



ENG 200 Boles HS: British Literature—Survey class
COURSE SYLLABUS: Fall 2016

Instructor: Robyn Fox, M.A., M.Ed.

Office Location: Boles High School

Office Hours: Conference 6th Period or by appointment during other classes

Office Phone: 903-883-2918

University/School Email Address: rfox@bolesonline.com

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| COURSE INFORMATION |
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Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Norton Anthology of English Literature 8th edition, Single Edition by M.H. Abrams, edited by Stephen Greenblatt
 ISBN 978-0393928297

How to Read Literature Like a Professor by Thomas Foster
 ISBN: 978-0062301673 (provided in class)

Frankenstein by Mary Shelley (provided in class)

Hamlet by William Shakespeare (provided in class)

Various Readings from the Instructor

OWL at Purdue—Purdue’s Online Writing Lab will be your MLA Reference

Course Description

Students will learn how to analyze poetry and short prose written in English before 800, both in England and other Commonwealth countries. An introduction to the three major genres of literature: poetry, drama, and fiction. The course is designed to develop discriminating reading habits, and the student may be required to make analyses and value judgments based on critical thought. Prerequisites: English 101, 102.

Student Learning Outcome

Students will demonstrate their ability to analyze literature written before 1818 by writing 4 essays covering the pieces we will be reading in class. Additionally, the students will be writing several shorter assignments and working through the Foster book and complete writings on this as well. The students will be able to (1). Analyze (2). Research (3). Revise and edit through completing the various assignments for this class.

What To Expect (used from other professors and syllabus)

Many saw this earlier period as less intellectually and culturally valuable. It is worth noting that contemporary historians often refer to the Renaissance as the Early Modern. The ideas, values, and tastes of this period are more in alignment with our own, and it is easy to appreciate and identify with them more than with those of earlier times. Nonetheless, the Middle Ages produced artistic works that not only reveal the culture and thought of that age, but also link strongly with artistic representations from later ages, including our own. Many fundamental ideas of western culture developed in this middle period. Although the Renaissance is traditionally touted as a period of particularly explosive creativity and cultural rebirth, we will discover that art, literature, and philosophy certainly flourished in the Middle Ages as well.

This survey course has been designed in order to introduce you to the very origins of literary expression in the English language. We will identify and examine the forms, genres, literary conventions, and topics of concern that typify medieval literature.

In recognition of the vast time range and large amount of material to be covered, this course will approach literature as a product of specific historical and cultural circumstances. At the outset of each unit, we will explore the historical and cultural background of the period, and then we will read representative texts and make connections between them.

Grading Scale:

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| 90-100 | A |
| 89-80 | B |
| 79-70 | C |
| 69-60 | D |
| 59 and below | F |

Grading Percentages

Essay 1=10%
 Essay 2=10%
 Essay 3=15%
 Essay 4=15%

Foster Projects 1 & 2=10% (20% combined)
 Senior Scrapbook=10%
 In class writings, exercises, revising/editing, & attendance=20%

TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working email address that you check often (every day)
- Regular internet access (additional readings available online)

ACCESS AND NAVIGATION

Some texts for this course could exist exclusively online, so you must have Internet access to read and/or view these texts.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail or face-to-face.

Grievance Procedure:

Students who have concerns about their writing course or instructors should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, please see the next person in the chain of command.

See this website for details about these policies:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |
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Course Specific Procedures:**Attendance Policy**

Attendance is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust and who will share their notes with you. Excessive tardiness can be penalized as an absence. At BHS, you are required to attend at least 90% of the time, if you fall below this, you will be dropped from the course—there is NO buy-back time in College.

Academic Honesty

“Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

University Specific Procedures:*Statement on behalf of students with disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

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| COURSE OUTLINE / CALENDAR |
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This calendar is likely to change in order to accommodate learning needs.

OWL=The Online Writing Lab through Purdue

How to Read=How to Read Literature Like a Professor

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| August 22 BHS | Introduction to course, syllabus, Foster Projects, Editing and Revising. Etc. MLA Page Layout (OWL) |
| Week 1 TAMUC begins August 29 | Read Introduction (<i>How to Read</i>) Discussion Board Posts <i>Beowulf</i> |
| Week 2 September 6 | Read Chapters 1-3 (<i>How to Read</i>) Revising and Editing Exercises Discussion Board Posts <i>Beowulf</i> |
| Week 3 September 12 | Read Chapters 4-6 (<i>How to Read</i>) Discussion Board Posts <i>Beowulf</i> |
| Week 4 September 19 | Read Chapters 7-8 (<i>How to Read</i>) Revising and Editing Exercises Discussion Board Posts Foster Project #1 Due, Monday, September 19 (<i>Beowulf</i>) Peer Editing and Revising Thursday and Friday |
| Week 5 September 26 | Read Chapters 9-10 (<i>How to Read</i>) Discussion Board Posts Essay #1 Due, Monday, September 26 <i>Sir Gawain and the Green Knight/Morte d'Arthur</i> |
| Week 6 October 3 | Read Chapters 11-13 (<i>How to Read</i>) Discussion Board Posts <i>Sir Gawain and the Green Knight/Morte d'Arthur</i> |
| Week 7 October 10 | Read Chapters 14-17 (<i>How to Read</i>) Revising and Editing Exercises Discussion Board Posts Scrapbook Part 1 due Friday, October 14 Foster Project #2 Due, Monday, October 10 (<i>Arthurian Legend</i>) Peer Editing and Revising Thursday and Friday |
| Week 8 October 17 | Read chapters 18-20 (<i>How to Read</i>) Revising and Editing Exercises in class Discussion Board Posts Essay #2 Due, Monday, October 17 (<i>Arthurian Legend</i>) Shakespeare (Sonnets & <i>Hamlet</i>) |
| Week 9 October 24 | Read chapters 21-23 (<i>How to Read</i>) Discussion Board Posts Shakespeare (<i>Hamlet</i>) |

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| Week 10 October 31 | Read Chapters 24-26 (<i>How to Read</i>) Discussion Board Posts Shakespeare (<i>Hamlet</i>) |
| Week 11 November 7 | Read Chapter 27 (<i>How to Read</i>) Revising and Editing exercises in class Discussion Board Posts Shakespeare (<i>Hamlet</i>) |
| Week 12 November 14 | Shakespeare (<i>Hamlet</i>) Foster Project #3 Due, Sunday, November 20 (<i>Hamlet</i>) Students begin <i>Frankenstein</i> over Holiday |
| Week 13 November 21 | THANKSGIVING HOLIDAY-ENJOY YOUR BREAK begin looking through research topics. |
| Week 14 November 28 | Essay 3# due Monday, November 28 (<i>Hamlet</i>) Shelley, <i>Frankenstein</i> |
| Week 15 December 5 | Shelley, <i>Frankenstein</i> Part 2 of Scrapbooks due Friday, December 9 |
| Week 16 December 12 | Foster Project #4 due, Monday, December 12 (<i>Frankenstein</i>) Essay #4 due Thursday, December 15 (<i>Frankenstein</i>) Grades will be due this week. |

Course Requirements:

Assignment Requirements:

- All assignments are to be in MLA format, typed, double spaced, in 12 point font, and are due in the appropriate assignment drop-box BY THE TIME DUE.
- The conventions of formal writing must be observed. I have placed a College Writing Checklist in the course shell for you to check your assignments against so that you DO NOT make ridiculous errors.
- NO ASSIGNMENTS WILL BE ACCEPTED THROUGH EMAIL! All assignments must be attached and submitted through the Assignments section of Blackboard for plagiarism. IF you submit through email, your assignment will NOT be accepted and you will receive a zero for the assignment.
- You may, however, email me assignments before the due date and, *if I have time*, I will review them for you so that you may make adjustments before you submit your essay for a grade.
- **IMPORTANT:** ONLY .rtf files will be accepted through Blackboard. Pay attention to this as it could cost you a grade. We will work through this with the ChromeBooks.

Acceptable Sources:

For essays requiring documented sources the **only** acceptable sources are those taken from professional scholarly journals, websites with addresses ending in .gov, .org, .mil, and .edu, and books published by reputable authors and publishing companies. Such sources are available in hard copy from the Texas A&M-Commerce Library as well as through the online databases provided by the library. **No encyclopedias, blogs, summary notes, or other sources of any kind not specifically addressed here will be accepted for any reason.**

Essays 1-4

You will be given the prompts for each essay directly after we read the pieces. After each reading, you will write an essay during class time over the piece. An essay prompt will be given to you at the end of each of the readings. You will have time to write, revise and edit your essays during this time. You will have four (4) essays and the word counts are as follows:

Essay 1—1000 words

Essay 3—1500 words

Essay 2—1250 words

Essay 4—2000 words

Foster Projects

You will be given an assignment sheet and example for this project. After each reading, you will be working on a Foster project (using *How to Read Literature Like a Professor*). These projects are to be completed **outside** of class. The word count for the Foster project will vary and grow in length throughout the semester.

Scrapbook

You will be given an assignment sheet outlining the expectations for this assignment. You will be compiling a scrapbook of your Senior Year. This is a narrative and you will be required to write for each entry and follow the specific guidelines.

NOTE: This is an assignment that will continue throughout the year—each semester you will have at least 14 entries, which will be a minimum of 150 words for **EACH** entry, but you could write more—the word count overall, will vary.

Discussion Boards

You will have discussion board posts over each of the Foster book chapters in order to further your understanding of the book and its concepts. Each post will be at least 200 words and substantive (you **MUST** have something to say and contribute to the discussion).

Make-Up or Late Work: You are required to make up any missed work. ALL major essays and projects are submitted online, therefore if a student is absent on the day an assignment is due, the work is still due—it is submitted online. In-class work will be made up **immediately** upon the student's return to class. Revising and editing of essays is completed in pairs and in-class, therefore if a student is absent, the student will be doing this work on his/her own and **immediately** upon return to class.

No late work will be accepted. Also, failure to turn in all parts of an assignment (including required hard copies of sources, works cited pages, outlines, etc.) is the same as not submitting the assignment at all.

Revisions: You will be allowed to revise each essay for an improved grade. You will have one week from the day you receive your essay back to revise. Grades for revised essays will be an average of the score for the original essay and the score for the revised essay. Revised essays must be actual revisions of a previous draft. In most cases, revised essays must go beyond making simple editorial changes; instead, they should address larger drafting concerns. Please go beyond the comments in your revisions. Revising an essay is no guarantee of an improved grade. You may also be required to revise an essay on occasion; if so, your instructor will let you know what changes need to be made and set up a deadline for the revision.