

BRITISH LITERATURE I



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Course Description: A survey of important works of British literature from the Old English period through the Neoclassical era.

Most class periods consist of discussions, short lectures, and/or problem solving. During our talks, feel free to ask questions or make observations. I will explain literary movements and social contexts, writers and their writing, and I will help you understand the literature, but you must use and further develop your analytical skills to arrive at interpretations during your study time. All writing for the class, including exams, requires you to use critical thinking skills.

If you need any help in understanding the texts or assignments, come talk to me (please make an appointment first, for your benefit).

Prerequisite: A C or better in ENGL 1101. If you are presently enrolled in or are still required to take Learning Support English or ENGL 1101, you are not eligible to take any literature course.

Texts:

Greenblatt, Stephen, et al., eds. The Norton Anthology of English Literature. 9th ed. Vol. 1. New York: Norton. A used copy is perfectly fine. I want you to use the Norton Anthology so that we will all be reading the same introductions, biographies, glosses (explanations of words and phrases), and footnotes.

Venus, Wesley and Mark King. The Gordon State College Writing Handbook. Barnesville, GA:2015. E-book (no cost).
<http://www.gordonstate.edu/successcenter/writing-handbook>.

Required:

- The Norton Anthology – bring to every class meeting as part of your participation grade.
- Computer access and a Gordon email account. We will use the college learning management system, Brightspace by Desire2Learn (D2L) for quizzes, and Turnitin.com for some assignment submissions. In addition, I will send messages about the course via your Gordon email account, so you should check that email account daily.

Course Objectives: Upon completion of ENGL 2121, British Literature I, the student will have:

1. gained awareness of major writers and literary periods in the canon of British Literature.
2. demonstrated competence in literary analysis.
3. demonstrated an understanding of fundamental literary and critical terminology.
4. developed an awareness of aesthetic experiences as a dimension of life by demonstrating competence in literary studies.

And my own, additional course objectives . . . enjoy some of the literature and have some fun.

Notes About Reading: Readings are due on the date listed in the Assignments Calendar.

You should use the appropriate reading strategy for an assigned text so that you use your time efficiently and reach desired goals. The readings on historical periods and authors serve as a guide to understanding the purposes and key ideas in the literature.

Historical or Biographical: Read through fairly quickly, but with a high level of concentration. You are looking for information about the author and his or her work that seem to have the most significance (concerning themes, style, importance in a literary movement, and so forth.) Take brief notes to help you remember the ideas.

Literature (poems, plays, prose): Read at a more leisurely pace, making a good effort to

- understand the writer's purposes,
- appreciate the writer's style, tone, plot, characterizations, and so forth, and
- relate the themes and ideas in the literature to the broad ideas of the period and literary movement, as described in the readings discussed above, and in the lectures and discussions.

Write notes in the margins of the book that will help you study. Helpful notes may identify the speaker's tone in a particular passage, explain the meaning of a word used or of a line that is difficult to understand, identify a theme, relate the work to a concept of a literary movement or to an historical event, and so on.

Teams On the first day of class, you'll be assigned to a team with which you will collaborate on various in-class activities. The purpose of the team activities is to help you learn from each other, drawing on each other's strengths and compensating for each other's weaknesses. You will not be called upon to physically get together as teams outside of class, and you'll be graded entirely on an individual basis. Nonetheless, you are expected to prepare for announced team activities and contribute toward the team's learning experience as best you can. If you find that you're not as productive as you'd like on your team, you can ask me at any time to assign you to another team of my choice.



Course Evaluation Guide

Graded assignments will include two exams, two linked research assignments, a participation grade, and reading quizzes.

Exams: There will be two exams, each including written responses to writing prompts.

Research Assignments: To make the research and formal writing for the course easier on you, there will be three connected research writing assignments and two supporting assignments. All five assignments relate to the same research question. See the Assignments Calendar for the due dates and for links to the assignment documents.

Two of the three assignments must be turned in through *turnitin.com*. (See the *turnit.in* section later in the syllabus.)

Quizzes: There will be short, factual quizzes over the readings assigned for the course. The quizzes will be given online through D2L and must be completed before each reading is due. The purpose of the reading quizzes is to prod students to complete assigned readings by the day before class discussions; prepared students learn more and tend to earn higher grades. See the Assignment Calendar for due dates.

Grades:

Exams:

Exam 1: 15%

Exam 2: 20%

Research assignments:

Summary of Source: 5%

Research Essay: 30% (includes Rough Draft grade)

Quiz average: 20% (two lowest quiz grades are dropped)

Participation: 10% (read information on "Attendance and Participation" below)



There are no extra credit opportunities, but there are MANY opportunities to earn credit through the assigned work in and out of class. Don't waste your opportunities!

In general, one letter grade is deducted for each day (not class meeting) that a research assignment is late, and exams and quizzes cannot be turned in late. If a student misses a deadline for a reason that the professor accepts, documentation may be required for the student to receive an exception to the deadline.

The Meaning of Major Assignment and Course Grades: Grading in this class is based partly on completing required assignments, but assuming that two students complete all assignments, why would one student possibly make a different grade from the other? The answer is usually either clarity in written expression or **critical thinking skills**, or both. My thanks to the *Critical Thinking Handbook*, written by R.W. Paul and L. Elder, from which I have copied excerpts, for the following wording that describes the characteristics of grade levels.

A-level work displays excellent reasoning and problem-solving and works consistently at a high level of intellectual excellence. A-level work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well. The A-level student often raises important questions and issues and analyzes key questions and problems clearly and precisely.

The grade of B implies sound thinking and performance: on the whole, clear, precise, and well-reasoned, but does not have depth of insight. The B-level student works consistently at a competent level of intellectual performance.

The grade of C implies mixed thinking and performance: inconsistently clear, precise, and well-reasoned; moreover, it does not display depth of insight or even consistent competence. The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, but does not demonstrate a clear commitment to reason carefully from clearly stated premises.

The grade of D implies poor thinking and performance. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content. D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The student is achieving competence only on the lowest order of performance.

F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The student is not achieving competence in his/her academic work. The F-level student is oblivious to important implications and consequences. F-level work displays incompetent reasoning and problem-solving within a field and consistently poor intellectual performance.

See “Academic Dishonesty” and “Class Attendance” below for related grading policies.

If you have questions about your grades, make an appointment outside of class time with me.

If you like to know your overall grade during the course, keep track of your grades and use the numerical grading information above to arrive at an estimate. Please do not ask me to do that for you; if you graduated from high school, you should know how to figure your grade average. I do not figure course grades until the end of the course, other than to report failing grades at midterm.

Academic Dishonesty:

Cheating in any form, including plagiarism, is a serious academic offense. (Plagiarism is the passing off of someone else’s ideas and/or words as your own. If you have questions about what constitutes plagiarism, ask me outside of class early in the semester.) Plagiarism will earn a zero for an assignment and could lead to an F for the course. See the college catalog for further information.

Attendance and Participation:

Attendance is taken at each class meeting and counts 50% of your class participation grade. Exams and conferences with your professor are considered separately. Missing exams or conferences is a REALLY bad idea.

Regular class attendance is your obligation. If for some reason you must miss a class, it is **your responsibility** to contact a classmate about the learning missed and about any new class information, before the next class whenever possible, so that you can be prepared.

The rest of the participation grade will consist of an average of team activity grades, assigned paragraphs, and meeting with a librarian to discuss your work on the research project.

**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.

OR

2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TRUNITIN.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. Use the following class info:
 - a. Class ID: 17015514
 - b. Enrollment key: BaskinBrit
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. Turnitin.com saves **ONLY** the last thing you posted on the site; you can’t go back in and “add something.”

Classroom Etiquette

This section of the syllabus is not meant to offend anyone, but not everyone is familiar with appropriate behavior in the college classroom. Good classroom etiquette is not about stifling discussion relative to the class; it helps us all work together better and helps the class run more smoothly and effectively. You are all here to get a good education, and your learning environment affects that process.

1. Coming into class late or leaving early tends to distract. Habitual lateness is rude to the other students, rude to the teacher, and harmful to your academic success.
2. If you enter the room while the professor or another student is at the front of the room addressing the class, never walk in front of the speaker without asking first. If needed, and when possible, cross behind the speaker to get to your desk.
3. Gathering your class materials and your belongings before the end of class is distracting to others and a bit rude. Please restrain yourself.
4. In discussions, allow the person speaking to finish.
5. Whispering or talking to someone else while the teacher or another student is speaking is disruptive and impolite. Wait until there is a break or until the end of class to speak to that person. If you are afraid you will forget what you want to say, make a written note to yourself.

6. Turn off cell phones and other electronic devices before class begins. Only emergency personnel should have to take a phone call during class time. If you are a First Responder or EMT, or you hold another emergency medical or safety position, please discuss your situation with me during the first week of the term.
7. Once class begins, questions/information about your individual grades, work, and personal situations should wait until after class or until a personal conference.
8. Food is not allowed in these classrooms.
9. Laying your head on the desk during discussion, a film, or other activity that you should be a part of is not ok. If you are that tired, you should take a nap outside of class.

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.