English 2120 British Literature I                     Department of English
Dr. Kerri Allen                                            School of Liberal Arts
Fall 2014                                               Dalton State College

CRN#: 80183  Section: 01H
Class Time: T 10:50-12:05
Classroom: LIA 201
Office Hours: MW 12:15-1:30 & 4:30-5:00; T 12:15-4:00
Writing Lab Hours: T 4:00-5:00
Office: LIA 232
Office Phone: 706-272-4592
Email address: klallen@daltonstate.edu (I check email Monday-Friday until 5:00 p.m.)

*It is YOUR responsibility to check DSC email and D2L regularly for class news and to keep up with the class.

REQUIRED MATERIALS:

RECOMMENDED MATERIALS:
A college dictionary, The American Heritage Dictionary, 4th ed., hardbound or paperbound. The hardbound is particularly recommended.

COURSE DESCRIPTION:
Prerequisite: English 1102
A minimum grade of C is required in English 1102 before the student can take English 2120.

English 2120 is a chronological study of British literature from Anglo-Saxon England through the Seventeenth Century. Drama, poetry, prose, and fiction are read and discussed from historical, cultural, and aesthetic perspectives. Course activities may include readings, lectures, audio-visual presentations, note-taking, transcription, paraphrase, discussion, research, documentation, tests, and essays.

However, the course is first of all a readings course, so literal understanding, together with analysis through reading, class lectures, audio-visual presentations, and discussion of selected works which exemplify literary history, genre development, and social significance, is its aim.

Because English 2120 follows a required Freshman English sequence, the student is expected to have mastered the fundamentals of grammar, mechanics, and composition as well as literary analysis, literary terminology, research, documentation, and close reading.

Correct spelling and grammar are always required; 2120, after all, is an English course. Quizzes, tests, or other assignments often will require response in complete sentences or paragraphs as well.
COURSE OBJECTIVES:

The student will demonstrate in class and on tests knowledge of the elements of fiction, poetry, prose, and drama (such as character, situation, plot, meter, verse form, theme, dramatic structure), authors, titles, characters, literal content, vocabulary, ideas, philosophies, and artistic techniques of the works assigned.

The student will also be able to compare and contrast works, authors, themes, and periods covered and to answer questions based on text introductions, informational handouts, class lectures, and audio-visual presentations.

STUDENT LEARNING OUTCOMES: December 7, 2012

Outcome 1: Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)

Outcome 2: Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Outcome 3: Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)

Outcome 4: Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

1. Seventy percent of students will earn 70% or better on the research and documentation components of Literary Analysis Two.
2. Seventy percent of students will earn 70% or better on the analysis component of Literary Analysis One.
3. Seventy percent of students will earn 70% or better on the evaluation/analysis component of the Final Exam.
4. Seventy percent of students will earn 70% or better on the Discussion Threads.

EVALUATION:

Pop Quizzes: 10% (100 points)
Five pop quizzes will cover the author's name, date of publication, title of work(s), and/or content of work(s). Each quiz will have five questions worth four points each for a total of twenty points per quiz. Each quiz will take place in class. Students who arrive late or when students are finishing up the quiz may NOT make up the quiz. You must be on time to participate in this graded activity!

Discussion Responses: 10% (100 points)
Students will contribute five substantive (200-300 word) responses to five different discussion threads and/or replies. Each of the five responses MUST discuss a different author. Discussion responses will be evaluated on their grammar, mechanics, and specificity. All responses must use at least one example (quote) from the text. Each response is worth twenty points.
Discussion responses are due by 11:59 p.m. the day that the assigned reading is due. --NO EXCEPTIONS! Responses that are submitted at 12:00 a.m. and after will not be graded. Submit responses in the Discussions section of our D2L page AND email a Word Document to me by 11:59 p.m. on the due date.

Context Exams: 15% (150 points)
Each context exam will cover terms, dates, and questions about biographical, historical, and literary and cultural contexts for each author and work assigned on the syllabus. Students will take three exams, each worth fifty points. Each exam will take place in class. Each exam is closed notes. Students will have thirty minutes to complete each exam. Questions for the exams will come directly from the Context Exam study guides found on D2L.

Literary Analysis One: 20% (200 points)
Students will write a five page thesis-driven essay for their interpretation of one of the assigned works. Students may not use any secondary sources. Students will have the option to rewrite this essay.

Literary Analysis Two: 20% (200 points)
Students will write a seven page thesis-driven essay for their interpretation of one of the assigned works. Students must use at least three secondary sources. Students will NOT have the option to rewrite this essay.

Final exam: 25% (250 points)
The final will consist of an in-class essay that asks you to compare and/or contrast IN DETAIL three works from the entire semester. This essay must be at least six developed, specific paragraphs (an introduction, minimum of four substantive body paragraphs, and a conclusion).

ATTENDANCE POLICY:
Students who miss four or more classes risk failing the course. Any student at risk of failure due to absences can exercise the right to withdraw voluntarily from the course by midterm and receive a W or after the midterm and receive a WF. *I reserve the right to handle each situation with extenuating circumstances on a case-by-case basis.

EMERGENCY INSTRUCTIONAL PLAN:
If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check your email for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments because of loss of power, please write a summary of the assigned reading, complete all exercises within the chapter (if applicable), and bring them to the next class. If conditions allow, I will load a learning module of the missed lecture in D2L/GeorgiaView, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.
OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES: (Effective Fall 2013)

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

1. notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

2. estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

3. contact information for the person or organization sponsoring/authorizing the student’s participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

LATE WORK AND MAKE-UP WORK POLICY:

I define late work as an assignment that a student turns in after the due date (after 5:00 p.m. on the due date). Students may turn in assignments in class on the due date or turn in the assignments at my office on the due date by 5:00 p.m. If a student does not turn in an assignment by 5:00 p.m. on the due date, then the assignment is late and earns a zero.

Any student who misses class on the day an assignment is due (either an in-class or out-of-class assignment) must call or email me on the due date to make arrangements to make up the assignment. If the student fails to notify me on the due date, he/she must provide a verifiable reason for his/her absence ASAP. (A verifiable reason means that a student can provide valid, written verification of the absence, such as a doctor’s note, note from a law enforcement agency, etc.) The student must make up the assignment within one week of the absence.

*Students may email me an assignment but only in extenuating circumstances and only when I have cleared them to do so.
CHEATING AND/OR POOR CONDUCT:
The College Catalog, which contains the Student Handbook, addresses the topics of dishonest and disruptive behavior. The handbook also lists the procedure and possible consequences of dishonest and disruptive behavior. For more information on cheating/dishonest behavior, see the section on plagiarism below.

Classroom etiquette:
1. Small snacks and drinks are permitted as long as eaten quietly. No large meals please.

2. It should go without saying that students are expected to be in class on time and to turn off their cell phones. Laptops are permitted as long as they do not become distractions to the student using the laptop and/or those students around him/her. Disrupting the learning environment includes, but is not limited to, answering cell phones, text messaging, and having private conversations during class.

3. Students should enter the classroom prepared to work and should be respectful of their peers. They might be required to exchange papers with their peers to work on editing skills. Also, from time to time, I might use examples from student papers to work on development skills. All examples would be anonymous. Common decency expects that criticism of classmates’ work and ideas will be constructive and polite at all times.

*Any student who displays disruptive behavior will receive a verbal or written warning. A student who continually engages in disruptive behavior may be asked to leave the room. In such a case, I will notify the Dean of Student Affairs.

PLAGIARISM:
Academic dishonesty (plagiarism and cheating) is a very serious offense. It occurs when a student
1. Collaborates with another student on a paper or in any way represents someone else’s work as his/her own.

2. Incorporates into an essay language, syntax, ideas, organization, and/or information obtained from another source without giving proper credit.

3. Gives or receives unauthorized aid on a quiz or examination.

If any student engages in any of the activities described above, that student will earn a score of 0 on the exam or essay. Should the student commit any act of academic dishonesty a second time, that student will fail the course, and I will report the incident to the Discipline Committee, who will then meet with the student to discuss the case and consequences. Be aware: I might report a first time offense to the Academic Conduct Committee. I will handle incidents on a case by case basis.
**DISABILITY SUPPORT SERVICES: (Revised July 30, 2014)**

Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Support Services Library Guide at http://www.libguides.daltonstate.edu/Disability or contact the Coordinator of Disability Support Services.

Contact information:

Andrea Roberson, Coordinator
Pope Student Center, lower level
706-272-2524
aroberson@daltonstate.edu

**DROP/WITHDRAWAL POLICY:**

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to withdraw from classes without penalty is **Tuesday, October 21, 2014.**

**COMPLETE COURSE WITHDRAWAL:**

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. All students must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

**WORKFORCE DEVELOPMENT (revised July 30, 2014)**

Workforce Investment Act Office Hours:
TECH 223/Scott McNabb
8am - 4:00pm
Monday, Tuesday, Wednesday, and Friday
706-272-2635 or smcnabb@daltonstate.edu
Department of Labor
8:30am – 2:30pm Thursday
**Blue Slip (Department of Labor Form):** Submit the signed form to the Department of Labor on the last Friday of each month.

**COURSE CALENDAR:**
*Deviations may be necessary to the calendar throughout the course of the semester.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td><strong>August</strong></td>
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</table>
| T 12     | Introduction to the syllabus and course: utopian literature  
What is Literature?  
What is Utopia? |                                                      |
| R 14     | *Beowulf*                                           | Reading: pages 3-25, 36-55 and D2L Contexts          |
| T 19     | *Beowulf*                                           | Turn in Sign-Off Sheet  
Reading: 55-80                                        |
<p>| R 21     | <em>Beowulf</em>                                           | Reading: 80-108                                       |
| T 26     | Geoffrey Chaucer: “The Miller’s Tale”               | Reading: pages 238-243, 264-280, and D2L contexts     |
| R 28     | Geoffrey Chaucer                                    | Reading: pages 264-280                                |
| <strong>September</strong> |                                              |                                                      |
| T 2      | Geoffrey Chaucer                                    | Reading: pages 264-280                                |
| R 4      | Julian of Norwich: from <em>A Book of Showings</em>        | Reading: 412-424 and D2L Contexts                     |
| T 9      | Julian of Norwich                                   | Reading: pages 412-424                                |
| R 11     | Julian of Norwich                                   | Reading: pages 412-424                                |
| T 16     | Sir Thomas More: <em>Utopia</em>                           | Reading: pages 569-575 and D2L Contexts               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Reading:</th>
<th>Notes</th>
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<tbody>
<tr>
<td>R 18</td>
<td>Sir Thomas More</td>
<td>pages 575-597</td>
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<tr>
<td>T 23</td>
<td>Sir Thomas More</td>
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<td>Literary Analysis One due</td>
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<td></td>
<td>Reading: pages 597-646</td>
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<td>R 25</td>
<td>Sir Thomas Wyatt: poems</td>
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<td>Reading: pages 646-661 and</td>
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<td>D2L Contexts</td>
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<tr>
<td>T 30</td>
<td>Sir Thomas Wyatt</td>
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<td>Context Exam One</td>
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<td>Reading: pages 646-661</td>
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<tr>
<td><strong>October</strong></td>
<td>Sir Thomas Wyatt</td>
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<tr>
<td>R 2</td>
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<td>Reading: pages 646-661</td>
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<td>T 7</td>
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<td><strong>No Class. Fall Break</strong></td>
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<tr>
<td>R 8</td>
<td>Christopher Marlowe: Dr. Faustus</td>
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<td>Reading: pages 1106-7, 1127-1139, and D2L Contexts</td>
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<tr>
<td>T 14</td>
<td>Christopher Marlowe</td>
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<td>Reading: pages 1139-1163</td>
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<tr>
<td>R 16</td>
<td>Christopher Marlowe</td>
<td></td>
<td>Reading: pages 1139-1163</td>
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<td>T 21</td>
<td>William Shakespeare: Twelfth Night</td>
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<td>Optional rewrite of Literary Analysis One due</td>
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<td>Reading: pages 1166-1170, 1187-1218, and D2L Contexts</td>
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<tr>
<td>R 23</td>
<td>William Shakespeare</td>
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<td>Reading: pages 1219-1241</td>
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<td>T 28</td>
<td>William Shakespeare</td>
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<td>Context Exam Two</td>
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<td>Reading: pages 1241-1250</td>
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<tr>
<td>R 30</td>
<td>Aemelia Lanyer: Salve Deus Rex Judaeorum</td>
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<td>Reading: pages 1430-1436 and D2L Contexts</td>
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<td><strong>November</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Pages</strong></td>
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<tr>
<td><strong>T 4</strong></td>
<td>Aemelia Lanyer</td>
<td>pages 1436-1440</td>
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<tr>
<td><strong>R 6</strong></td>
<td>Aemelia Lanyer</td>
<td>pages 1430-1440</td>
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<tr>
<td><strong>T 11</strong></td>
<td>Lady Mary Wroth: <em>Pamphilia to Amphilanthus</em></td>
<td>pages 1560-1, 1566-1571 and D2L Contexts</td>
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<tr>
<td><strong>R 13</strong></td>
<td>Lady Mary Wroth</td>
<td>pages 1566-1571</td>
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<tr>
<td><strong>T 18</strong></td>
<td>John Milton: <em>Paradise Lost, Book One</em></td>
<td>Literary Analysis Two due Reading: pages 1897-1901, 1943-1964, D2L Contexts</td>
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<tr>
<td><strong>R 20</strong></td>
<td>John Milton</td>
<td>pages 1943-1964</td>
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<tr>
<td><strong>T 25</strong></td>
<td>John Milton</td>
<td>Context Exam Three Reading: pages 1943-1964</td>
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<tr>
<td><strong>R 27</strong></td>
<td>No class. Thanksgiving Break.</td>
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<tr>
<td><strong>December</strong></td>
<td><strong>Final Exam</strong></td>
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<tr>
<td><strong>TBA</strong></td>
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English Department

Plagiarism

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author’s last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer’s own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author’s last name and page number, but the quotation marks are not necessary.

What Plagiarism Is:

The use of another’s writing without proper use of quotation marks
The borrowing or buying of a term paper or speech
The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

What Plagiarism Is Not:

A summary of a total work based on the writer’s impression
Original ideas and reactions based upon reading critical views in secondary sources
Common knowledge about the particular author, works, or topic
Instructors May Suspect Plagiarism If:
- Writing or speaking style is significantly different from the student’s normal style
- Vocabulary used is that which is not commonly used by the student
- Sentence structure varies widely from the student’s writing
- Specific and limited knowledge is treated as common knowledge

Consequences Of Plagiarism May Include:
- 0 on the paper or speech
- F in class at the Instructor’s discretion, if stated in the Instructor’s syllabus
- Referral to the Dean of Student Affairs with a conference pending
- Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning. These sanctions could include:
- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the original material and then compare the various styles of documentation.

Original Material

Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how Huckleberry Finn transformed American literature. Twain’s innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second. Huck’s voice combined with Twain’s satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote

Even though literary critics may differ on the finer points of Twain’s novel Huckleberry Finn, most tend to agree that Mark Twain’s satiric genius and his use of the youthful Huck’s voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain’s innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain’s awareness of the power of satire in the service of social criticism was the second (3).

Short Paraphrase

Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry Finn with his skillful treatment of point of view and social satire (Fishkin 3).
**Long Paraphrase**
Even though there is great dissension among commentators concerning the model Twain used to create *Huckleberry Finn*, almost all are in agreement on one aspect: how *Huckleberry Finn* permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain’s two strokes of genius that forever altered American literature (Fishkin 3).

**Incorrect Paraphrase**
Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

**Works Cited**

ENGLISH 2120-01H NAME _________________________________
Fall 2014
Dr. Kerri Allen

I have received, read, had explained this syllabus, and have had chances to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature _________________________________

Date _________________________________