Department of English & Foreign Languages

English 2322.WB

British Literature I

I.   Course and Instructor Information

Claudia Philpott, Instructor
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Odessa College
Email: cphilpott@odessa.edu

NOTE: Email will be our primary form of communication, and I look forward to hearing from you if you have questions about any of the reading assignments, tests, or other topics you need help with.

NOTE: I always answer email within a 24-hour period. If you send me an email, and I do not respond during that time, please assume that I did not get your email and try again.

NOTE: You should correspond with me via your OC G-Mail account. We have a very aggressive campus spam filter which sometimes blocks delivery from outside email accounts.

Instructors do not hold office hours and are NOT required to be on campus during the summer sessions, so please do not call my office number and leave a message or attempt to stop by my office because I will not be there.

 Students in my course will be provided with my home phone number in Blackboard when the course begins.

Course Credits: Three (3) semester hours

II.   Course Description

Consists of reading and analyzing significant works of British literature beginning with the early Middle Ages. Requires research paper or several short analytical papers. Required of all English majors.

III.   Course Prerequisites

ENGL 1302 passed with a "C "or better

IV.   SCANS

1, 2, 9

V.   Required/Optional Course Materials

Required Textbook: *The Norton Anthology of British Literature,* 8th ed., Major Authors: Volume A, Eds: Greenblatt, et al.   Norton Publishing Co: 2006

It would also be beneficial to either own or have unlimited access to a handbook that includes MLA style guidelines. A reliable online source for this information is the OWL at Purdue: http://owl.english.purdue.edu/owl/resource/557/01/.

If you prefer something in print, the OC Library has a number of good grammar books available for check out.

VI.   Course Objectives

Upon the completion of this course, students will demonstrate the ability to:

1. Recognize the basic elements of fiction (plot, theme, character, symbol, style, and point of view) as they appear in selected works of British literature
2. Recognize recurring themes as they appear in selected works of British literature
3. Demonstrate the understanding of selected assignments by responding to evaluation that tests the ability to read closely
4. Read and analyze both masterpieces and secondary works of British literature and demonstrate a knowledge of literary genres and terminology.
5. Recognize the major movements and periods of British literature from the Romantic Period through the Twentieth Century.
6. Communicate an understanding of British literature through papers, projects, and assignments written in clear, well-organized prose.

VII.   Grading Policy

Please remember that I do not teach a self-paced class, either online or in the traditional classroom setting.

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1. **Due Dates:** Essay assignments, grammar quizzes, etc., have assigned due dates. Daily work (journals, discussionboard assignments, etc.) assignments may not be made up, and daily work not submitted by the assigned times and dates will receive a grade of 0. Late essay assignments will be penalized 5 points per day. It is your responsibility to log into Blackboard and complete any assigned tests, essays, and reading assignments.
2. **Cheating/Academic Dishonesty:** Cheating on tests, assignments, etc., will result in a 0 for the first instance; subsequent behavior may result in an F in the course.
3. **Disruptive/Abusive Behavior**: Disruptive or abusive behavior will not be tolerated; the first instance will result in a grade of 0 on any assignment due at that time, and the student will be counted absent from class for that particular day, which will also result in

a loss of course grade points. Please refer to **Classroom/Online Behavior** for more information.

4. **Plagiarism**: The first instance of plagiarism will be assigned a grade of zero (0). The second instance will result in an F in the course. If you do not understand the term or have any questions, first refer to the information which follows in this syllabus. If you still have questions, contact me immediately.

   Attendance and Grades: Please refer to the **Classroom Attendance Policy** and **Blackboard Attendance Policy** for more information.

VIII. <u>General Course Policies: Attendance, Expectations, etc.</u>

OC G-Mail Account: *You must activate your OC email account! This applies to every one of my students.* Every OC student has a free G-Mail account. During the first week of classes, we will log in together to make sure your account is available and operating correctly. If your account is not working, you will be directed to someone who can fix the problem.

"Why do I need this OC account? I already have a personal email account. Can't I just use that one?"

No. First, you need to activate the OC email account to receive email notifications about various campus activities you may want to attend. Secondly, when I add an announcement to Blackboard (and all of my students ARE enrolled in a Blackboard class), the system is set to automatically email the announcement to your OC email account. Thirdly, when I need to contact you quickly, I will be emailing your OC account. For example, if you submit an essay assignment in Blackboard and something goes wrong with the submission, I will immediately be emailing your OC account to make you aware of the problem and your options to correct it. My email to you might read something like this: "Jimmy, I can see in Blackboard that you submitted your essay, but when I tried to open and grade it, there is nothing in the file. Please email your essay directly to me by midnight, tomorrow, June 10. If I do not receive your file by that date and time, the grade for the assignment will be a 0."

"How often do I need to check my OC email?" DAILY. Make it a habit to log into your OC email account every day at the same time. As a student, you wouldn't appreciate it much if I waited 4-6 days before I responded to your email messages. Obviously, if I send you an email like the one in the paragraph above and you wait five days to respond, then it is too late to save that assignment grade. It is especially imperative that fully online students check email daily since my primary form of communication with you.

NOTE: I welcome email from all students, and I will respond to your emails within 24 hours. However, because we have an aggressive campus spam filter, if you do not receive my reply within 24 hours, please assume that I did not receive your message and resend it—or call me at home or work.

Add the course name and number in your subject line: I have no easy way of identifying you from your OC username, which is a string of numbers with a few letters attached. I don't like wasting your time—and mine—emailing you back to determine which class you're in before I can respond to you. You deserve an answer the first time!

Online Course Attendance:

All the content units and course materials are open and available from the first day for those students who want to work ahead. Plan to log into Blackboard and check your OC G-Mail account daily during the brief summer sessions. Sometimes, when I hear from several online students having the same problem, I post announcements. Also, if there is a problem with a test or assignment which you have submitted, I may need to contact you immediately.

You are responsible for completing weekly work, such as discussion boards, journal entries, various written and grammar assignments, etc. by the assigned due date which is always posted in Blackboard. In my classes, assigned weekly work is set to close and no longer be available when the due date has passed.

To successfully complete this course, students will need:

1. **Regular access to a computer**. You should have access to an alternate computer in case the primary computer crashes. A computer crash is NOT an excuse for late assignments. The Student Success Center has open access computers which are available for student use when the campus is open. Check their website for the hours: www.odessa.edu/dept/ssc/
2. **Regular access to the Internet**. Also in the Student Learning Center
3. **A working OC student email account**
4. **A word processing program of some type** (Word, WordPerfect, Works, etc.)
5. **Some type of storage device to save your work**. Always save a copy of your essays, etc. on your computer hard drive, but it is also a good idea to put everything on a thumb drive as a backup. If you have a computer crash, you don't want to lose all your work.

Helpful Hints:

 1. Become familiar with the course at the very beginning of the semester. Spend some time clicking all the buttons to see how everything works in the Blackboard component. You will not break anything. If you don't understand how something works, let me know. I will be happy to answer all your questions. If necessary, you and I can arrange to work together over the phone or in person.
 2. Keep up with the assignments by budgeting your time wisely. Set aside some distraction-free time to devote your full attention to the material.
 3. Interact with the course materials; don't just read handouts, assignments, etc. on the computer screen or misplace the handouts which I provide for you. If a handout is in Blackboard, I suggest you make a copy of it to use as a reference as you write.
 4. **Remember: There are NO stupid questions! If you don't understand something, please ask. Because we are not always working together in a classroom environment and I cannot see the puzzled look flash across your face, I rely on you to let me know when you need help.** However, don't wait until the end of the semester to let me know you need help. By then, it may be much too late to salvage that "A."
 5. **Stay in contact with me and don't just disappear from the course without a word of explanation**. There may be some way that you and I can work through the problem, whatever it is. However, if you make the decision to stop attending class, please remember that it is your responsibility to drop the course to avoid an F at the end of the semester.
 6. Keep track of all due dates. These will be clearly posted in Blackboard. I always include a

flexible testing schedule (tests remain open several days) to allow you to fit the assignments/quizzes into your busy home, school and work schedules without creating unnecessary stress.

HINT: I suggest that you create a master semester calendar for all your college classes. On it, mark all the due dates for all tests, projects, speeches, essays, etc., for each class. I suggest using a different color ink for each class. After you finish recording all the information on the master calendar, you can tell at a glance where the "hot spots" are going to be in the semester and begin to budget your time appropriately.

    7. Keep a copy of the essays which you submit to be graded either on the hard drive of your computer or on are movable device of some type: disk, CD, thumb drive, etc.

Classroom/Online Behavior: You will be participating in computer-based class discussions this semester.

Please remember that you are always free to express your opinion on any subject, but you are not free to:
1. Be disrespectful of another person's opinion or attack someone else on personal grounds, even as a joke.
2. Be disrespectful of any religion, race, gender, age group, sexual orientation, or political position, even as a joke.
3. Use language which may be classified as obscene or profane.

Here are some helpful hints from an expert:

1. Identify passages that you like as well as passages you dislike. Explain why you think the passage is effective or ineffective. A writer's successes are potentially as instructive as his or her failures.
2. Avoid comments such as "I like this!" Instead, be specific: "I like the way your words paint a vivid picture!"
3. Avoid writing "I don't understand this sentence!" Instead, try to be as specific as possible about the cause of your confusion: "In this sentence, I can't tell who the word is referring to."
4. If you dislike a passage, ask questions or offer the writer suggestions as to how you think it might be changed: "Could this paragraph offer evidence to support your recommendation?" or "I think it might help if this paragraph described the machine a bit before telling us how to operate it."
5. Avoid you-assertions such as "You've lost me here." Instead, offer I-assertions such as "I'm confused here." You-assertions accuse the writer, whereas I-assertions describe the reader's ability to interpret and appreciate the writing.
6. Direct positive comments to the writer and negative comments to the writing. For example, avoid writing "This is a clear explanation!" Instead, focus on the writer's success: "I think you've done a terrific job of explaining this difficult idea." Similarly, avoid comments such as "I think

you need to include more examples."Instead, focus on the failure of the writing: "I think this passage would be easier for me to understand if it included more examples.
(from Gong, Gwendolyn, Dragga. *A Writer's Repertoire*. New York: HarperCollins, 1995)

Grading Rubric: College level courses

A = Excellent / outstanding / fluent / thought-provoking/original

Follows all instructions, addresses question(s) asked, carefully organized, contains an effective thesis, fluent style, clear and concise writing, few—if any—mechanical errors, shows thought and analysis, presents original insights independent of the teacher/text, in-depth and detailed, goes well beyond what was expected

B = Good / above average / clear well-organized

Follows all instructions, addresses question asked, contains a thesis, meachanical errors are not distracting to the reader, contains some detail, shows little thought or analysis independent of information supplied by teacher/text

C = Average / adequate / competent / fair /unoriginal

Follows most of the instructions, addresses most of the questions asked, weak thesis, lacks clarity, mechanical errors are obvious but do not interfere with reader's understanding of the work; little if no detail, thought or analysis; THIS IS AVERAGE WORK FOR ALL COLLEGE STUDENTS

D = Below average / inadequate / ineffective / unclear / under-developed

Follows only the most basic assignment requirements, addresses questions on a very general level, shows insufficient understanding of the material, significant mechanical errors make communication of ideas ineffective, no thesis, lacks organization, gross spelling errors

F = Failure / blocked communication / plagiarism or cheating / major errors / illiteracy / directions not followed / badly underdeveloped

Instructions were not followed, question was not addressed, no thesis, no organization, mechanical errors make work unreadable and/or incapable of being understood, some or all of the content was plagiarized, fails to address the given topic, no detail, thought, or analysis

IX.   Plagiarism

  Plagiarism is the intentional or unintentional use of another person's work or ideas as your own without citing the source and is a very serious offense (Please read **Course Policies**). Mistakenly, many students believe that by shuffling word order, changing or omitting a few words, or rewriting using their own words, they have not committed plagiarism, which is not the case. Any source you quote (words, numbers, charts, etc.) directly (book, journal article,

Internet, etc.) MUST be enclosed within quotation marks. Additionally, if you borrow thoughts or ideas, you must still give credit to the original source.

Use ellipsis marks (...) to indicate where you have omitted something from the original; use square brackets ([ ]) to indicate changes or additions you have made in a quotation.

Take pains to identify the author of any quotation, paraphrase, or summary. Credit by name the originator of any fact or quotation you use no matter where it comes from. Please refer to **Plagiarism and the Internet** below.

Make sure you indicate where another writer's ideas stop and where yours begin using transition words: According to Jim Knox, author of <u>Blowing Your Own Horn</u>, "-----------------------------.?" However, in my own view, ----------. (Notice that Knox's words are in quotations while your words are not.

If, at any place, your written version looks close to the exact words of the original, carefully rewrite it in your own words.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person's ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or pieces of information that are not common knowledge
- Quotations of another's actual spoken or written words
- Paraphrases of another's spoken or written words

Plagiarism and the Internet: Many sources of information on the Internet appear to have no stated or obvious authors. However, this does not mean that the information belongs to the public domain or is general knowledge and not subject to documentation. **If the material you use in your writing is not your own words, thoughts or ideas, the source must be documented**. Since much of the information available on the Internet carries no specific author credit, authorship must be assigned to the organization or individual responsible for constructing and/or maintaining the Internet site on which the information appears.

Please also remember that ignorance does not excuse plagiarism. If you plagiarize an essay once, that assignment will receive a 0; if you plagiarize a second time, then you will be assigned an automatic F in the course.

If you have any questions about plagiarism, do not hesitate to contact me.

X.   Course Requirements & Course Overview

- Five Unit Tests (15% each) = 75%

- Research Essay = 5%

- Five Discussion Board topics (20 pts each) = 10% *

- Final Exam Essay = 10%

*NOTE: Your final discussion board grade will not be posted until the last of the five assignments has been graded. Each assignment is worth 20 points, and the total of all five grades will be the final discussion board grade for the course.

Unit One: The Middle Ages: Anglo Saxon Period

Discussion of the Anglo Saxon period; possible short writing assignment topic; culminates with test

Unit Two: The Anglo Norman Period

Discussion and assigned readings for the Norman (French) period; research essay assignment; possible short writing assignment topic; culminates with test

Unit Three: 16th Century (Renaissance Period)

Discussion and assigned readings for the 16th Century/Renaissance period; possible short writing assignment topic; culminates with test

Unit Four: 17th Century

Discussion and assigned readings for the 17th Century period; possible short writing assignment topic; culminates with test

Unit Five: Restoration and the 18th Century

Discussion and assigned readings for the Restoration/18th Century period; possible short writing assignment topic; culminates with test

Final Exam:

Comprehensive, short essay final exam requires that students implement the various analytical skills which they have learned during the course of the semester.

XI.   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.

XII.   Learning Resource Center

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

XIII.   Student Email

Please access your [Odessa College Student E-mail,](#) by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **All correspondence should be through your Odessa College email account.**

XIV. Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

XV.   Important School Policies

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, etc., can be found in the [Odessa College Student Handbook](#).

XVI. __The Odessa College Student Success Coaches__ will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, s/he may submit a Retention Alert or a Starfish Alert. As a result, a Student Success Coach will contact you to work toward a solution.