

Department: English & Foreign Languages

Course Title: English 2322 British Literature I

Section Name: C4 and C7

Start Date: 8-27-12

End Date: 12-14-12

Modality: Face-to-face

Credits: 3 hours

Instructor Information:

Raymond Ifera

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Course description: English 2322 focus on reading and thinking critically about significant works of British literature from the Old English period through the neoclassical period. In English 2322, students will use analytical techniques to develop written interpretation of assigned literary works. Requirements include reading assignments, analytical papers, a final exam, and other assignments as determined by the instructor. This course is required of all English majors.

Prerequisite: English 1301-1302

ICOS: 1,2,6,9

Required readings, materials: The Norton Anthology of English Literature, 8<sup>th</sup> edition, and various class handouts.

Course Objectives:

1. Demonstrate the ability to think critically about notable works of British literature from the Middle Ages to the end of the 18<sup>th</sup> century
2. Demonstrate the ability to read texts closely, develop interpretational analyses of those texts, and clearly articulate the findings of those critical interpretational analysis
3. Recognize major movements and periods of British literature from the Middle Ages to the end of the 18<sup>th</sup> century
4. Discuss the basic and more abstract elements of different genres of literature of this period using appropriate literary terminology
5. Recognize recurring cultural and literary themes as they appear in selected works of this period of British literature
6. Communicate this understanding of British literature using well-organized, lucid prose

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:

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 I will be unavailable and provide them with alternative contact information (for me and my supervisor) in case of emergencies during the time I'm unavailable.

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.

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 three days before the next major assignment is due, whichever comes first.

## Reasonable expectations for students:

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 assignment; 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.

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 assignment; dealing with a traumatic personal event; and, having my work or childcare schedule changed so that my classroom attendance is affected.

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 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.

Student Evaluations of Instruction: The SEI process for face-to-face and online courses is scheduled for the week of November 26.

Course requirements: Students are expected to attend class regularly and concentrate on the material covered, taking appropriate notes and contributing to class discussion. Writing assignments and presentation assignments will be given in advance and will be turned in on the due date. Essays will be graded based on a rubric specific to that essay. Personal journals will be kept and

journal entries will be used for some self-analytical, summative essays. In addition, Crane High School requires three written book reports on outside readings each semester. All of the aforementioned counts as 80% of the semester grade. The final 20% will come from a final exam at the end of the semester.

### Summary of Assignments and Activities:

1. Historical background and development of Britain and Anglo Saxon cultures. Reading and discussion of Beowulf, cumulative essay and exam.
2. Overview of British culture during the Middle Ages. Read and discuss Canterbury Tales. Cumulative exam from reading. Creative assignment involving student research and writing an original short story that accurately reflects the time period.
3. British Renaissance and Reformation periods, with emphasis on Church beliefs and challenges during Reformation. Selected readings and handouts. Student research, essay assignments and creative presentations.
4. Overview of Elizabethan period. Sample readings from time period. Essay that includes research and multi-media study of her life and writings.
5. Study of English culture during the time of William Shakespeare. Reading and analysis of Macbeth, with interpretive writings and presentations.
6. Study of the Enlightenment and Age of Reason periods, with selected readings and written assignments.
7. Final Exam: Summative essay over major themes covered during the semester, with supporting examples from the assignments done during the semester.

Grading Policy: All assignments, including essays and book reports, count for 80% of the semester grade. The Final Exam counts 20%. Any assignment turned in after the due date will be docked at the rate of one letter grade, or ten points, for each day late. There will be no credit after five days. On assignments requiring research, you must cite your source and give credit. To claim the material as your own is plagiarism and can result in loss of credit for that assignment. In a dual credit class, numerical grades will be given for high school credit, and letter grades for college credit.

Percentages:

90-100=A

80-89=B

70-79=C

60-69=D (For high school credit, anything below a 70 is failing.)

Below 70=F

A student may fail one semester of the course and still get high school credit for the year if his grade for the other semester brings the yearly average up to a 70. However, failing one semester will cause loss of college credit for that semester and will prevent the student from taking another dual credit class.

Student Evaluations of Instruction: The SEI process for face-to-face and online courses is scheduled for the week of November 26.

**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.

## **Learning Resource Center (Library)**

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.

## **Student E-mail**

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 for this class will be conducted using your Odessa College email.**

## **Student Portal**

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 for this class will be conducted using your Odessa College email.**

## **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](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).