

Syllabus - - ENGL 2323 (3-0)
British Literature II - -Heather McCourt

INSTRUCTOR INFORMATION

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Office hours: **Mon:** 9am – 2:30 pm; **Tue:** 8:30am-9:30am & 11am-12:30pm; **Thu:** 8:30am-9:30am & 11am-noon

COURSE DESCRIPTION

Course Description: ENGL 2323 focuses on reading and thinking critically about significant works of British literature from the Romantic period to the present day. In ENGL 2323, students will use analytical techniques to develop written interpretations 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

Credit for ENGL 1302

ICOs 1, 2, 3, 4, 5, 6,

LEARNING OUTCOMES

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in British literature from the Middle Ages to the 18th century;
- Analyze literary works from the Middle Ages to the 18th century as expressions of individual or communal values within the social, political, cultural, or religious contexts;
- Demonstrate knowledge of the development of characteristic forms or styles of expression in British literature from the Middle Ages to the 18th century;
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities during these periods of British literature;
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

REQUIRED MATERIALS

- **Textbook:** *The Norton Anthology of English Literature, The Major Authors, Volume B, 8th ed.* David, Donaldson, et al., W. W. Norton & Co: New York . You can buy this book in the bookstore here on campus or order it online by following this link: <http://www.odessacollegebookstore.com/>
- Storage device such as a thumb drive
- Reliable computer access (Internet and Word processing)
- Pen and paper

SUGGESTED MATERIALS

- A good dictionary
- MLA handbook
- English handbook

STUDENT CONTRIBUTIONS AND CLASS POLICIES

We will have attendance, lectures, readings, assignments, discussions and a final exam.

All assignments will be computer generated and delivered to me via Blackboard. It is imperative that you are self-motivated and have a desire for learning the material. I do not care what your desire or motivation is get a grade, get a job, look good to friends and family I just need to know that you are motivated. This will be apparent in your work and discussions.

Although this course is designed for the self-motivated, it is not self-paced. Be aware that there are deadlines that are not to be missed without serious penalty. There are also deadlines that, if missed, will result in an **irrevocable** grade of zero for that assignment. **There is no extra credit.**

Late work

Late work will be penalized ten (10) points per day late. After four calendar days it will receive an F. Any student who gets behind by more than four (4) assignments will receive an “F” for the course. It will be the student’s responsibility to contact the registrar to drop the course. Failure to post notes on discussion board as instructed will also result in an F for that assignment. All readings must be completed in a timely manner or you will not be able to complete assignments on time.

All work is graded. Please do not ask “Is this assignment is worth anything?” All assignments are valuable to your over-all education and will be counted toward your final grade.

Journals

A journal is due every week, unless otherwise notified. Your journal is part of your grade. Every journal missed is one point off your final grade. Journals must be written and posted in the MLA format. An explanation of journal content will be provided at the beginning of the semester. Please keep in mind, the journal assignment is not your personal diary.

Attendance and discussion groups

In addition to regular class work, you will be required to spend a *minimum* of one (1) hour per week in our virtual classroom discussing class content, posting notices on the class blackboard and checking for announcements. These postings must be a *minimum* of 100 words each. They must also be of the quality expected of those who are attempting a greater understanding of British literature. This means that the postings and discussions must be of use to you and to those who read them. Feel free to ask questions about the content of the class with others in the class. However, do not use the discussion board to rant about your frustrations about class or your personal life. If you need to have such discussions, please contact me personally and I will be glad to listen.

At times I may set up appointments with you to discuss your work. You are required to check the announcement centre every day M-F for changes and corrections etc. You will not be required to check on Saturdays or Sundays, although some updates may be posted on those days.

SUMMARY OF ASSIGNMENTS & ACTIVITIES

Specific due dates are announced as the class progresses, class progress depends on student learning.

Unit	Description
Romantic period	Readings about and from the time period. Tests, discussions, and quizzes on the time period.
Victorian period	Readings about and from the time period. Tests, discussions, and quizzes on the time period.
20 th Century to present period	Readings about and from the time period. Tests, discussions, and quizzes on the time period.
Research	The first three units will include the concept of research learned in previous English classes. In the fourth unit of this class we will focus on how to research for British literature. You are expected to show competency in sophomore-level research topics, including balance and bias, the avoidance of plagiarism, and how to evaluate sources. You will make use of specific research techniques, including how to incorporate quotes and paraphrases. You will create a works cited page. All formal work will be presented using MLA-style citation of research sources.
	There will be a test at the end of each unit. The final exam will be comprehensive.

GRADE WEIGHTS

Journals 10%
Homeworks 15%

Romantic Period Test	15%
Victorian Period Test	15%
20 th Century - Present Test	15%
Research Paper	15%
Final Exam	15%

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism and scholastic dishonesty of any sort includes any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, but is not limited to, cheating on assignments or examinations; plagiarizing, misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. In cases of such dishonesty, you may either fail an individual paper or other assignment, or you may be subject to a course grade of F as well as to possible action by the dean of the department.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online 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
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 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
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or 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
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
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,
 - access my course several times during the week 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.

USEFUL RESOURCES AND OTHER IMPORTANT INFORMATION

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

You need to access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **I will only respond to students using official 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/>.

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.

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](#).

GRADING STANDARDS FOR FORMAL WRITTEN WORK
(This includes research papers and essays required as part of the unit tests)

A paper Excellent / outstanding / fluent / thought-provoking / original.

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B paper Good / above average / clear / well-organized.

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and teacher.

C paper Average / adequate / competent / fair / unoriginal.

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D paper Below average / inadequate / ineffective / unclear / under-developed.

This paper is an inadequate response to the assigned topic, by reason of significant mechanical errors that make the communication ineffective, weaknesses of word choice, or insufficient support/understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F paper Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly under-developed.

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.