COURSE DESCRIPTION

A course designed to enable students to develop a historical perspective on the development of ideas and literary techniques by studying major authors, works, and trends in English literature from the Anglo-Saxon Period through the Neo-classical Age. Students will develop their critical thinking, research, and writing skills. Course assignments will include a minimum of 6000 words of writing.

Prerequisite--A student must have attained official college readiness in writing and must have passed ENGL 1301 and ENGL 1302—or their equivalents. (NOTE: An exception may be granted by instructor for students attending a college that does not require ENGL 1302.) Moreover, it is assumed that the student has already achieved a high degree of competence in grammar, punctuation, spelling, writing style, and organization. Severe writing deficiencies must be remedied through work in the writing lab, or the student will fail. Informal e-mails should be checked for grammar and spelling.

TEXTS, REFERENCES, AND SUPPLIES


STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will be able to
1. Identify and discuss writers and ideas essential to the literature of England from the Old English Period through the Neo-classical Age.
2. Identify significant literary works from this time period.
3. Discuss trends and movements that distinguish literary periods.
4. Critically discuss aesthetic principles guiding writers of the period and the influence of the literature on historical events and/or intercultural experience.
5. Demonstrate understanding of literature as expression of individual and human values within a historical and social context and to engage in the creative process as a means of understanding demands faced by a writer.
6. Articulate an informed personal reaction to literary works of the period.
7. Write a well-organized, fully documented paper analyzing a literary/artistic work or explaining an intellectual/literary issue.
8. Demonstrate analytical and research skills through class discussions and writing.
9. Use a word processor to create essays done according to MLA style (with proper margins and font, properly creating header with page number, heading, double-spacing, word wrap, indentations, centering of titles, page break and hanging indent for Works Cited).
10. Collaborate with others through listening, critical and reflective thinking, peer group review, and discussion.
11. Apply basic principles of critical thinking, problem solving, sound reasoning, and technical proficiency in the development of exposition and argument.
12. Use current technology to exchange email, access course materials, submit electronic files, and gather information.

COURSE GOALS/OBJECTIVES

Upon successful completion of the course, students will have 1) read, analyzed, and discussed significant writers and ideas essential to British literature from the Old English Period through the Neo-classical Age, 2) enhanced their analytical and research skills through discussions and writing and 3) used a word processor to create essays done according to MLA style (with proper margins and font, properly creating header with page number, heading, double-spacing, word wrap, indentations, centering of titles, page break and hanging indent for Works Cited); navigated the internet effectively; and used e-mail for communication and submission of course work.

STUDENT CONTRIBUTIONS AND CLASS POLICIES

1. Class format

Face-to-face class utilizes a variety of class presentation methods: lecture, discussion, written assignments, multi-media, quizzes, and exams.

Online class is an asynchronous internet course utilizing proctored testing, other tests and quizzes, reading and writing assignments, discussion board assignments, and possible group projects. Student is expected to be self-motivated, proactive, and engaged. Because the course is an internet course, the student is expected to complete work using e-mail and internet. The student has many opportunities to plan his or her own work and to maximize flexibility. For instance, many of the lessons may be done early. However, the course is NOT self-paced. Work is expected to be done on time, and some work, such as tests and discussion board assignments, must be completed with a prescribed time frame.

   a. Each student will write several short writings and several full-length essays plus a full-length essay for final exam.
   b. All essays must be done on word processor according to MLA guidelines.
and submitted via e-mail attachment.

  c. All writings must be corrected and resubmitted before final grade is recorded.

**Anything not corrected within one week will receive a zero.**

  d. All writing assignments must be completed in order to receive credit for the course. A student who fails to turn in writing assignments will receive an “F” or "Incomplete," as appropriate.

2. **Plagiarism**

Any plagiarism or collusion will result in an automatic grade of zero. All information taken from someone else must be acknowledged by given author’s name at the very least. For more formal writing, student must acknowledge ALL use of sources by giving name, page documentation, and full entry in Works Cited. When properly handled, this kind of information **gains** extra credit instead of being plagiarism.

Two offenses of plagiarism or collusion will result in an automatic grade of “F” in the course and may result in other disciplinary action as well. Each student should be familiar with Midland College policy on plagiarism and collusion.

3. **Attendance**

Students are expected to be online every class day, checking Announcements, Assignments, and Discussion Boards for updates or additions and reading their e-mail in a timely manner. In this regard, a student should not e-mail a question of comment to the instructor and then fail to check for a response.

Student may be dropped for failure to frequent course website and turn in assignments in timely manner. A student who gets four assignments behind will be permanently denied access to the course. Students who are denied access will be responsible for seeing registrar to withdraw from the class.

4. **Class Days**

  a. Winter and Spring Interim
     Monday
     Tuesday
     Wednesday
     Thursday
     Friday-Sunday

  b. Summer I, Summer II, and 6- to 8-week classes during long term
     Monday
     Tuesday
Wednesday
Thursday- Sunday
c. Fall and Spring Semesters
  Monday-Tuesday
  Wednesday-Sunday

5. Posting of assignments

Instructor will make assignments available in advance so that students can be planning their work. However, assignments may be revised for clarity or other reason. Students are responsible for checking for updates before beginning each assignment.

6. Due Date and Time/Makeup

a. All assignments are due at midnight on the due date. Late papers will be penalized ten points per class day late. Discussion assignments must be conducted within the prescribed time frame and will be penalized for incompleteness and lack of timely posting. Tests must be done within assigned time frame.
   b. There is no makeup.
   c. A lesson submitted more than four class days late will receive a zero.
   d. All writing assignments (even those not submitted in time to get a grade higher than zero) must be turned in for completion of the course. Student who fails to turn in writing assignments will receive an “F” or "Incomplete."
   e. A student who gets four assignments behind will be permanently denied access to the course. At that point it is the student's responsibility to withdraw from the course in order to avoid an "F" in the course.
   f. Exceptions to this policy may be granted by the instructor.

7. Extra Credit

a. The course is full of opportunities for extra credit, including the on-time bonus for submission of lessons, occasional bonuses offered in a lesson or via Announcements, use of properly handled *research IN ADDITION TO (not in place of) assigned sources, extra *research on any research paper or lesson requiring *research, application of course content to current culture or current events or to the student's life or other coursework, drawing links from one lesson to another, adding critical thinking commentary to an exam, carrying on unassigned and enlightening conversation with other students on the Discussion Board.  *NOTE:  The word "research" refers to professional, academic research.  It does not count when the reference is an anonymous work, a dictionary, an encyclopedia, or a student paper.
   b. Student should not ask for extra-credit projects.
8. Computer literacy

a. Student is expected to write the required essays using word processor and to save that essay on his or her own disk so that it may be easily revised, if necessary. Student must submit essay in an electronic file via website attachment or via e-mail attachment. Student must be able to navigate the internet to succeed in this course.

b. All writings are to be done on word processor so that corrections and revisions will be easy to do. Student should save all writings on floppy disk.

c. All writings must be typed strictly according to MLA format.

d. Student is expected to learn wordprocessing skills appropriate to essay writing and MLA format:

1) Programmed 1” margins all around
2) Programmed double-spacing, including heading and block quotes and Works Cited
3) Four-line heading
4) Programmed header with programmed page number
5) Programmed centering of titles
6) Programmed indentation of paragraphs (using tab is acceptable)
7) Programmed inset of block quotes
8) Programmed page break for Works Cited
9) Programmed hanging indent for Works Cited
10) Navigation of the web
11) Searching web for supplementary sources
12) Using critical judgment to determine quality, credibility, and professional level of internet sources
13) Searching a website for title of homepage and for author’s name
14) Finding web address (URL) of page from which research is taken.

9. Critical Thinking

a. Student should be able to recognize her own assumptions and those of others.

b. Student should be able to recognize her own perspectives and biases and those of others and to evaluate the limitations and strengths.

c. Student should be sensitive to precise use of language, understanding that ideas and definitions have consequences, and should demonstrate that sensitivity in her writing.

d. Student's writing should demonstrate the following reasoning standards: relevance, significance, specificity, depth, breadth, accuracy, clarity, fairness, consistency, sufficiency, and completeness.

e. Student's writing should demonstrate traits of a critical thinker: independent thinking, intellectual empathy, cosmopolitan view, intellectual humility, intellectual
courage, intellectual integrity, intellectual perseverance, respect for fact, faith in reason, healthy skepticism, intellectual curiosity, intellectual civility, and intellectual responsibility.

f. Student should be able to reason logically and to recognize fallacious reasoning and should seek to avoid errors of reasoning in writing: ad hominem attack, limited sample, sweeping generalization, tunnel vision, solipsism, and so on.

g. Student should demonstrate analyzing and synthesizing skills: analysis of components, processes, causes, and effects; definition; comparison; and classification.

h. Student should be able to support ideas with intellectual rigor—using facts, quotations, and evidence from published sources, with documentation.

Submission of Lessons

a. Each lesson MUST be sent in ONE wordprocessing file. Multiple files will not be accepted. If a lesson has more than one project, all projects should be included in one file labeled "Lesson 1," "Lesson 2," Lesson 3," etc. Projects within a lesson should be separated by use of a Page Break (Control plus Enter).

b. A partial file will receive a partial grade, so the student should make sure that each lesson is complete and ALL included in JUST ONE file.

c. All writings must be typed strictly according to MLA format with strict MLA-style documentation—using author attribution with page documentation (prose) or line documentation (poetry) given in-text and/or parenthetically in addition to a formally presented Works Cited (ONE Works Cited per lesson).

d. For each lesson, a student must use (quote, summarize, and/or paraphrase from) each assigned reading, including primary sources, and at least one academic-quality research source, unless otherwise stated. ANONYMOUS sources are not acceptable to meet this requirement.

e. Works Cited must include all primary sources (the story, poem, etc. under discussion), all other assigned readings, and at least one academic-quality research source.

f. For each assigned reading from the textbook, student should also read the introductory essay and use it, cite the correct author, and list it by title in the Works Cited.

3. Graded Lessons

a. The usual procedure is for the instructor to mark and grade a lesson, save it, and return it. Student should save the corrected lesson, read the instructor’s comments carefully and note all markings in consultation with the guide to Correction Symbols used by the instructor. The student should make improvements and changes in future work according to the corrections and comments provided. Repetition of the same mistakes will result in increasing penalties. Corrections may be
required for any lesson. Higher grade will not be given for corrections, though improvement in targeted problem areas likely will result in future higher grades.

b. Assignments will be graded for content, organization, grammar, usage, spelling, and technical competence (wordprocessing, MLA form) according to the criteria listed below. Fifteen percent of each assignment will be based on originality and curiosity--both related to student's research and critical thinking.

4. Posting of Grades

Grades will be posted on the course website using Blackboard's secure gradebook system. Student should regularly check grades to make sure instructor has not made an error in recording grades.

EVALUATION OF STUDENTS/GRADING

1. Course lessons/modules

Unit lessons: 90% There will be nine or ten written assignments averaged equally.

Final Exam: 10% Comprehensive final (i.e., over everything covered during semester).

Lessons submitted on time will receive 5% bonus. That means that 60 becomes 63, 70 becomes 74, 80 becomes 84, and 90 becomes 95.

Assignment grading: These papers are not necessarily unified essays with introduction, body, conclusion. Instead you will often be responding to a series of questions. Assignments will be graded for content, organization, and technical competence (spelling, grammar, etc.) according to the criteria listed below. Fifteen percent of each assignment will be based on originality and curiosity, both related to student's research and critical thinking.

2. Grading of writing

Writing will be graded for content, organization, grammar, usage, spelling, and technical competence (use of MLA form and wordprocessing skills) according to the following criteria:

The A Paper: Superior--exceptional work that uses imagination and actually does more than the assignment calls for. It is clear, concise, and free of errors of logic. It is well-organized and largely error-free. Handling of sources, MLA formatting, and research techniques are superb.

The B Paper: Excellent--exceptional work with a minimum of difficulties of thought,
expression, organization, and formatting/research techniques.

_The C Paper: Good_—work which fulfills the assignment and has an acceptable number of technical difficulties.

_The D Paper: Unsatisfactory_—but with some redeeming features. D's will be given very rarely.

_The F Paper: Failing work_—superficial treatment of subject, with lack of focus, garbled prose, frequent grammatical and mechanical errors, weak organization, unacceptable formatting/research techniques.

_The R Paper: To be re-written_—Paper has many redeeming qualities but has serious deficiencies which would result in lower than expected grade. Paper must be re-written and is due within one week.

_The 0 Paper: Unacceptable work_—Assignment completely misses the boat or is a half-hearted attempt or is plagiarized. Paper must be re-written and is due within two class days.

INSTRUCTOR INFORMATION

**Name:**
**E-mail:**
**Office location:**
**Office phone:**
**FAX:**
**Office hours:**
**Division secretary:** Lula Lee, 141 AFA
**Division phone:** 432-685-4624

**Note:** Student is encouraged to contact the instructor at any time. Student may also make appointment with instructor at times outside regular hours.