

Course Syllabus: English 2323 Section 1P and 3P

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: British Survey A

Section Name: Engl_2323_1P_3P

Starting Date: 01-02-2013

Ending Date: 05-08-2013

Modality: Face to Face/Permian Campus

Credits: 3

Instructor Information:

Name: Janis May

Permian Email: Janis.may@ectorcountyisd.org

Permian Phone#: (432) 456-0039

Prerequisites:

English 1302 successfully completed

Scans:

1, 2, 9

Course Description:

A survey course which consists of readings and analyses of significant works of British literature

Course Objectives: Learning Outcomes

Upon successful completion of this course, students will:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in British literature from the Romantic period to the present;
- Analyze literary works from the Romantic period and the present 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 Romantic period to the present;
- 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.

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. B, 8th ed. Stephen Greenblatt.

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 British 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:
January 8:	<p>Homework: Begin reading Pope from handout - Essay on Man</p> <p>Class: Begin discussion of Elements of Restoration Period. Quiz (SQ handout) Thursday</p>
January 14:	<p>Homework: Read next handout. Receive handout information assignment.</p> <p>Class: Continue discussion.</p>
January 21:	<p>Martin Luther King Holiday</p> <p>Homework: Read Swift handouts Continue handout information assignment.</p> <p>Class: Continue discussion.</p>
January 28:	<p>Homework: Read next handout. Continue handout information assignment.</p> <p>Class: Continue discussion/ comparative analysis Watch <i>Gulliver's Travels</i> Begin writing analysis</p>
February 4:	<p>Homework: Continue <i>Gulliver's Travels</i> and analysis</p> <p>Class: <u>Work on comparative analysis essay</u></p>

February 11: **Homework:** Prepare for unit Test

Class: Test on Restoration Unit

ROMANTIC PERIOD

February 18: **Homework:** Review Poetry terminology

Read Intro to this period

Read Wordsworth's Preface p.1495-1507

Read Shelley's "A Defence of Poetry" p.1785

Class: Discuss formal poetry versus lyric verse

Look at Pope's idea of well written verse in Essay on Criticism.

Discuss formal poetry's sound rhyme and rhythm (scansion) and **compare to Wordsworth's "Preface to Lyrical Ballads"**

February 25: **Homework:** Read poems by William Blake and William Wordsworth

Class: Discuss poems

Written activity

March 4: 8th **Holiday (West Texas Relays)**

Homework: **Read Samuel Taylor Coleridge's** Rime of the Ancient Mariner

Class: Discuss poem and work on SQ packet

March 11: **Spring Break**

Homework: Read Poems of Lord Byron, Percy Shelley, and John Keats

Class: Discuss Lake Poets and their contribution to

Romanticism TURN IN SQ packet on Rime

March 18 **Homework:** : Read Poems of Lord Byron, Percy Shelley, and
 John Keats
 Be prepared for test over Romantic Period

Class: Discuss Lake Poets and their contribution to
 Romanticism TURN IN SQ packet on Rime

VICTORIAN PERIOD

March 25: **March 29th Good Friday Holiday**
 Homework: Read Introduction to Victorian Period
 Read Poems of Tennyson

Class: Test over Romantic Period
 Discuss poems and connections to Malory

April 1: **Homework: Read Oscar Wilde's play** The Importance of Being
 Earnest
 Class: Discuss the play
 Group Activity

TWENTIETH CENTURY

April 8: **Homework:** Begin reading Novel
 Begin packet assignments

Class: Discussion of Background Information

April 15: **Homework:** Continue assignment packet
 Begin deciding your analytical essay topic

Class: Continue discussion of novel

April 22: **Homework:** Continue assignment packet

Class: Continue discussion of the novel

April 29: **Homework:** Begin preparation of final exam

Turn in Final essay April 30th, as part of final exam.

Class: Discuss Final Exam format

May 6: **Homework:** Review for Exam

Class: 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
 - provided 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 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
 - 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 BRITISH LITERATURE. 9