lecture format, so informed class participation is a necessary condition for a successful course. You will read selections from *The Norton Anthology of English Literature: Major Authors Edition* and a variety of outside material.

Writing – The course requires students to write two (2) out-of-class papers, both of which will require some outside research. The specific assignments will be distributed in class, but both papers will require critical thinking about the readings and the contexts in which they were written as well as the modern impact of the literature. **NOTE: This is an English class, and the grading of papers DOES include an assessment of proper essay development, organization, AND clarity and mechanics.**

Quizzes – There will be a brief weekly quiz over the reading assignments. The lowest two scores on these quizzes will be omitted when determining the final course grade.

Testing – There will be two written examinations, one at the approximate mid-term of the semester, and one as a final examination. These will be comprehensive over the background material presented and the specific readings in the particular section of the course, and may ask you to make connections between the various historical periods discussed in the course. A general study guide will be provided to help target

your study for the tests.

Participation – as part of your course grade, you are expected to be an active participant in the discussions regarding the texts. These discussions will focus on critical elements of the reading material, the social and/or historical contexts, and the impact of the course material in the environment in which the literature is set. The discussions will be led by the instructor, but students will be called upon to add insight and commentary.

NOTE: Not all in-class assignments are scheduled, so be prepared!

Grades:

Course Grade--To pass the course and earn three credit hours, you must (1) complete all of the out-of-class essays, and (2) complete both written exams. Any non-submitted paper or missed written examination will result in failure of the course. In addition, a portion of the final grade will be based on participation in class and the reading quizzes.

Your final course grade will be determined as follows:

35%	<u>Tests</u>
35%	<u>Papers</u> (15% each)
30%	<u>Reading Quizzes and class participation</u>

Grading Scale:

A=90-100; B=80-89; C=70-79; D=60-69; F=<60

NOTE : You may find out your current grade at any time by stopping by my office.

I do not keep an up to date grade in my grade book, and I will only discuss grades in private.

Consequently, asking me about grades in the class room will receive no response.

COURSE POLICIES:

Attendance:

Here are the specific instructor policies for this class. Class attendance is expected. Research strongly supports the idea that class attendance equates to higher course grades. Participation is crucial to your success, so just being in the room does not count as “attendance.” I expect you to be prepared to take part in the activities of the class. Being prepared includes having necessary materials available for participation (i.e., texts, paper, writing utensils). I take roll daily for statistical purposes. You are expected to be in class **on time** and to **remain in class** until class is dismissed. As is true in the business world, there is no maximum number of allowed absences in this class. You are allowed to miss **five** (5) of the required class meetings (other than institutional absences) for whatever reasons you choose. After that number, again as in the business world, your earned final grade will be docked five (5) points for each absence in excess of five. There are no warnings, and MY roll sheet is the final record of class attendance. There are **NO excused absences** other than institutional absences. Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor. This “extraordinary circumstance” clause includes illness caused by a medically recognized pandemic, which will require confirmation by competent medical authority. If you believe an absence should be excused on an individual basis, discuss it with me during office hours, NOT at the beginning or end of class. I do not review missed material if you are absent, so check with your classmates for notes and discussion ideas. **In-class work (including reading quizzes) missed due to absence will not be allowed to be made up.** Any work, including final drafts of essays, due during an absence must be turned in on the date of return to class, or it will not be accepted.

Tardiness--If you arrive after roll is taken, you will be considered tardy, and it is your responsibility to alert me at the end of class to your attendance. Leaving before class is dismissed (regardless of reason) will be weighted as a tardy. Three tardy arrivals/early departures will be weighted as an absence for determining attendance-related grading criteria. *If you arrive more than fifteen minutes late or leave more than ten minutes early, you will be counted as **absent for the class**. **Don't be late!***

Late Work--It is important that you submit your work on time. In this class, deadlines are expected to be met. All work assigned to you must be completed and turned in on time, during the class period in which it is due. Ordinarily, I do not accept late work. Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor. The following guidelines apply:

- Missed in-class assignments may not be made up.
- Late homework (if assigned) will only be accepted up to one class period after the class it was originally due.
- In the event a student is diagnosed with pandemic flu, or is otherwise unable to attend class for an extended period of time due to bona fide illness (i.e. verified by competent medical authority), alternative assignments and other course work will be arranged through WebCT Vista. NOTE: This option is ONLY available for medically-diagnosed illnesses requiring extended home stays and MUST be coordinated as soon after the diagnosis as possible. The excused absences AND course work option on WebCT Vista will ONLY be valid from notification of official diagnosis received by the instructor. Any work missed prior to the official notification will remain unaccepted unless otherwise provided for under these guidelines. (NOTE: If the illness prevents you from continuing with any college classes, you should investigate the possibility of obtaining a medical withdrawal from the college. Further information about this option can be found in the college catalog.)
- Reading assignments should be complete prior to coming to class.
- Late out-of-class papers will only be accepted up to one class period late and they will lose five points from the final grade for each calendar day they are late.
- Late work will be considered late and will begin to accrue late penalties (if applicable) from the scheduled end of the class period in which it was due.

REMINDER: If you fail to turn in ANY required out-of-class essay or if you miss ANY of the exams, **you will fail the course!** There are no exceptions to this policy!

College Closure – In the event the college is closed for an extended period due to a natural or man-made catastrophe or medical necessity, the course will continue to be conducted, as much as is reasonably possible, via WebCT Vista. In the event of such an event, look for additional information on the college's web page at www.abac.edu.

General Paper Instructions/Requirements – All out-of-class essays must be produced on a computer or other word processor. You may use any word processing program you are familiar with, but **I will only accept the following file types for electronically submitted work: MS Word 2003 or 2007 (.doc or .docx), or a Rich Text File format (.rtf)**. If your word processing program defaults to another file type, then you need to learn how to correctly save your work in one of these file formats. MS Word 2003/2007 is loaded on the campus computers, so you should consider using an MS Word compatible program.

NOTE: Problems with Turnitin, inability to interface with a campus computer, having an incompatible program or file, or a faulty/damaged thumb drive/computer disc is not an acceptable excuse for not turning in a paper on time. Don't wait until the last minute to submit a paper – plan your time and avoid problems.

Paper Format and Submission information:

- Follow the guidelines in *A Writer's Reference* (MLA section) with the following additions:
 - o DO NOT use a title page.
 - o Use a 12-point font with a serif (the font on this page is 12-point with a serif)
- Refer to the sample MLA formatted essays in the text as models.

NOTE: If you do not have this text, then use another text that illustrates proper MLA paper formatting. If you have questions, please ask me.

- All graded papers and tests should be retained in the two-pocket folder throughout the entire semester. If you want to make copies of your graded work, be sure to return the original graded copies to the folder.

Deviations from these guidelines will result in point reductions in the grade on the paper for the first occurrence and for NON-ACCEPTANCE of the second and subsequent occurrences.

- You will submit the final draft of each out-of-class essay electronically. The supporting documents (as required by the specific assignment) will be submitted in a two-pocket folder.

As college students, you are expected to bring a certain level of maturity, due diligence, proactive participation, and writing expertise and competence to bear on the assignments made in this class. Any significant problems in these areas will show in the final products you produce. If I believe any of these are lacking adequate attention on your part, I may refer you to the Office of Student Success for advising and/or tutoring.

Assistance— If you feel that you require extra assistance to meet the standards of effective writing [including (but not limited to) grammar, mechanics, and Standard English usage] and for any other assistance you may need, several options are available. The college provides a Writing Center where some basic English tutoring help is available. Students get assistance with all aspects of writing, from developing a thesis to editing a draft. Writing assistance is available during regular Center hours, Monday - Thursday 8:00 a.m. - 8:00 p.m., Friday 8:00 a.m. - 1:00 p.m. This is assistance only, the tutors are not expected to, nor will they, do your work for you.

I am available during office hours and by appointment and will be more than happy to assist you with content and/or grammar and mechanics help. I won't pre-read or pre-grade an essay, but if you have specific questions or want to ensure that you are on the right track, then I will be happy to assist. If your needs are great, don't wait until the last minute; the late penalties apply even if the delay is caused by a lack of available tutors.

NOTE: Don't wait until the last few weeks of the course to develop a concern for your final grade. Do your best work from the beginning of the class.

You can find out your current grade at any time by stopping by my office.

There is NO provision for extra credit to arbitrarily inflate a grade that has been left to suffer.

Academic Honesty/Plagiarism: I expect all work completed in this class to be original for this class. That is, work you have completed for another class (in any semester or at any school – including high school) may not be submitted for this class, too. Topics, approaches, research, and planning may be shared with another class, but all final products must be completely original, even if it has no evidence of plagiarism.

In addition, there is nothing wrong with presenting someone else's words and ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas, and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due.

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase or summary of another person's spoken or written words.

Penalties for Plagiarism: Since one of the goals of English courses is to teach you how to use the tools of proper documentation to acknowledge others' ideas in your work, plagiarism is broken into the following two categories:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional – a part of the learning process. Consequently, errors of this sort as determined by the instructor will be considered as major errors during the grading process, and will affect the assignment's grade accordingly, but may not result in a failing grade for the assignment or the course.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as “cutting and pasting” passages from one or more sources), this is considered to be intentional plagiarism. This includes using material from a source without properly documenting it, even when you document other material from the same or different sources, so be very careful. Submitting an assignment that you did not write, whether obtained through purchase from or other arrangement with ANY person or source, will be considered cheating on the assignment, even if you make some changes to the obtained source. The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero (0) points for the assignment or, after due process, even failure of the course.

Cheating on a writing assignment is a violation of the college's policy in the Student Academic Code of Conduct. If you have plagiarized on an assignment, the procedures for dealing with Academic Dishonesty are set forth in the Academic Policies and Procedures section of the ABAC catalog and are contained in the college's standard syllabus for this course.

Penalties for Other Forms of Academic Dishonesty: If I find that you have represented anyone else's work as your own on any assignment (such as, but not limited to, quizzes or tests), you will fail the assignment without possibility of resubmission, and with due process, may even fail the course. If you use any tool or resource that is not authorized by the instructor for use on an assignment (such as cell phones, text messaging, digital photography, thumb drives or any computer storage media, books, notes, crib sheets, or help from friends or any other person), you will fail the assignment without possibility of resubmission, and with due process, may even fail the course.

All papers will be submitted using Turnitin.
This service is a tool to help you identify potential documentation errors
and inadvertent plagiarism.

Following Directions—Many of the questions you may have in this course, especially concerning requirements for writing assignments, are/will be provided via this syllabus, assignment sheets, and in-class handouts. Not all assigned material will necessarily be covered in class. Therefore, it is both necessary and wise for you to read any and all material provided in this course. Errors resulting from a failure to read an assignment sheet or other material will be considered very serious and will negatively impact the grade for the assignment.

Communication: You will need to use your ABAC email account or the account inside WebCT Vista for communication about class-related matters. I will also send any communication to you via those accounts, so you should check them at least several times a week. NOTE: No information about specific grades will be sent using your ABAC email account, in order to comply with FERPA regulations. Grade details will be available on WebCT Vista and via WebCT Vista mail.

Student Classroom Conduct:

- Turn off cell phones, pagers, etc. before coming to class. Most cell phones have a “vibrate” or “blink” function that will alert you without disrupting the class. If you have a *bona fide* requirement for making/receiving a call, notify me before the class period. Anyone using a communication device in any other manner will be asked to leave the classroom and will receive an “absent” grade for the day.
- Use of a lap-top, desk-top computer, or other electronic device including, but not limited to, cellphones, iPods, MP3 players, PDAs, etc. (except when part of the assigned work for the class) is not acceptable. Do not check email; “surf” the internet; use MySpace, Face Book, weblogs, or use other personal accounts during class time. Do not play music or video games. After one warning (per semester), anyone using a computer in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day.
- Unless as part of the assigned work for the class, earphones should not be worn or used to listen to music, or any other type of material. After one warning (per semester), anyone using headphones in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day.
- Do not read newspapers or any non-class material, do work for other classes, sleep in class, eat, or put your feet on the furniture. Failure to engage in class activities will receive an “absent” grade.

If you cannot remain awake or devote your full attention to the proceedings of the class, you will be counted absent, and if your behavior is disruptive in any way to the conduct of the class, you will be asked to leave the classroom.

- Disruptive behavior, profanity (unless part of the assigned reading), civil rights violations, and/or sexual harassment of any kind will not be tolerated. One of my responsibilities as an instructor is to ensure an effective learning environment for **all** of my students. If you are disruptive in any way, you may be asked to leave the room. If you fail to do so, when asked, you will be removed from class by Security, and you will run the risk of expulsion from the college.
- Respect all your fellow students and their viewpoints. Don’t interrupt your classmates or talk while they or your instructor are talking. Common sense and common courtesy are expected.

Generally, you should consult your college catalog and the student handbook for any policies not covered in this syllabus. You are responsible for knowing campus rules and regulations regarding academic procedures.

Student Development Services: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with the instructor at the beginning of the semester. Students not registered with the Student Development Center should contact the SDC Office as soon as possible. Students without proper documentation from the SDC Office will NOT receive any classroom accommodations or coursework modifications.

Course requirements and materials may be subject to change by the instructor.

**If you ever have any questions or concerns, please don't hesitate to ask me.
I am available to help.**

**English 2121: British Literature I
CLASS SCHEDULE -- Spring 2010**

IMPORTANT NOTE: *Always bring this syllabus/schedule to class with you. Bring other books, assignments, and materials as necessary for the following assignments. Reading assignments and writing projects should be completed in full prior to the class for which they are due.* Schedule contents and dates are subject to change.

Week	Tuesday	Thursday
<u>Week 1</u>	1/12 Syllabus review – Course overview – Course Expectations	1/14 Intro to reading literature critically
<u>Week 2</u>	1/19 Before class: <u>Read</u> the following: Intro to the Middle Ages (1-14) - Discuss assigned reading	1/21 Before class: <u>Read</u> the following: Intro to <i>Beowulf</i> (26-30) and Prologue through line 873a in “Celebration at Heorot” (31-48) - Reading quiz - Discuss assigned reading
<u>Week 3</u>	1/26 Before class: <u>Read</u> the following: “The Dragon Wakes” through the end (77-97) - Discuss assigned reading	1/28 Before class: <u>Read</u> the following: <i>Lanval</i> (98-111) - Reading quiz - Discuss assigned reading
<u>Week 4</u>	2/2 Before class: <u>Read</u> the following: <i>Sir Gawain and the Green Knight</i> parts 1 & 2 (112-137) - Discuss assigned reading	2/4 Before class: <u>Read</u> the following: <i>Sir Gawain and the Green Knight</i> parts 3 & 4 (137-165) - Reading quiz - Continue discussing SGGK
<u>Week 5</u>	2/9 Before class: <u>Read</u> the following: Intro to Chaucer (165-168), Intro to <i>The Canterbury Tales</i>, the General Prologue, and The Nun’s Priest’s Tale (168-190 and 250-263) - Discuss assigned reading	2/11 Before class: <u>Read</u> the following: The Miller’s Prologue and Tale (191-207) - Reading quiz - Discuss assigned reading

<u>Week 6</u>	<p style="text-align: center;">2/16</p> <p>Before class: <u>Read</u> the following: The Wife of Bath's Prologue and Tale (207-234) - Discuss assigned reading - Intro to writing critically about poetry, drama, and historical prose ** Assign paper 1 **</p>	<p style="text-align: center;">2/18</p> <p>Before class: <u>Read</u> the following: All of the material of Julian of Norwich (282-285) and Margery Kempe (285-289) - Reading quiz - Discuss assigned reading - Hand out Study Guide for Test 1</p>
<u>Week 7</u>	<p style="text-align: center;">2/23</p> <p>Before class: <u>Read</u> the following: Malory (299-318) - Discuss assigned reading</p>	<p style="text-align: center;">2/25</p> <p>Before class: <u>Prepare</u> for Test 1 *** Test 1 ***</p>
<u>Week 8</u>	<p style="text-align: center;">3/2</p> <p>Before class: <u>Read</u> the following: Intro to the 16th century (319-345), and the following: English Bible (354-357) - Discuss assigned reading ** Submit Paper 1 for review and grading **</p>	<p style="text-align: center;">3/4</p> <p>Before class: <u>Read</u> the following: all the material of Elizabeth I (357-365) - Reading quiz - Discuss assigned reading - Intro to sonnet form</p>
<u>Week 9</u>	<p style="text-align: center;">3/9</p> <p>Before class: <u>Read</u> the following: Wyatt's sonnets (348-351), Howard's sonnet (353-354), general intro to Spenser (365-367), Spenser's "Sonnets 1, 34, 79" (435-436, 437), and Shakespeare "Sonnets 18, 116, 130" (499, 506-507) - Discuss assigned reading</p>	<p style="text-align: center;">3/11</p> <p>Before class: <u>Read</u> the following: Marlowe's "The Passionate Shepherd to His Love" (458-460) and Raleigh's "The Nymph's Reply to the Shepherd" (447-449) - Reading quiz - Discuss assigned reading - Intro to reading plays and dealing with Early Modern English</p>
<u>Week 10</u>	<p style="text-align: center;">3/16 *** No Class ***</p> <p>Spring Break</p>	<p style="text-align: center;">3/18 *** No Class ***</p> <p>Spring Break</p>
<u>Week 11</u>	<p style="text-align: center;">3/23</p> <p>Before class: <u>Read</u> the following: <i>Doctor Faustus</i> (460-493) - Discuss assigned reading</p>	<p style="text-align: center;">3/25</p> <p>- Reading quiz - Continue discussing <i>Doctor Faustus</i></p>
<u>Week 12</u>	<p style="text-align: center;">3/30</p> <p>Before class: <u>Read</u> the following: <i>Twelfth Night</i> Acts I-III (510-556) - Discuss assigned reading</p>	<p style="text-align: center;">4/1</p> <p>Before class: <u>Finish reading</u> <i>Twelfth Night</i> Acts IV-V (556-572) - Reading quiz - Discuss assigned reading</p>
<u>Week 13</u>	<p style="text-align: center;">4/6</p> <p>Before class: <u>Read</u> the following: Intro to 17th century (575-597), Donne's "The Flea" and "Holy Sonnet 10" (600-603), Herbert's "The Altar" and "Easter Wings" (659-661), Herrick's "To the Virgins..." (665-666, 669), and Marvell's "To His Coy Mistress" (675-678) - Discuss assigned reading</p>	<p style="text-align: center;">4/8</p> <p>Before class: <u>Read</u> the following: Milton's <i>Paradise Lost</i> Intro & Books 1 & 9 (693-696, 725-743, 811-835) - Reading quiz - Discuss assigned reading ** Assign Paper 2 **</p>

<u>Week 14</u>	<p style="text-align: center;">4/13</p> <p>- Continue discussing Milton</p>	<p style="text-align: center;">4/15</p> <p>Before class: <u>Read</u> the following: Intro to the Restoration and 18th Century (853-876)</p> <p>- Reading quiz - Discuss assigned reading</p>
<u>Week 15</u>	<p style="text-align: center;">4/20</p> <p>Before class: <u>Read</u> the following: Behn’s “Oroonoko, or The Royal Slave” (922-924, 927-971) AND <u>Complete</u> Paper 2</p> <p>- Discuss assigned reading</p>	<p style="text-align: center;">4/22</p> <p>Before class: <u>Read</u> the following: Swift’s “A Modest Proposal” (971-973, 1114-1119)</p> <p>- Reading quiz - Discuss assigned reading ** Submit Paper 2 for review and grading **</p>
<u>Week 16</u>	<p style="text-align: center;">4/27</p> <p>Before class: <u>Read</u> Pope’s “The Rape of the Lock” (1120-1122, 1136-1155)</p> <p>- Discuss assigned reading - Hand out study guide for final exam</p>	<p style="text-align: center;">4/29</p> <p>Before class: <u>Read</u> Haywood’s “Fantomina; or, Love in a Maze” (1178-1197)</p> <p>- Reading quiz - Discuss assigned reading</p>
<u>Week 17</u>	<p style="text-align: center;">** FINAL EXAM PERIOD ** Wednesday (May 5) 2:45-4:45</p> <p style="text-align: center;">NOTE THE CHANGE IN DAY OF THE WEEK and TIME – plan accordingly!</p> <p style="text-align: center;">*** Final Exam ***</p>	

ENGL 2121: British Literature I
TR 2:00-3:15 King 7 (CRN: 30080)
Spring 2009

Acknowledgement of Course Syllabus Policies and Information

I, (print your name) _____, hereby acknowledge receipt of a printed copy of the syllabus for Dr. Brian Ray's English 2121: British Literature I in spring term of 2009. I also understand that the syllabus is available electronically on the instructor's website. Further, I specifically acknowledge my understanding of the following sections of the syllabus (initial each line):

- _____ the required texts and materials
- _____ the anticipated course outcomes
- _____ the grading criteria
- _____ the class attendance policy
- _____ the late work policy
- _____ the academic honesty and plagiarism policy
- _____ the classroom conduct policy

(signature of student)

(date)

NOTE: This form must be completed and turned in to the instructor before the first assignment will be accepted for grading.