

Course: British Literature I; English 2121

Professor: Dr. Mark King

Time: Tuesday and Thursday, 12:30-1:45 PM

Classroom Location: FA 204

Office Location: Fine Arts 202

Office Phone: (770) 678-5088

Office Hours: M, W: 12:15-2:30; T, R 10:45-12:30

Course Materials: Abrams, M.H. and Stephen Greenblatt, eds. *The Norton Anthology of English Literature, Volumes ABC*. 9th or 10th edition, W.W. Norton and Company, 2009-2018.

Course Requirements and Grading

In Class Writing Assignments	throughout semester	30%
Midterm Examination	Oct 3	15%
Prospectus	Oct 16 5PM to Turnitin	5%
Course Project	Nov 13 5PM to turnitin	25%
Final Examination	Nov 30 1015AM	25%

The Assignments

Weekly Writing Assignment

Twelve days throughout the semester we will begin class with a brief writing assignment on a topic related to our reading. I will provide you with a prompt and you will have ten-fifteen minutes in which to respond. Since this is an in-class assignment, I do not expect elegant prose, but I do expect a coherent, thoughtful, and college-level response to the prompt. Write with an argumentative thesis; use full paragraphs with topic and transitional sentences. Although there are no make-ups allowed for this assignment, it will be given twelve times over the semester and a student's grade is determined by averaging her best nine scores on the assignment. Therefore, a student's three lowest scores (including 0s) will be disregarded.

Midterm Examination

(pick ONE of the following two options)

Option One—The Traditional Midterm

The midterm will be held in class and will cover everything we have read up through that point. It will be a mixture of short answer, identification, and short essay questions aimed at gauging a student's knowledge of the works as well as his or her ability to apply that knowledge.

Option Two—The Discussion Leader Assignment

Students who do not take the traditional midterm

can opt instead to serve as a discussion leader for one of the class sessions during the second half of the semester. The discussion leader will effectively serve as the professor for that day; he or she will develop a thorough and rigorous understanding of the scheduled work, become acquainted with relevant biographical information on the author, understand the basic criticism of the work, and the relevant historical circumstances that have influenced the work.

Most of all, the discussion leader will have to generate enough ideas to keep the discussion going for the full class period. This is a great option for those who are thinking about going into teaching or related careers, but please note: for obvious reasons, this assignment cannot be

forestalled or made up if it is missed. Students with precarious health, unreliable transportation, or other issues might do well to consider all their options before signing up for the discussion leader assignment. Midterm grades for those choosing this option will be based on a written lesson plan (due no less than one week before scheduled presentation), one-on-one office hour consultation with professor (to be completed no less than one week before scheduled presentation), and the presentation itself.

Prospective Discussion Leaders should make two appointments with professor to discuss the lesson. One appointment should be scheduled about two weeks before the assigned day; the other about a week before the day. At the second meeting, the student must submit a typed 3-5 page lesson plan.

Prospectus

This assignment asks you to generate a one to two page plan detailing the topic you plan to use for your final course project, what you suspect your findings will be, an explanation of what attracted you to the topic and a short (four to seven) item list of secondary sources you have located pertaining to the topic.

Course Project

You have a choice for this one: you can either write an 6-8 page bibliographic essay tracing the critical trajectory of a work we read this semester, or research, script, and record a 5 minute (minimum) Camtasia film project on one or more of the works we will read this semester.

If you choose the essay....This assignment asks you to generate a bibliographic essay of 6-8 pages (12 point font, double spaced, MLA form) tracing the critical history of one work we've read this semester. You'll want to locate, read, digest, and summarize salient criticism from a variety of eras or schools of thought.. In your conclusion, explain how the critical response to the work you have chosen has varied and/or developed and changed over the ensuing decades. More information on the paper will follow.

If you choose the Camtasia project.... Using Phoebe Boswell's "Dear Mr. Shakespeare" as your inspiration (do NOT copy what Boswell did; do your own) ask a real question of one of the works/authors we tackle this semester. Do not just copy Boswell. Ask a real question that you'd really like to know the answer to. Research the question and gather the prevailing answers. Present your findings in a five minute (minimum) Camtasia project. Include a two page written explanation of what you're going for as well as a list of outside sources used (minimum 6) Note: we have equipment to loan you and we have people who can teach you how to use it. I am not one of them. I know nothing about the technical aspects of this. If you're the kind of person who needs a lot of hand-holding or the kind of person who bad luck just follows, you might want to select the more traditional paper option above. More information on the Camtasia project will follow.

Final Examination

The final exam is comprised of a mixture of short answer and essay questions covering the entire semester—not just the second half of the semester. The final examination will be held on Monday, December 3 10:15 AM in our usual classroom.

Policy on Attendance:

Without regular attendance, i.e., 90%+ of class meetings, a poor grade is a virtual certainty. In over two decades of teaching I have never had a student with perfect attendance fail a class, nor have ever had a student with more than a handful of absences receive an “A”. After the fact, I am much less interested in *why* you missed than *what steps you took to catch up*.

Policy on Lateness:

If you are running late and can enter the classroom silently, feel free to join us. Please note: I reserve the right to revoke this privilege if I feel it’s being overused or misused.

Policy on Leaving Early:

If you need to leave class early, please do so in a quiet manner as to not disturb your colleagues. I reserve the right to revoke this privilege if I feel it’s being over- or misused.

Policy on Leaving and Returning:

Not permitted during evaluation sessions for obvious reasons, discouraged during normal class time. Again, if it’s absolutely necessary, try to do so in a quiet manner.

Policy on Late Work:

Our practice of “specifications grading” (more on that later) makes the idea of “late work” rather antiquated. When you have completed an essay or a revision, submit it. To keep up with the class, a student who wants to be able to compete for an “A” or a “B” should aim to submit a new essay or revision of an old essay ever two or three days –or two-four submissions per week. Do remember, I will stop accepting essays for review at 5PM on the day of the last class. Revisions and new essays will not be accepted during or after final exam week.

Policy on Cell Phones and Other Electronic Devices:

For me the classroom space is a sacred space and it needs to be treated with appropriate respect. Therefore, all electronic devices (including cell phones, laptops, and iPods) should be turned OFF (not down) and stowed out of sight before class begins. Please note: students who are habitually unwilling or unable to comply with this policy will be removed from class for the entirety of the day’s meeting without chance to make up the work missed.

Email and Social Media:

Email is an excellent way of communicating outside the classroom. I am always anxious to entertain your thoughts, questions, and comments at mking@gordonstate.edu. I usually check my email once every twenty-four hours or so. Therefore, email questions should be answered within forty-eight hours. See below for some hints on the proper format for an email message.

Although I don’t use facebook for official class communication, I am on fb and will “friend” you if you request it. However, before sending me a friend request, consider the following: 1) I am candid and honest on fb; I figure there are enough places where I have to tiptoe around issues. On fb, I say what I feel; people who don’t like it are cordially invited to block my feed or unfriend me. Like many others, I use fb to vent about work. My job--the design and manufacture

smart people—involves you. Therefore, you might find your classmates or even yourself referred to indirectly (I'd never criticize a student directly by name). If you can handle that, fine; if not, please don't friend me. 2) People who are particularly rude or stupid get their feeds blocked. I usually give all my fb friends an allowance of three stupid things; when they say the fourth stupid thing, I kick 'em to the curb—doesn't mean I don't like you, I just don't have the time.

How to Compose an Email to a Professor:

Write in formal academic English. Use capital letters and punctuation when appropriate. Write in complete sentences. Insulting, threatening, or belittling the reader is rarely appropriate. Here follows an example of what not to do.

hey king, i think you iz a very heart less person like i know you iz tryin to teach us but what i wunder what is iz tryin to sya is wghat is my grade? lik i know i is failin but wit what?
love,
[Student's Name Removed]

Here's an example of how a student-professor email SHOULD appear:

Dear Dr. King,

I was wondering if you could possibly forward me that email link to Project Muse that you mentioned in class. I meant to write it down, but we got caught up in other things.

Thanks,
[Name Removed]

PS
Falcons are going to DESTROY your Bears on Sunday! J

Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support. Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

ADA and 504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

House Bill 280

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280>

Religious Holidays

Gordon State College acknowledges that the academic calendar can sometimes conflict with major holidays from among our diverse religious traditions. If a student must miss class due to the observance of a religious holiday, that absence may be excused. To be excused, the student must inform his/her instructors before the absence and make alternate arrangements for any work due at the time of the absence. An excused absence for the observance of a religious holiday does not excuse student from responsibility for required course work.

Record Keeping:

It is your responsibility to hold onto all graded material after it is returned to you.

Academic Integrity:

Students are expected to know and follow the Student Code of Conduct (Academic Catalog 220-232). Intentional plagiarism is to commit literary theft. It is a serious academic offense and is taken particularly seriously by your instructor. Students will submit all out of class papers to the online plagiarism detection service, turnitin.com. Students who choose to submit plagiarized work can expect to receive a 0 on the assignment (in all likelihood guaranteeing a failing grade in the class) and have their case referred to the office of Student Affairs for disciplinary action.

Patchwork or “Mosaic” Plagiarism

occurs when a student fails to make sufficient changes in either the structure or the words when paraphrasing. Although arguably not as heinous an academic crime as intentional plagiarism, patchwork plagiarism can still be grounds for failure and expulsion. My policy is simple: I subtract ten points from an essay’s grade for each instance of patchwork or mosaic plagiarism.

Collusion

is defined as receiving excessive help to the point that a work can no longer be considered the product of a single author and therefore cannot be accurately assessed an individual grade. I suspect a submitted work to be the result of collusion, I reserve the right to refuse credit for that

work if the claimed author is unable to demonstrate sole authorship. Note: the onus is on the student in cases of collusion, not the professor.

Turnitin.com

By taking this course, you agree that all required papers may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site <http://www.turnitin.com/static/usage.html>.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA.

1. **YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TURNITIN.COM** You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the “New Users” link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID is **18547840** and the password is **letsgocubs** OR.....

2. **YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM** If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you. Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com whether the paper has your name on it, and how you receive the Turnitin.com report. Please note that in Turnitin.com there is a “test upload” assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not “education records.”

IMPORTANT NOTE: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected. You can read more about Turnitin.com here: <http://www.turnitin.com>

Some Hints about Dealing with Turnitin.com

1. Open an account today –students who chose to wait until the last minute to learn about Turnitin.com usually regret that decision.

2. Post a “dummy” assignment to Turnitin.com so you can become accustomed to using the technology before you need to post a graded assignment.
3. Do not wait until the last minute to post your assignment to turnitin.com. Waiting until the last minute virtually guarantees something will go wrong.
4. Record the receipt number you get after successfully posting an essay –that number is the ONLY way your paper can be traced if something goes wrong.
5. Remember, if all else fails, I can take the paper via email up until the deadline.
6. Turnitin.com saves ONLY the last thing you posted on the site; you can’t go back in and “add something.”

“What’s My Grade?”

Please resist the temptation of asking me that question. I do not keep rolling averages. I do not use an electronic grade tracker. I do not keep complete statistics for 125 students in my head. To determine your final grade, you need only very basic math skills and the percentages listed on this syllabus.

Papers’ Form and Appearance

All out of class papers should be typed or computer printed. Staple all multiple sheet submissions. Unless otherwise noted, the format for this class is MLA. We’ll talk more about MLA style, but for now, consult any one of the numerous resources on the Web e.g.: *The Gordon College Composition Handbook*, The YouTube video at <https://www.youtube.com/watch?v=0D0krdOIRzI> can also be used for this purpose.

Traditional Grading

A (90-100)

Grades from 90-100 indicate work that is not only free from major error, but is also exceptional in all respects. These papers go beyond the expectations of the assignment and are superior in both form and content. They do not contain mechanical errors; they present an original idea and possess a logical structure. They demonstrate sophisticated, college-level thinking. They take original and provocative ideas and expand them in an intelligent fashion; more than anything else, A papers are memorable.

B (80-89)

Grades from 80-89 (B) represent work of high quality; they are much better than average. Often, these papers are as strong as “A” papers, though perhaps not quite as memorable or original. These papers meet all assignment objectives and exceed many of them. Papers in this range have few, if any, mechanical errors present.

C (70-79)

These papers don’t have any glaring aspect in need of attention, but they don’t have any particular aspect that is praiseworthy either. This work represents satisfactory work and indicates a basic understanding of the course material. This work meets all the expectations and goals, but does so in a decidedly unspectacular manner. Main idea might be commonplace, trite, or underdeveloped. A few mechanical errors are present, but the text still appears to be written

on a college level. Often, C papers are simply under-revised versions of B or A papers.

D (60-69)

Less than satisfactory work that meets some of the assignment's goals while missing others, D-level work often contains multiple mechanical errors. Main idea is present, but it is often sketchy, under-developed, and/or unoriginal. Structure is often unrecognizable or baffling. Often, a D indicates a text that was hastily put together.

F (below 60)

Work that fails to meet any of the assignment's goals--often a bad or trite idea hastily and sloppily executed.

The Fine Print or, How to Behave in a College Classroom

- Dress in a manner appropriate to our context of professionalism.
- Turn cell phones, pagers, and all other electronic devices off (not down) during class.
- Do not eat in class.
- Do not sleep in class. Remain upright at all times. If you appear to be sleeping, you will be removed from the class.
- Treat others, their viewpoints, and their work with dignity and respect at all times.
- Open your mind; open your ears; when appropriate open your mouth, too –college is not a spectator sport.
- If you must come into the classroom after the class has begun, do so quietly.

How to Get a Good Grade in this Class

1. Do not miss class; sit front and center
2. Read primary text slowly and thoroughly before class meeting; if necessary read text or key portions of text twice.
3. Take at least one page of good notes for every class meeting.
4. Spend five minutes reviewing class notes daily.
5. Ask at least one intelligent question per class meeting
6. Attend office hours at least once every two weeks.
7. Make multiple visits (5+) to Student Success Center.
8. Post new essays or submissions at least once a week.
9. The blue chair is your friend.
10. 2:1

class schedule

All Readings from the Norton Anthology unless otherwise specified. NB: Readings will be discussed on these days; therefore, they need to be completed BEFORE the day noted.

Thursday, August 9	Class syllabus. "Treat us like adults." How do well in this class: where to sit, attendance, note taking, reading ahead, writing assignments, SSC, study groups.
Tuesday, August 14:	"The Middle Ages" How to read serious prose and poetry. In class video presentation from Simon Schama's "A History of Britain"
Thursday, August 16	Beowulf (first half)
Tuesday, August 21	Beowulf (second half)
Thursday, August 23	"Chaucer, <i>The Canterbury Tales</i> "General Prologue" Chaucer, "The Miller's Prologue and Tale" "Man of Law's Epilogue" "The Knight's Tale"
Tuesday, August 28	Chaucer, "The Wife of Bath's Prologue and Tale" "Wakefield's Second Shepherds' Play"
Thursday August 29	Sir Thomas More: "Utopia"
Tuesday September 4	John Calvin, "The Institution of Christian Religion" Thomas Hobbes, "The Leviathan" Elizabeth II, "Speech to the Troops at Tilbury," "The Golden Speech";
Thursday September 6	Edmund Spenser, "The Shepherdes Calendar, Booke 2 The Faerie Queen; Sir Walter Raleigh "The Nymph's Reply to the Shepherd," "What is our Life?" "Farewell, False Love," "The discovery of the large, rich, and beautiful Empire of Guiana"
Tuesday Sept 11:	Sir Philip Sydney "Arcadia;" Mary Sidney, "To the Angel Spirit...;" Christopher Marlowe, "Hero and Leander" "The Passionate Shepherd to His Love"
Thursday September 13	Christopher Marlowe, <i>Tragical History of Dr Faustus</i> and The Two Texts of <i>Dr. Faustus</i>
Tuesday Sept 18:	William Shakespeare, Sonnets 1-85
Thursday Sept 20:	Shakespeare, Sonnets 87-152
Tues Sept 25:	Bacon "Essays" William Shakespeare, <i>Twelfth Night</i> , Acts 1, 2, 3
Thursday, September 26:	<i>Twelfth Night</i> Acts 4, 5 Browne, "Religio Medici" Hobbes, "Leviathan"

Tuesday, October 2	Midterm Examination
Thursday October 4	[out of sync w/ MW class] John Donne, "The Flea" "The Good-Morrow" "Love's Alchemy" Holy Sonnets Nos. 1, 5, 7, 9, 10, Donne, Holy Sonnets No 13, 14, 17, 18, 19; Elegy 16; "On His Mistress" "On His Mistress Going to Bed"
Tuesday Oct 9	fall break
Thursday October 11	W. Shakespeare, King Lear Acts 1-3 Schrader/Mendoza
Tuesday October 16	Shakespeare, King Lear, Acts 4-5 prospectus due
Thursday Oct 18:	Donne, Elegy 16, "on His Mistress" Elegy 19, "On His Mistress Going to Bed" Ben Jonson, Volpone, Acts 1-5 [Ms Ethridge may present]
Tuesday Oct. 23	Twelfth Night; Acts 1-3 [Ms Schrader or Ms Mendoza may present] Jonson, Volpone, Act 5; "To Penshurst" Francis Bacon, "Essays"[all]; from <i>Novum Organum</i>
Thursday Oct 25:	Twelfth Night, Acts 4-5 Sir Thomas Browne, "Religio Medici". Thomas Hobbes, <i>Leviathan</i>;
Tuesday Oct 30:	Andrew Marvell "Coronet," "Bermudas," "A Dialogue Between the Soul and the Body" Andrew Marvell, "To His Coy Mistress," "The Mower Against Gardens," "The Mower to the Glowworms" "The Garden"
Thursday Nov 1:	John Milton, "Lycidas" Abrams and Greenblatt, "Introduction to The Restoration and The Eighteenth Century"
Tuesday Nov 6:	Samuel Pepys, "The Diary" Aphra Behn, <i>Oronoko, or the Royal Slave</i> (first half)
Thursday Nov 8:	Behn, <i>Oroonoko</i> , (second half)
Tuesday Nov 13:	Jonathan Swift "Description of a City Shower," from <i>Gulliver's Travels</i> "A Voyage to Liliput" Swift, "A Modest Proposal" 2473. "The Lady's Dressing Room;" Lady Mary Wortley Montagu, "The Reasons That Induced Dr. Swift to Write a Poem Called the Lady's Dressing Room"
	Projects due. Ms Woodie Presents
Thursday, Nov. 15:	Alexander Pope: "Rape of the Lock," "An Essay on Man," "Epistle to Miss Blount" Anne Ingram, "An Epistle to Mr. Pope" Joseph Addison and Richard Steele "The Periodical Essay" The Spectator's Club" The Aims of the <i>Spectator</i> " "The Royal Exchange" [Ms Tilley may present].

Tuesday November 20: Addison & Steele, "Wit: True, False, and Mixed" "The Pleasures of the Imagination" William Hogarth, "Marriage A-La Mode"**Ms Roberts Presents**

Thursday, November 22 Happy Thanksgiving.

Tues Nov 27 John Locke, "Two Treatises of Government," "Of Slavery," "Of the Ends of Political Society and Government" Olaudah Equiano: *The Interesting Narrative...* "The Middle Passage" "A Free Man"

Fri Nov 30 1015 am final examination. usual classroom