

Course Syllabus: English 2341 Section 1P

Note: This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

Department: English

Course Title: Forms of Literature

Section Name: Engl_2341_1P

Starting Date: 08-26-2013

Ending Date: 12-13-2013

Modality: Face to Face/Permian Campus

Credits: 3

Instructor Information:

Name: Janis May

Permian Email: Janis.may@ectorcountysd.org

Permian Phone#: (432) 456-0039

Prerequisites:

English 1301 successfully completed

Scans:

1, 2, 9

Course Description:

The study of one or more literary genres including, but not limited to poetry, fiction, drama, and film.

Course Objectives: Learning Outcomes

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Attendance:

Attendance: Attendance is mandatory!!!! This is a college class taken on a high school campus; you just happen to be getting high school credit as well. If the college feels you have too many absences, you could have trouble getting credit. If you have to miss some classes (doctor appt. etc.), DON'T CHOOSE THIS ONE. Remember, you are paying for this instruction and the class pace moves very quickly. Also, this is a grade on your official college transcript which follows you from now on.

Required Readings/Materials:

Textbook: *The Norton Anthology of English Literature: The Major Authors.*

Vol. A, 8th ed. Stephen Greenblatt.

More, Sir Thomas. *Utopia*. (any paperback edition)

Supplies:

- OC ID
- Pack of 4-5 colored highlighters
- Flash drive
- Text for all class periods
- Notebook to keep notes, handouts and returned items for study purposes
- Regular access to a computer for word processing and PowerPoint
- Regular access to the Internet for research and some homework assignment

Course Requirements (Lectures, Assignments and Assessments):

Students will read and analyze various works from literature. They will be required to write essays and give a major oral research project during the course of the semester. There will also be quizzes and tests over the major periods, as well as numerous daily or weekly activities requiring group teamwork.

Summary of Assignments and Activities:

By Week: **Assignment and Class Work for the Week:**

August 26: **Scheduling, Syllabus, Expectations, Orientation**

Homework: Read Introduction for Middle Ages p.1-24

Read *Beowulf* intro p.26-30

Begin reading *Beowulf* p.31-69

Class: Discuss: Syllabus and Class expectations

School Orientation and textbooks

Early Medieval times and writings

Begin discussion of *Beowulf*

RECEIVE RESEARCH ASSIGNMENT

DUE SEPT. 23rd

September 2: **Holiday**

September 3: **Homework:** Finish reading "Beowulf" p.69-97

Go to

www.wwnorton.com/college/english/nael/welcome.htm and click on Introductions under Topics. Read the section on *Beowulf*

Class: Finish discussion and test over poem

September 9: **Homework:** Read intro to Anglo-Norman Literature and

"Lanval" p. 98-111

Begin reading intro for Middle English

Literature of the 14th and 15th Centuries and

then begin reading "Sir Gawain and the Green

Knight" p.112-165

Class: Discuss the Norman influence, "Lanval"

Begin Middle Period with "Sir Gawain"

Test on these two works on Monday

September 16:

Homework: PREPARE FOR MONDAY'S TEST ON WORKS

CONTINUE PREPARATIONS TO TURN IN *BEOWULF* RESEARCH
NEXT MONDAY

Read Chaucer into p.165-170 and

"Knight's Tale" (I will provide a copy)

RESEARCH THE CONCEPT OF CHIVALRY

and be prepared to write about what you found.

Bring any relevant data with you to class.

Class: Test on "Lanval" and "Sir Gawain"

Discuss Chaucer and the presentation of the knight and
chivalry.

September 23:

Homework: finish *Beowulf* Research

Read "Sir Thomas Malory" p.299-301 and begin
section from *Morte D'Arthur* p.301-318

Go to the previous website in the syllabus and
under Topics click King Arthur. Read the
Malory section and the Tennyson section

Class: turn in *Beowulf* Research

Discuss Malory's contribution to the Arthurian legends

September 30:

Homework: PREPARE FOR TEST ON AUTHUR STORIES

AND BACKGROUND MATERIAL.

*One question will be essay in nature and will
discuss the idea of the Medieval hero. Be
prepared to use your research material from
your online research to aid you.*

Class: Discussion and test over King Arthur material

October 7: **Homework:** Read Intro to Chaucer and the *Canterbury Tales*

Read *General Prologue*

Work on Creative Characterization Chart (due Friday)

Class: Discuss Chaucer background, *Canterbury Tales* and
work on chart

October 14: **Holiday**

October 15: **Homework:** Read Introduction to 16th Century p.319-347

(Quiz Friday)

Read Intro to *Utopia* and then begin reading More's *Utopia*

Research general information on utopian/dystopian societies

Class: Watch PowerPoint on note taking journal

Discover changes in 16th Century and the deep connection this had on
the literature of the period.

Round Table Discussion Explanation (for next week's activity)

October 21: **Homework:** Read *The Giver* and continue work on *Utopia*

Comparative Journal (*Utopia*, *Giver* and *Truman*)

Class: Watch *The Truman Show*

Essay Test next week using the three pieces and your
comparative journals

October 28: **Homework:** Prepare for Round Table and Test

Class: Preparation for Round Table Activity

Round Table Discussion on *Utopia*/Dystopia Unit

Essay Test over Unit

November 4: **Homework:** Read Background on Shakespeare (Quiz on Friday)

Read Shakespeare Sonnets (assigned ones only)

Explication and paraphrase

Class: Discuss the sonnet form and Shakespeare

Discuss and implement explication and paraphrasing of

Sonnets (Group Activity)

QUIZ on Shakespeare

November 11: **Homework:** Read Intro on John Milton (p.693-96)

Read *Areopagitica*

Research assigned topics

Class: Discuss Milton, censorship and freedom in 17th century England.

Comparative activity/Internet research

November 18: **Homework:** Read Shakespeare's *Hamlet*

Begin Major Works Data Sheet

Class: Major Works Data Sheet

Discuss characterization and Shakespeare's "invention
of the human"

November 25-29: **Thanksgiving Holiday**

November 28: **Homework:** Continue work on the play and Data Sheet

Read Bloom's Critical Analysis

Begin Preparation for Debate

Class: Discuss the Play/ Watch sections of video

Discuss next week's Class Debate Activity

Turn in Major Works Data Sheet over *Hamlet*

December 2: **Homework:** Prepare for Class Debate Activity

Review notes for test

Class: Finish and test over Hamlet

Class Debate Activity

December 9: **Homework:** Review for the exam

Class: Take questions/answers in prep for the Final Exam.

TAKE EXAM

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - Provide my contact information at the beginning of the syllabus;
 - Respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - Notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - Provide clear information about grading policies and assignment requirements in the course syllabus, and
 - Communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - Return classroom activities and homework within one week of the due date; and,
 - Provide grades for major assignments within two weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - Attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - Recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - Understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or Internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - Missing class when a major test is planned or a major assignment is due;
 - Having trouble submitting assignments;
 - Dealing with a traumatic personal event; and,
 - Having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - Seek out help from my instructor and/or from tutors
 - Ask questions if I don't understand; and,
 - Attend class regularly to keep up with assignments and announcements.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Grading Policy:

No Late Work: Unless arrangements have been made in advance, any assignment late receives a zero. Notification of **emergency** must be as immediate as possible. Proof of family deaths, etc. must be presented at the time of submission of assignment. This can be from the attendance clerk as you have had to turn this in to her. I will accept her verification.

If you are sick on a major turn-in day, you must have someone turn in your essay, project, etc. for you. Since you know well in advance of the due date, this should be no problem. If you are going to

be absent (for an excused activity) when an essay, project, etc. is due, then you need to turn it in **EARLY – NOT AFTER THE TRIP**. It will be considered late otherwise because you have your syllabus and know in advance of all major due dates.

Assessments: There will be tests (25%), projects and essays (35%), and quiz/daily/homework assignments (15%). OC also requires a final exam (25%).

Cheating/Academic Dishonesty/Plagiarism: None of these is acceptable behavior in my class. If you are unclear about what constitutes any of these items, please come see me. Business professionals take these very seriously; colleges and universities take these very seriously ...I DO and so should you. Do not put yourself in a compromising situation.

LET'S MAKE THIS A GREAT SEMESTER AS WE PARTNER TOGETHER TO EXPLORE THE AWESOME WORLD OF LITERATURE. ☺