Ranger College
ENGLISH 2322-BRITISH LITERATURE I
(known beginnings through the Eighteenth Century)
CREDIT HOURS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LAB/LEC COMB: 3

Instructor Information:
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Changes to the Syllabus and Course Schedule:
The information and guidelines given in this syllabus and course schedule are subject to change if deemed appropriate by the instructor. Information concerning course schedule or policy changes will be given in the announcements section of blackboard. It is in your best interest to check announcements daily and remember to scroll down the announcement board until you are certain you have read all new announcements posted.

Course Description:
Survey of British literature from the Anglo-Saxon period to 1800. Study of the principle authors, works, and trends in British literature with readings from an anthology. Further development of literary analysis and composition skills.

Texas Core Curriculum Statement of Purpose:
Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Required Background or Prerequisites: English 1302

Required Text & Materials:
Microsoft Office Word 1997 or later. Papers turned in using any other word processor will not be accepted.

Books:
For your optional extra credit paper, you will select one of the literary works covered in this class and compare/contrast the literary work with the movie version. Therefore, you will need to find the movie for your selected literary work in order to view the movie and write the paper.

**Suggested materials:**

Zip drive folder set up for English “stuff.”

The literature we will be studying this semester can be hard to read as it will not be in our modern English. I would suggest finding help in reading and interpreting these pieces of literature with tools such as Cliff’s Notes, Spark Notes, etc. However, please note that relying solely on these aids to pass tests is not advised. A deeper understanding of the subject will be required of you. These are simply tools to enhance your understanding.

**Course Structure:**

This class meets throughout the week for approximately three hours. This course does not include a lab. You will receive three hours of transferable academic credit for successfully completing this course.

**Transferability:**

This course is a requirement of the core curriculum for the Associate of Arts degree.

**Course Outcomes, Objectives, and Goals:**

The purpose of the Exemplary Educational Objectives is intended to contribute to the students’ intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

Humanities and Visual and Performing Arts (H) H1. To demonstrate awareness of the scope and variety of works in the arts and humanities. H2. To understand those works as expressions of individual and human values within an historical and social context. H3. To respond critically to works in the arts and humanities. H5. To articulate an informed personal reaction to works in the arts and humanities. H6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts. H7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

The Basic Intellectual Competencies listed below are components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following numbering system:
B1: Reading- The ability to analyze and interpret a variety of printed materials, books, documents and articles above a 12th grade level. B2: Writing-The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above a 12th grade level. B3: Speaking-The ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience-above a 12th grade level. B4: Listening-The ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading-above a 12th grade level. B5: Critical Thinking-The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

Course Objectives: 1. To be able to recognize selected works of English literature from the Middle Ages through the eighteenth century. (H1) (H2) (B1) 2. To demonstrate an awareness that literature is a reflection of man’s continuing search into the human experience regardless of the time or locale in which it is written. (H5) (H3) (H6) (B1) (B2) (B3) (B4) (B5) 3. To place the historical events in chronological sequence and correlate the philosophical and literacy activities with that history. (H2) (H3) (H6) (H7) (B1) (B2) (B3) (B4) (B5)

Blackboard:
Please familiarize yourself with the Blackboard online course management system (available through Ranger College's Website), since this class will use it for delivering some coursework and maintaining an updated course calendar.

* An important note about your email address: Make sure that the email address you use/registered with blackboard is the one that you check daily for this class. This is the method by which I will use to contact you when needed.

Student Conduct and College Policies

- Students are expected to follow all classroom policies listed in the course syllabus. College-wide policies can be found in the College Catalog, the Student Handbook and on the college website.

- CLASS ATTENDENCE: Attendance for an online class is measured on a weekly basis. If a student fails to complete assignments for a week, that student is considered absent.

- LATE WORK: Late work is not accepted for any reason. If an assignment is due at 11:30pm, turning it in at 11:31 pm will be considered late and you will not receive credit.

- Make sure that when you enter your information on blackboard, you enter your school email address and that you check it regularly. If I need to communicate with you privately, this is the email address that blackboard will send my message through. You will be held accountable for any private instruction given through email.
In short, please keep your conversation respectful and civil. I am granted the right by the college and the State of Texas to remove a student from the classroom when he/she ignores such civility. In an online class, that means I will remove your posts and you will be required to make a new one to meet the weekly requirement.

Finally, you need to know that it is against federal law for me to speak about your performance in this class to anyone but you.

**My Expectations for you in this Class**

- If you need help, ask me!
- Read (or watch) your assignments
- Follow Directions
- The student is responsible for knowing the assignment for each week and for being prepared for class, regardless of circumstances. To clarify, this includes, but is not limited to, technical difficulties.
- Due dates and times may vary, so check the course schedule below regularly.

**Reaching Your Instructor:**

Although you have 24/7 access to this class via the internet, you do not have 24/7 access to me. Like any other instructor, I am not always in my office or waiting by the phone or computer in case someone in my class needs me. If you need to contact me, know that I cannot always respond immediately. However, know that I greatly welcome your questions and encourage you to communicate with me as often as you need to.

Like your other professors, the best time to reach me is during the regular work week:
Mon-Fri 9am-5pm

If you need to communicate with me before 9am or after 10pm on any day of the week, please send me an email explaining what you need and the best way to reach you. I cannot guarantee an immediate response during these hours but I will respond as soon as I can.

I will be checking emails and taking phone calls on weekends and evenings when I am available to do so, but I cannot guarantee that you will be able to reach me.

**Academic Honesty/Integrity:**

Plagiarism is another word for academic dishonesty and is a form of theft. This occurs when you attempt to present someone else’s work as your own and/or you do not provide adequate documentation to another author’s work. Basically, plagiarism occurs when you fail to “give credit where credit is due.”
All of the writing that you do and the ideas in your papers must either be your own or be correctly attributed to their source. Any attempt to pass off the work of someone else as your own is a **SERIOUS** offense. If you plagiarize a large part of your paper (failing to document another source correctly), your paper will receive heavy penalties, up to possibly failing the paper for the first offense. On the second occurrence of plagiarism, the student will fail the course. Please be aware that cutting and pasting from internet sites IS plagiarism if you fail to acknowledge directly copied material with quotation marks, even if you attribute the information to the correct website. **If you attempt to turn in a paper you had someone else write or that you got off of an online service, you will fail the course.**

Cheating is unacceptable. I expect you to do all of your own work. If I see marked similarities between your work and another class member’s, there will be serious repercussions.

**Students with Special Needs:**

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify their instructors the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator. No special dispensations will be given without notification from the office of the Special Populations Coordinator.

**Course Content**

College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**Grading**

**Grading Breakdown**

Research Paper ................................................................. 20%
Response Posts .............................................................. 20%
Test 1 .............................................................................. 20%
Test 2 .............................................................................. 20%
Final Exam ................................................................. .20%

**Tests:** My tests are cut and dry. I do not believe in trying to trick students. I will give you a review for each literary work covered. The questions for the test will
be taken from the review. There will be a total of twenty questions on each of
your tests.

Research Paper:
See the research paper assignment prompt under the “assignment prompt” tab in
blackboard for information.

Extra Credit:
See the extra credit assignment prompt under the “assignment prompt” tab in
Blackboard for information.

Course Schedule

**Week 1** – Introduction to Beowulf.
Complete Response Post.

**Week 2**- Sir Gawain and the Green Knight/Review Beowulf & Sir Gawain.
Complete Response Post.

**Week 3**- Introduction to Chaucer/The Canterbury Tales.
Complete Response Post.

**Week 4**- Canterbury Tales. Read General Prologue/ The Wife of Bath’s Tale. Review

**Week 5**- **Test 1** Introduction to Renaissance/Introduction to Shakespeare.

**Week 6**- Shakespeare’s Sonnets/ Introduction to King Lear/ Review.
Complete Response Post.

**Week 7**- King Lear. Complete Response post.

**Week 8**- King Lear.

**Week 9**- Review King Lear/Sonnets/Renaissance and prepare for test.

**Week 10**- **Test 2** -Introduction to Seventeenth Century/John Donne.
Complete Response Post

**Week 11**- John Milton/Paradise Lost. Textbook Reading p. 768-772, 799-929
Complete Response Post
**Week 12** - Introduction to Eighteenth Century.
Complete Response post

**Week 13** - Gulliver’s Travels. Complete Response Post.

**Week 14** - Review for Final. Turn in your extra credit Assignment

**Week 15** - Final Exam Preparation. Turn in Research Paper

**Week 16** - Finals

ADMISSIONS, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NONDISCRIMINATORY IN REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY, AND NATIONAL ORIGIN. X. RECEIPT OF SYLLABUS I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGLISH 2322, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed:__________________________________

Legibly print the following information:

Name_________________________________ Date________________ Student ID (SS#)_______________

Major________________________________ Hometown_________________________ (City/State/Country) Athletic or activity participation______________________________