

# Course Syllabus and Policies

English 2321.001  
South Plains College

British Literature  
Spring 2017

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**LEVELLAND OFFICE:** Communications 103B

**OFFICE HOURS:** MW: 8:30-9:15      TR 8:30-9:15 & 1:00-2:00  
F: 8:30-11:30

\*also available by appointment and via Skype

\*Office hours are for your use! Please stop by and see me if you are struggling in the course or need clarification, help, or individual instruction, on essays, readings, etc. I am in office hours for your benefit, so please come and take advantage of those as one of your resources in this course. If my office hours do not work for you, we can setup another meeting time outside of normal hours, on Skype or via the telephone. But, you must communicate with me; I won't know if you're struggling in my class unless you tell me!\*

**CLASS MEETINGS** MONDAY/WEDNESDAY      1:00-2:15      CM 105

**REQUIRED COURSE MATERIALS** \*PLEASE PURCHASE EDITIONS LISTED HERE

- *Beowulf*. Trans. Seamus Heaney. Norton Critical Edition. ISBN 9780393975802
- *Sir Gawain and the Green Knight*. Trans. Simon Armitage, 2007. ISBN: 9780393334159
- Shelley, Mary. *Frankenstein: The original 1818 text*. 3<sup>rd</sup> Edition. Eds. D. L. Macdonald and Kathleen Scherf, 2012. ISBN: 9781554811038
- Golding, William. *Lord of the Flies*. ISBN: 978-0-399-50148-7
- Rowling, J. K. *Harry Potter and the Sorcerer's Stone*. Scholastic, Inc. ISBN 978-0-590-35342-7
- Journal/Composition Style Notebook – not a spiral.

## **COURSE DESCRIPTION**

Prerequisites: ENGL 1301 and 1302. This course is a study of selected literary masterpieces in British Literature.

## **SCOPE/PURPOSE**

English 2321 introduces students to some of the great works of British literature, from the Middle Ages through the present, which helped to shape modern literature, language, and culture. This course includes the general historical background, as well as the principles of literary criticism appropriate to the literature.

## **REQUIREMENTS**

A. Students will read numerous works of literature, will participate in class discussion of the reading, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.

B. Students will complete one or more written assignments which may include, but not be limited to, one or more multi-source research papers, two or more shorter papers (critique, explication), or a series of research questions or projects.

C. Individual instructors may also require major examinations over the readings or any other part of the course content.

D. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case, students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

## INSTRUCTIONAL OBJECTIVES

Upon completion of the course, the student will show competence in the course objectives listed below:

1. Understand the distinguishing elements of non-fiction, fiction, poetry, and drama for the appropriate time period
2. Understand the major elements of literature that are highlighted by the instructor
3. To discuss in depth the distinguishing characteristics of British Middle Ages, Renaissance, Restoration, Romantic, Victorian, and Modern literature in order to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
4. Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302
5. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302
6. Apply critical thinking to the study of literature and to the writing of analytical essays
7. Use a library and relevant internet sources for research purposes
8. Research and write an accurately documented paper, using MLA style or other assigned documentation style
9. Participate in class discussions over the literature and research in the course
10. Be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student
11. Make constructive suggestions for others' work during peer critiques or presentations
12. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

## GRADED REQUIREMENTS

Class Participation	10%
Common Place Books & In-class Work	15%
Response Papers (Avg. of 2 highest)	10%
Cultural Topic & Presentation	5%
Project 1	15%
Capstone Project	20%
Film Analysis Essay	5%
<u>Exam</u>	<u>20%</u>
Total	100%

## GRADE SCALE

A (Superior):	100-90%
B (Good):	89-80%
C (Average):	79-70%
D (Poor):	69-60%
F (Unacceptable):	59-0%

## METHODS OF EVALUATION

All assignments must be completed and turned in at the *beginning* of the class period identified on this syllabus unless otherwise noted. Major-assignment deadlines are **firm**. Late work will NOT be accepted. Failure to turn in an assignment on time will result in a grade of O/F for the assignment. Examinations and projects may not be made up except under the most serious circumstances. The scheduled examination will be an identification exam. More information will be given at a later date. Numerical grades are assigned for convenience in averaging grades only. Hats/Caps will not be worn during exams.

**If you fail to turn in two major assignments, you could be dropped from the course with an F.**

In addition to the scheduled essays and exams, announced and unannounced quizzes (daily exercises may also count as quizzes) will be given throughout the semester. There will be no make-ups for daily quizzes or writing exercises. A student must be present to receive credit for exercises graded as quizzes.

### **RESPONSE PAPERS**

You are required to write 2 short response papers this semester. There are 3 available. If you choose to complete all 3, the highest 2 grades will be averaged. Although each response paper will have separate, specific requirements, the general requirements are as follows. 1) The paper must be one page, typed, 12-point font, Times New Roman, and single-spaced (Approximately 500-600 words. 2) Each response paper will be a close, sustained analysis of something we've read this semester. 3) You should not use any outside resources including websites, Sparknotes, etc. These papers should be your thoughts alone. The purpose of these papers is to help you practice your literature analysis skills and help you pick-a-part different types of literature, i.e. short stories, poems, and dramas. **Any response paper that does not meet the minimum requirements will not be accepted. No exceptions.**

### **CULTURAL TOPICS**

In order to understand the literature we are reading this semester, it is important to understand the historical and social time in which these works were written. As a result, each student will be responsible for selecting at least **one** cultural topic from a pre-determined list. For your topic, you should research the topic using the SPC library resources, or your textbook appendices, as applicable, (not Wikipedia or Google) and present (in 3-5 minutes) information about your topic and how it is relevant and/or influences the work, author, or time period we are studying. Please provide a hand-out for your instructor and your peers. Students are encouraged to take notes during these presentations. If there are some topics remaining after each student has chosen a topic, students may sign-up for additional cultural topics for bonus points.

### **EVALUATION STANDARDS**

Essays and writing assignments will be evaluated according to the following criteria: (1) accuracy of content, (2) use of the conventions of standard grammar, (3) use of the appropriate method of development for the assignment, (4) use of the principles of unity and coherence, and (5) use of logical, factual arguments to advance the thesis of the assignment.

**\*Note:** In college, a "C" is an average paper; it does not have anything "wrong" with it; it fulfills the assignment; it simply does not move beyond the average.\*

### **ATTENDANCE POLICY**

In accordance with college policy, students may be dropped from classes, at the discretion of the professor, due to excessive absences. All absences, excused and unexcused, are included in this count. ***After your 4th absence, you could be dropped from the class with an F.*** This policy is firm. Students are responsible for dropping themselves if they cannot or no longer wish to participate in the course.

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. A tardy is defined as being between 1-10 minutes late. Whenever possible, students should let the instructor know about expected absences as soon as possible and before the class meeting. If a student is more than 30 minutes late to class, that student will be counted absent. Leaving class excessively or leaving class early will also result in an absence. Please take care of personal business before or after class.

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you must be absent, be sure to check Blackboard

and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. "I was absent, so I didn't know that was due," is not an acceptable excuse.

Finally, reading quizzes and commonplace books may sometimes be used to evaluate attendance. Should you earn less than a 50 on a reading quiz, you could be counted absent for the day at the instructor's discretion.

#### **STUDENT RESPONSIBILITIES**

1. To read the information assigned in the text; if you do not read the material, you will not be able to complete the assignments. In addition, I make the assignments assuming that you have read the material.
2. To show maturity and professionalism in preparation of assignments.
3. To show courteousness to fellow classmates.
4. To initiate consultation with the instructor whenever assistance is needed regarding class assignments.
5. To appropriately cite information obtained from sources.

#### **ADDITIONAL POLICIES AND PROCEDURES**

**BE PROFESSIONAL.** All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude, disrespectful, or unprofessional behavior directed at any member of this class. None of these behaviors is conducive to the environment we hope to promote this semester. Communication on all writing assignments and email must be professional.

"Failure to comply with the lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course" (South Plains College Student Guide 11).

**BE HONEST.** Honesty is an important part of integrity. Academic integrity is non-negotiable in a university environment. Students who plagiarize the work of another, whether through outright copying off of the internet or other sources or having another person produce the student's work and then claiming the work as the student's own, will receive a 0/F for that particular assignment and could be dropped from the course with an X or F, at the instructor's discretion. There are no extenuating circumstances for cheating of any kind. My recommendation – for the very first offense – will be for a failing grade for the course at a minimum and, very likely, recommendation for suspension from South Plains College. I have zero tolerance for cheating. If I suspect a student or group of students of cheating, I will drop him/her/all involved without discussion. Please believe me when I say that I have ways of determining whether or not a student has cheated that he/she/they cannot get around.

The *SPC General Catalog* specifically addresses academic integrity as follows. "It is the aim of the faculty of South Plains College to foster a spirit complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension" (23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (23). Students must consult the General Catalog for the college's detailed policies on plagiarism and cheating. Ignorance of the college's policies and procedures is not a viable defense for plagiarism or cheating.

**ANNOUNCEMENTS:** Any information sent-out via announcements in emails or posted as an announcement on the course website, or sent via REMIND is important and is, accordingly, an extension of assignment requirements and syllabus policies. Students must read all announcements and will be held responsible for any information posted in the announcements.

**FINAL COURSE AVERAGES:** The most efficient and effective way to achieve a desirable grade in this course is to “attend” each class and be prepared with all materials and readings and submit *all* course work in a timely manner. **If you do what is required of you, you will be successful.** Remember: What you put into this course is what you will get out of it.

**EMAIL:** I typically check my email twice a day (Monday-Friday at noon), once in the morning and once again in the afternoon. If students have a question, please feel free to email me; however, please allow at least 48 hours for a response. Additionally, I do not check my email Friday evening - Sunday, so any emails sent on those days will be responded to on the following Monday. Students should limit emails to “quick” questions. My office hours or appointments are the best way for us to address more complex questions and concerns about the course. **If the answer to your question can be found in the textbook, blackboard, or syllabus, please do not email me as I will only refer you to one of these sources.**

**\*Please note: if you use the “Email Instructor” function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.**

**EMAIL ETIQUETTE:** I expect students to use professional language and tone in all communication with me, including email correspondence. “Sooooooooooooooooo B4 u snd me a msg..... B sure i can read it.” Additionally, students should include their first and last name and section number in the “subject” line of the email or in the first line of the email. If the student does not follow these guidelines, I will not respond to his/her email. Students must use proper grammar, spelling, capitalization, and punctuation. Students should *never* ask that I respond ASAP and should refrain from using ALL CAPS and excessive punctuation!!!!!! in the email. Finally, students should only email me from their SPC email addresses. Emails from Yahoo, Hotmail, etc. are not delivered to my inbox. Students may also send me messages in BlackBoard.

**GRADING TIME FRAMES:** I grade all work as efficiently and quickly as possible. When your assignments are evaluated, you will have them back; please do not inquire as to whether or not your papers/exams are graded.

**STUDENTS WITH DISABILITIES:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529. Students should present appropriate verification from Student Disability Services during my instructor’s office hours. Please note I am not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

**STATEMENT OF NONDISCRIMINATION:** Neither the instructor nor any student in this class will discriminate or tolerate discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. This policy extends to in-class discussions, student essays,

and all other forms of communication associated with this course, to include informal conversations within the classroom but outside the parameters of this course.

**STATEMENT OF DIVERSITY:** By its very design, this course engages texts that some students might find difficult and/or controversial. In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**COURSE OUTLINE AND CALENDAR:** Students are responsible for completing the following critical reading and writing assignments as identified in the course schedule. As this is a college-level course, students are responsible for their own time and course-management strategies. This being said, the course is designed for the critical reading to be completed on the appropriate due date as outlined in the schedule.

\*This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees to and will abide-by all policies set-forth in this syllabus.\*

### **SPRING 2017 Important Dates**

January:

17: First Day of Classes

February:

1: Scholarship Applications Due

6: Last day for 70% Refund

13: Last day for 25% Refund

March:

8: May Graduation Application Due

11: Residence Hall Close at 9:00 am

13-17: Spring Break

19: Residence Halls open at 9:00 am

20: Classes Resume

April:

17: Easter Holiday

19: Online Registration Opens for Spring Interim, Summer Sessions, and Fall 2017 at 8:00 am

27: Last Day to Drop Courses

May:

8-11: Final Exam Week

12: Commencement

9:30 a.m. Last Name A – L

1:00 p.m. Last Name M –Z

12: Residence Halls Close at 5:00 pm

15: Final Grades Due by 10:00 am

Week	Date	Reading Assignment	Supplemental Information and/or readings	Assignment	Cultural Topic
1	18-Jan	Introduction to the Course, Syllabus, Archetypes			
2	23-Jan	Literature & Pop-Culture; Why we read, and how to be successful in this course	Cultural Topic Sign-up		
	25-Jan	Manuscripts & Book-Binding	Common Place Book Assignment		Marginalia
3	30-Jan	Beowulf (3-34 & 95-97)	Earlier Middle Ages		Germanic Tribal Society
	1-Feb	<i>Beowulf</i> (34-56)			<i>Grendel</i> by John Gardner
4	6-Feb	<i>Beowulf</i> (56-78)			The Black Plague
	8-Feb	<i>Sir Gawain and the Green Knight</i> "Fitt 1 & Fitt 2"	Later Middle Ages	<b>Response 1 Due</b>	The Great Schism
5	13-Feb	<i>Sir Gawain and the Green Knight</i> "Fitt 3"			The War of the Roses
	15-Feb	<i>Sir Gawain and the Green Knight</i> "Fitt 4"			Geoffrey Chaucer
6	20-Feb	<i>Sir Gawain and the Green Knight</i> All			Henry VIII of England
	22-Feb	Film			Louis XIV
7	27-Feb	Finish Film		<b>Response 2 Due</b>	The French Revolution
	1-Mar	<i>Frankenstein</i> (49-63) &	Romanticism & Project 1 Assignment		"The Education of Mary Shelley" (223-238)
8	6-Mar	<i>Frankenstein</i> (64-110)		Project 1 Proposal Due	<i>Paradise Lost</i>
	8-Mar	<i>Frankenstein</i> (110-160)			Galvanism & Luigi Galvani
<b>March 13-17: No School for Spring Break</b>					

\*Readings should be completed before the class meeting on the day listed.\*

Week	Date	Reading Assignment	Supplemental Information and/or readings	Assignment	Cultural Topic
9	20-Mar	<i>Frankenstein</i> (161-221)			<i>Frankenstein</i> in Pop-culture: what's correct and what's not
	22-Mar	Finish Discussion (273-283) & Begin Film	Film Analysis Assignment	<b>Projects Due</b>	
10	27-Mar	Finish Film			
	29-Mar	<i>Lord of the Flies</i> (Chapters 1-4)			British D-Day
11	3-Apr	<i>Lord of the Flies</i> (Chapters 5-8)		Film Analysis Due	Freud's "Id"
	5-Apr	<i>Lord of the Flies</i> (Chapters 9-12)			Dystopian Fiction & Its influence on culture
12	10-Apr	<i>Harry Potter</i> : Chapters 1-6 (1-112)			Composition History of <i>HP</i>
	12-Apr	<i>Harry Potter</i> : Chapters 7-12 (113-214)			Reception of <i>HP</i> in UK vs. US
13	17-Apr	<b>No School: Easter Holiday</b>			
	19-Apr	<i>Harry Potter</i> : Chapters 13-17 (215-309)			<i>HP</i> : Pop-Culture or Classic Literature?
14	24-Apr	Finish <i>Harry Potter</i> ; begin film	Take-Home Exam Assigned		
	26-Apr	Film #1	<b>Take-Home Exam Due online</b>		
15	1-May	Film #1 and Film #2			
	3-May	Film #2	<b>Response 3 Due by 11:59 pm and Common Place Books Due during class</b>		
16	<b>7-May</b>	Sunday: submit Capstone Project to BlackBoard by 11:59 P.M.			<b>Capstone Projects Due (online)</b>
	<b>8-May</b>	Monday, May 8th 1:00 pm - 3:00 pm Capstone Presentations, Food, and Finish film	<b>*Any project not presented will not be evaluated.</b>		<b>*Capstone Projects Due (Presentation)</b>

\*Readings should be completed before the class meeting on the day listed.\*