

Course Syllabus ENGL 2322.002

British Literature Before 1800

Basic Information

Name of the Instructor: Mrs. Maureen F. Page

Email: page_m@utpb.edu

Office Location: MB 4124

Campus Office Hours:

Mon: 3:30-5 pm / Tues: 4-5 pm / Wed: 11-12 noon & 3:30-4:30 pm / Thurs: 10-11 am

Or by appointment

Office Phone: 432-552-2294

Course Description

This class is a broad survey of British Literature roughly from the 5th Century to 1800. We will study representative examples of the prose, poetry, and drama of that time. Our purpose is to study these texts in their original historical and cultural contexts so that we may learn what they teach us about the development of British culture before 1800 and how that culture influences our world today.

In other words, we're going to look at really old literature to determine what those old blokes can teach us about what it means to be human today. (See? Simple!)

Course Prerequisites

In order to participate in this class you must have:

3 hours each of Freshman Composition I & II (6 hours total)

Measurable Learning Outcomes

By the end of this course, each student will meet the following criteria for passing the course:

- **Critical Thinking Skills**
 - Students will draw well-reasoned, logically supported conclusions from information provided within the course.
 - Students will demonstrate the ability to engage in creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
- **Communication Skills**
 - Students will demonstrate effectively written, oral, and visual communication skills.

Course Syllabus ENGL 2322.002

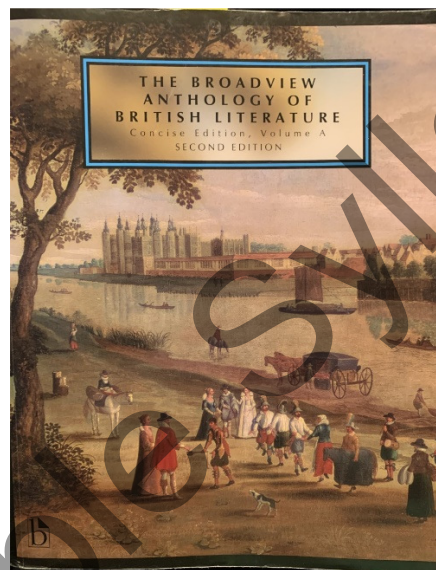
- **Social Responsibility**

- Students will demonstrate intercultural competence, civic responsibility, and the ability to engage effectively in regional, national, and global communities.

- **Personal Responsibility**

- Students will be able to connect choices, actions, and consequences to ethical decision-making.

Required Materials



1. *The Broadview Anthology of British Literature*. Concise edition - Volume A. 2nd edition. Gen. Eds. Joseph Black, Leonard Conolly, et al. Broadview Press, 2011. Approx. 1700 pages. ISBN: 978-1-55481-048-2 (Paperback)
Buy Used: (do not buy new - too expensive)
2. Note: I know it will take a few days for your book to get to you. I have taken care of that . . . the first few readings have links to some online literature, but you **WILL NEED** to purchase this book. If you are a Dual Credit student, I know you're not accustomed to purchasing your books - welcome to college! When you go off to full-time college, expect to pay between \$300 to \$800 every semester, just on books (if you're lucky).
 - Amazon: [Amazon link to textbook](#)
 - Textbook Underground: [Textbook Underground link to textbook](#)
 - Ebay: [Ebay link to textbook](#)
 - Barnes & Noble: [Barnes & Noble link to textbook](#)
3. A good college dictionary (*Webster's Collegiate Dictionary* is very good).

Course Syllabus ENGL 2322.002

4. A disk or flash drive to save all work (***you must save everything*** - there is no extension because your laptop crashed).
5. Access to a digital video camera (a smart phone will work) and a file sharing site like YouTube.

This course contains materials appropriate to the topics addressed this semester. However, some content may be considered mature in nature. While the faculty respects individual values and beliefs, all students will be expected to complete these assignments and focus on the aspects that pertain to a class discussion in a university environment.

Time Management Statement

Generally, a student should expect to spend at least two hours in preparation and learning assignments for every hour spent in class. Since this is an online class, a student in this course should spend at least nine hours on assignments each week to succeed. (And that's bare minimum!)

Computer Skills and Software Requirements

The student should be sufficiently comfortable in an online environment to handle basic web navigation and to upload and download assignments.

Students will need to have the most current version of Microsoft *Office*, specifically Microsoft Word and Microsoft PowerPoint.

You will need external speakers to be able to listen to audio files. You will also need a web cam and a microphone (or at least have access to these items) to complete the Discussion Leader assignment (a smart phone will do the trick).

Students, Faculty, and Staff at UTPB can use cloud versions of MS Office 365 through use of their UTPB email address - for FREE!! Read more about it here: [Office 365 UTPB](#). Follow these directions:

- Go to the UTPB Homepage
- Scroll to the bottom of the page (dark gray banner across the bottom)
- In that banner are four columns of links
- In the first column is labeled "Useful Links"
- Go to the second from the bottom: "UTPB Email and Office 365" (click on this link)
- A new page will open - across the top of the page are apps with most of the Office software you will need to complete this course
 - Most especially **Word** and **PowerPoint**
 - This is yours to use because you are a student at UTPB

Course Syllabus ENGL 2322.002

Communication Plan

Office Hours:

Mon: 3:30-5 pm / Tues: 4-5 pm / Wed: 11-12 noon & 3:30-4:30 pm / Thurs 10-11 am

Email: page_m@utpb.edu

I will make every effort to respond to all messages & emails within 48 hours. If I cannot, I will let everyone know.

Discussion Board:

In addition to course content and related discussion topics, there is a Discussion Board titled "I have a question . . ." where you can post general questions about the course and anyone within the course can respond: things like, "When is Test 7 due?" or "Is anyone else having a hard time with the link to *Beowulf*?" While I will check this DB several times a week, anyone in the class can jump in and provide the answers (I will post corrections if needed). If I receive three or more messages in the Canvas Inbox (internal email) about a specific topic, I will address that question/topic in this DB for the benefit of all the students in the class. There's a better than average chance that if some of you are having a problem with something - then most of you are having the same problem.

Feedback on Assignments/Tests:

Written assignments will be graded within 14 days of submission; that includes Discussion Boards and your Mid-Term and Final Papers.

Some tests will be graded by Canvas and the answers will be available to you as soon as the deadline has passed. If a Test has ANY component in it that requires you to write out an answer, then Canvas cannot grade that Test. You will likely see a grade, but it will be incorrect (don't panic). I will have to grade these particular Tests one-by-one and I will not begin grading that Test until after the due date has passed. I'll try to remember to announce that "Text xyz" has been graded. (If I forget - someone please remind me.)

Announcement Area:

I will post announcements weekly. These are your weekly attendance "check-in" announcements. In these announcements I will go over the coming week's "To Do" list, reminders for that week, and general comments.

I will take roll once a week through the Announcements function. You will receive a weekly announcement detailing the upcoming week's assignments. For Attendance credit, you will simply hit "Reply" and say, Hello, Hi, Hey, Howdy, Hola, or Aloha (really, whatever suits your fancy). When I receive your response (which is due ANYTIME

Course Syllabus ENGL 2322.002

during that week), I will record your attendance for that week. Your Attendance grade factors into your overall grade for this course.

Messages:

For the most part, it will be **much** faster and **more** productive if we communicate via the messages tool here in Canvas (Inbox). The messages function is for inside this class, so if you send me a message I don't have to figure out who you are, what class you're in, what the assignments for that class might have been, etc. in order to know what you are talking about.

My campus email account is open to everyone from anywhere and it will take me **MUCH** longer to get back to you if you send me an email instead of a message in Canvas (Inbox).

Course Activities

The course is broken up into 8 modules. The first module is your introduction to the course. The last module is information on the Final paper and the Final Exam. For each of the middle six modules you will find that each of these modules consists of a lecture on a specific time of British Literature. There are four types of class activities that will be used to assess your knowledge of the materials presented this semester:

- Papers
 - There will be two essay assignments for this course. These assignments will call for **an analysis of a theme across multiple works**. Therefore, the students' papers should follow MLA formatting (double spaced, 1-inch margins, Times New Roman font, 12 cpi, etc.) unless otherwise indicated in the unit. Late assignments of any kind will *not* be accepted without documented excuses. These papers will be assessed on the argument, support for the argument, MLA format/documentation, clarity/coherence, and grammar.
- Tests
 - Tests derive strictly from lecture or reading material. In addition to the regularly scheduled tests (all of which are on Canvas), if I find it necessary to encourage students to complete assigned readings, there may also be some pop quizzes on the readings administered through the "Tests" tool. These quizzes (and tests) cannot be made up. They will be graded and figured into the final grade. If, however, the class is vigilant about keeping up with assigned work, these quizzes may not be necessary.
- Journals

Course Syllabus ENGL 2322.002

- There will be four (4) journals throughout the semester. In them, you will be asked to analyze specific sectors of British culture at the time of the Unit each journal is in. For each journal, you must submit a Word document in complete MLA format. Check the Course Schedule for due dates.
- Discussion Boards
 - For each discussion question, first, you must respond to the discussion prompt directly and second, you must read the other students' posts and reply to **at least two** other students' responses. You must ensure that the responses to the questions are meaningful, reflective, and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example.
 - There are two deadlines for Discussion Boards. You will need to make your initial posting by the **Thursday** before the discussion board is due to allow your classmates the opportunity to respond to your initial posting before the **Saturday** deadline. You are responsible for reading all of the messages that are posted in your online discussion group. Not reading messages is the equivalent of sleeping in class.
 - Use a person's name in the body of your message when you reply to his or her message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. In the same line of thinking, please include your name at the bottom of **each** posting you make. As we begin to associate names with tone and ideas, we come to know each other better.
 - Discussion posts will be graded on the completion of the responses to the initial prompt (50 pts) and the depth of the responses to the two group members' responses (25 pts each) for a total of 100 points. Late posts--both initial and group member responses--will not receive credit.
 - I will place you in groups for these discussions.
 - As stated above, you are responsible for (your grade comes from) your initial post (your answer to the DB question) and at least 2 response posts.
 - Post your responses within the group to which you have been assigned.
 - If . . . and unfortunately this does happen . . . you do not have 2 people in your group who have posted (for you to respond to) then (**and only then**) you must jump groups.
 - Since your grade is dependent upon your 1 initial post and your 2 response posts, you must have two people to whom you can respond. If you cannot find 2 within your group - go to another group (any other group is fine). But you must protect YOUR GRADE.
- Discussion Leaders
 - Each student will serve as Discussion Leader approximately 3 times (more or less depending on student enrollment in this section) throughout the course of the semester. As Discussion Leader, the student is responsible for **participating in the Discussion Board AND synthesizing the group's arguments from the**

Course Syllabus ENGL 2322.002

discussion board into a final product to present on the discussion board thread. The Discussion Leader must submit at least **one PowerPoint presentation** with graphics and text, and one **video presentation** of the group's answers. The remaining presentations may be in **textual** form as a final posting to the discussion board thread. All multimedia presentations must run a *maximum* of 5 minutes and will be assessed on a thorough synthesis of information and the presentation format, including but not limited to graphics, sound quality, and body language (specifically for video presentations). These summaries are due on the **Monday** following the class deadline for posting to the discussion board for which you serve a discussion leader.

- The following schedule for DB deadlines will remain consistent throughout the entire semester:
 - **Thursday** - your initial post is due (within your group)
 - **Saturday** - your 2 response posts are due (within your group if at all possible)
 - If you are **NOT** the Group Leader, you are done.
 - **Monday** - Group Leader summary is due
 - If you **are** the Group Leader, *in addition to completing the above posts*, you are responsible for the group summary.
 - This is a completely separate grade from the grade you receive for your three posts in the DB.

Student Verification Assignment

Online Student Authentication

The Southern Association of Colleges and Schools (SACS), the institution that accredits UTPB as a university, requires instructors to verify through various methods that the student who is enrolled in the course is the student who submits assignments. UTPB's Distance Education Policy requires faculty members to employ **at least two methods** of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password; that is the first method. UTPB's Distance Education Policy requires at least one *additional* student identification method within the course that has been determined and approved of by the faculty or academic program. Your login identification is one method. Additionally, you will complete a student verification assignment to prove that you are the student registered for this course.

You will need to take a "selfie" holding a picture ID and submit the photo in a digital drop box on the **Assignments** page. However, there are requirements:

1. I must clearly see your face.

Course Syllabus ENGL 2322.002

1. I do not need a full body shot; **a head shot** is all that is required.
2. The rule of thumb is that I should be able to recognize you if I saw you on the street.
2. You have to hold up **a picture identification card**. It can be a driver's license, state issued identification card, passport, or a UTPB ID card
 1. Dual Credit/ECHS students can use identification cards issued by your respective schools.
3. I need to be able to read your ID card and verify that you are the person pictured.
 1. No one else in this course will have access to these pictures but me (on some occasions the upper administration) and your information will remain private at all times.
4. This assignment is **a requirement for this course**, and you will **not** receive a final grade in this course until you complete this assignment.

If you have questions about this assignment, please ask.

Course Assessment

Grade Percentage Distribution among Activities

Activities	Percentage
Attendance	5%
Discussion Boards	25%
Discussion Leader	5%
Tests	25%
Mid-Term Paper	15%
Mid-Term Exam	5%
Final Paper	15%
Final Exam	5%
Total	100%

Course Syllabus ENGL 2322.002

Letter Grade Percentage Distribution

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Policies and Procedures

1. Course Content Structure:

The course is broken up into 8 modules. The first module is your introduction to the course. The last module is information on the Final paper and the Final Exam. Each of the middle six modules consists of a lecture on a specific time of British Literature. There are four types of class activities that will be used to assess your knowledge of the materials presented this semester. All activities will be completed online. All students must have access to a reliable computer with internet access.

1. Module 1: Introductions
2. Module 2: Old English Period
3. Module 3: Middle English Period
4. Module 4: Early Modern English Period
5. Module 5: Interregnum
6. Module 6: Restoration
7. Module 7: 18th Century and Enlightenment
8. Module 8: Final Paper and Final Exam

2. Grading Criteria for the Grading of Papers:

A – an "A" essay is not merely engaging – it is convincing. The "A" essay is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are

Course Syllabus ENGL 2322.002

artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhanced the purpose of the paper. Finally, the "A" essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

B – a "B" essay delivers substantial information – that is, substantial in both quantity and interest value. Its specific points are logically ordered, well-developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth; the sentence structure is pleasingly varied. The mark of "B" writing is that it engages and entertains its reader.

C – a "C" essay is an average essay. It serves to convey an idea to the reader; it demonstrates knowledge of the subject it treats; mechanical errors are few and do not jeopardize the sense of the essay. However, the reader will be aware of improvements that could have been made. For instance, several paragraphs may not be fully developed; the opening paragraph may not draw the reader in; the concluding paragraph may offer only a perfunctory wrap-up; the organization may not be well suited to the topic; the sentences may follow a few predictable patterns; the diction may not always be precise and effective. Thus, while "C" writing will serve its writer in most academic and life situations there is room for improvement. A "C" in our writing and literature courses is our way of expressing confidence that the writer who earns it is able to function at the college level.

D – a "D" essay is appropriate to the assignment but does not successfully fill one or more to the next level of expectations regarding student writing. It does not communicate an idea, treat a subject, or demonstrate mastery of written language and conventions well enough to be considered adequate. It may in some manner be incoherent, so that the reader must guess at the meanings of sentences or whole paragraphs; the reader may be unable to see how the thoughts of the writer are connected from paragraph to paragraph. Language may be used incorrectly; grammar may be so consistently poor that it detracts from a reader's attention to the material the essay covers; the whole idea may be improperly or hastily examined and poorly conveyed. Nevertheless, the reader will find that his/her struggle to understand the essay is in some measure rewarded by the exposition of a subject that the writer has earnestly engaged. No essay that shows a lack of mastery over the mechanical rules of written English can earn more than a "D."

F – we require that all work be done by the person asking to receive credit for it, that the work done suit the assignment given, and that the writing be an act of communication. Any failure in regard to the first or second requirements, no matter how good in other respects, must be graded "F." An essay that does not manage to communicate the thinking of its author, does not treat a subject adequately, or does not demonstrate command of standard written English will also earn an "F."

Course Syllabus ENGL 2322.002

3. Cheating/Plagiarism/Academic Dishonesty:

The prerequisites for this course are 3 hours each in ENGL 1301 and 1302 (6 hours total) during which you were instructed on proper citation techniques. Flagrant plagiarism* or collusion** will result in an automatic grade of zero for that assignment. This means citing all sources by giving a full MLA citation for each source. Additionally, part of your grade on your paper will depend on your ability to cite sources properly.

However, academic dishonesty does not just apply to essays. Colluding with a classmate on tests or copying other's discussion board responses also fall into this category. Thus, any incident of collusion or submitting another's work as your own will be considered academic dishonesty.

A student's first offence of either plagiarism or collusion will result in an "F" for that assignment. Note: this does not blow the student out of the water for his/her overall course grade; but it does give that student an opportunity to "clean up her/his act," so to speak. The second offense of flagrant plagiarism or collusion will result in an automatic grade of "F" in the course and may result in other disciplinary action as well. *All cases of academic dishonesty* are reported to the Dean of Students. Please see the UTPB Web page from the Dean [[Scholastic Dishonesty Violation Procedures](#)] for information about academic dishonesty.

* "**Plagiarism** is presenting someone else's work or ideas as your own, **with or without their consent**, by incorporating it into your work without full acknowledgement. ... Under the regulations for examinations, intentional or reckless *plagiarism* is a disciplinary offence" (Univ. of Oxford). [This means, all material not your own must have in-text citation **and** Works Cited page documentation - or it is plagiarized.]

** "**Collusion** is the act of collaborating with someone else on an assessment or exercise which is intended to be wholly your own work, or the act of assisting someone else to commit plagiarism" (Maguire, 2003). [This means you may **NOT** collaborate with a classmate on an assignment. All work in this course **MUST** be yours alone. Study groups are not prohibited, but the work on assignments must be done by the individual. Think of it this way: if there's a grade involved, work on your own.]

Dual Credit students, please be warned . . . many of you in this course may be in the same high school . . . so what's the big deal about working with your high school classmate on an assignment? This is **NOT** high school. This is college. It doesn't matter if you are physically in your high school building; you are taking a college course and will be treated as a college student, not a high school student.

Second note to Dual Credit students: Please keep in mind, if you fail this class because of something stupid like plagiarism or collusion, you don't *JUST* fail a college course. You can always make that up sometime down the line. But . . . if you fail this course,

Course Syllabus ENGL 2322.002

you *ALSO* fail your high school course - which means you may not graduate high school. **Ouch!** I'm only telling you this so you are not tempted to do something that could get you in soooooo much trouble. I believe in being honest with my students. It is the very least you deserve.

4. Submission of Course Assessment Activities:

Keep in mind the following standards/practices for naming and submission of assignments:

1. All course assessment activity files that will be submitted to the instructor should be in **Microsoft Word**. In addition, save all assignments in Word format (.doc or .docx) files.
2. **Nothing else** will be accepted, and the assignment will be returned to you without a grade.
 1. As a student enrolled in a class at UTPB, you have access to Microsoft Office software for free. Read more about it here: [Office 365 UTPB](#).
 1. Go to the UTPB Homepage
 2. Scroll to the bottom of the page
 3. Within the dark gray banner there are four columns of links
 4. First column: "Useful Links" / second from the bottom: "UTPB Email & Office 365"
 5. A new page will open; across the top are all the necessary apps you will need to complete this course
 1. You must have **Word** (for your essays) and **PowerPoint** (for your first turn as Discussion Board Group Leader)
3. You must follow MLA Style formatting.
 1. Here is the link to [MLA Style formatting](#)
4. **Always** keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace (and it will).
5. You will NOT submit a Word document for Discussion Boards unless specifically instructed to do so. For DBs, you will type directly into the textbox provided.

5. Make-Up/Late Submission Policy:

Late assignments of any kind **will not be accepted** without university sanctioned excuses.

Course Syllabus ENGL 2322.002

6. Accommodation for Students with Disabilities:

Americans with Disabilities Act: Students with disabilities that are admitted to University of Texas: Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations.

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762
Voice Telephone: 432-552-3702
Email: Leverington_P@utpb.edu

Students who have **provided all documentation** and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids.

The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. You may contact the instructor after class or during his/her office hours.

7. Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has completed 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted the instructor **prior to** the scheduled last class to request an extension. It is

Course Syllabus ENGL 2322.002

understood, that by registering for this course, you accept these rules and agree to abide by them.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

For grade appeal, contact the Dean of Students.

8. Netiquette:

Anything you type in the discussion area is public, which means that every student in this class (including me, your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

1.
 1. Do not post anything too personal.
 2. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
 3. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
 4. Be courteous and respectful to other people on the list.
 5. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
 6. If the posting is going to be long, use line breaks and paragraphs.
 7. Fill in a meaningful Subject Line.
 8. Write your full name at the end of the posting.
 9. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and I reserve the right to remove your posting and to deny you any further posting privileges.

Refer to this link for additional help on netiquette: [The Core Rules of Netiquette](#)

9. Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential

Course Syllabus ENGL 2322.002

aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

10. Tracking:

Canvas course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. (Big Brother is watching!)

11. Absenteeism:

All the course activities have set dates to be completed and submitted. After the respective due date, the activities will not be available for the students. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least three times a week.

If I am going to be out because of ill health, attending a conference, etc., you will be notified through an **Announcement** and a group message (email) using the Canvas Inbox tool.

Technical Requirements

Computer access: It is very difficult to participate in an online course if you do not have **regular** access to a computer and a reliable internet connection. We require students have access to a computer off-campus (even dual-credit students, who might have limited access to computers at their school's computer lab). It is your responsibility to locate a reliable computer with internet access. Note: your smart phone is not a substitute for a computer. There are many (*MANY*) functions that you cannot access if you are on a smart phone. Locate a reliable computer (laptop or PC).

Please visit the following page: [UTPB Online Programs & Courses Technical Requirements](#)

You will find:

1. Requirements
2. Plug In Helper
3. Set up Information
4. Links to 24/7 Help Desk

Course Syllabus ENGL 2322.002

Preparation for Computer Emergencies

Computer Crash:

Not having a working computer or a crashed computer during the semester will **NOT** be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact:

If you lose contact with me completely (i.e. you cannot contact me via Canvas or email), you need to call me at my office (see Instructor's Information for correct office phone number), and explain the reason you cannot contact me online and leave me a way to contact you. Note: please speak slowly and clearly when you leave a voice mail - make sure I can hear your name, which section you are in, and your phone number so I can call you back. ("Hi, Mrs. Page. This is Joan Jett. I'm in 2322.701. I cannot log on to Canvas. My number is 432-123-4567. Please call me back when you get this message. Thank you.")

Lost/Corrupt/Missing Files:

You **must** keep/save a copy of every project/assignment on an external disk, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I will require you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission (i.e. no deadline extensions).

Student Support Services

SERVICE	CONTACT
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Course Syllabus ENGL 2322.002

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course). Student Success Center

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

End of Course Evaluation & Instructor Evaluation

Course Syllabus ENGL 2322.002

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is **critical** to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

I have two pieces of advice when completing the Course Evaluations; 1) be completely honest: that doesn't mean be cruel, but if there is something that needs to improve (either in my teaching or in the course itself) I can't possibly fix it if I don't know it was broken. 2) so often the only students who complete the Course Evaluation are the ones who are angry about something in the course (or with me). If I did something wrong, say so; but if I did something right, say something about that, too. We are constantly trying to improve our courses. We change things almost every semester. What if something worked wonderfully and I don't know it was a great assignment (from your prospective), I could change it and make it terrible. Let me know when things are working . . . and not just when they are not working (which will happen!).

Disclaimer and Rights

Information contained in this syllabus was, to the best of my knowledge, correct and complete when distributed for use at the beginning of the semester. However, I, as the instructor of record, reserve the right, acting within the policies and procedures of UTPB, to make changes in the course content or instructional techniques whenever I think it is necessary. The students will be informed about the changes, if any, in an Announcement.

Important Dates

UTPB [Academic Calendar](#)

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Week	Unit	Readings	Activities
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Course Syllabus ENGL 2322.002

	Module 1: Introductions		
Week 1 Aug 24-29	Unit 1: Introductions	<ul style="list-style-type: none"> • Module 1: Welcome • Instructor Information • Syllabus • Schedule 	<ol style="list-style-type: none"> 1. Take Test 1 – Syllabus 2. Participate in DB1 – Introduction 3. Student Verification Assignment
4.	Module 2: Old English Period		
Week 2 Aug 30 - Sept 5	Unit 2: Anglo-Saxons and "The Wanderer" and "Dream of the Rood"	<ul style="list-style-type: none"> • "The Wanderer" (52) • Bede (36) • "The Dream of the Rood" (58) • Lecture: Anglo-Saxon Literature: "Dream of the Rood" and "The Wanderer" 	<ol style="list-style-type: none"> 1. Take Test 2 – The Anglo Saxons 2. Participate in DB 2 – "The Wanderer" & "Dream of the Rood" 3. DB 2 Discussion Leader Summary
Week 3 Sept 6-12	Unit 3: Beowulf	<ul style="list-style-type: none"> • Lecture 1: "Magic and Monsters" • Lecture 2: Beowulf the Poem - Heaney • <i>Beowulf</i> (62-110) • Lecture 3: Themes in Beowulf • Excerpts from <i>Ecclesiastical History of the English People</i> (37) 	<ol style="list-style-type: none"> 1. Participate in DB 3 - Beowulf 2. DB 3 Discussion Leader Summary 3. Journal 1: Christians and Pagans
	Module 3: Middle English Period		

Course Syllabus ENGL 2322.002

<p>Week 4 Sept 13-19</p>	<p>Unit 4: The Middle English Period and Chaucer's "General Prologue" to <i>The Canterbury Tales</i></p> <p>Unit 5: Chaucer's Wife of Bath</p>	<ul style="list-style-type: none"> • Geoffrey Chaucer - bio (229) • Lecture 1: Backgrounds to Chaucer and Middle English • Lecture 2: The Canterbury Tales and What They Mean • "General Prologue" to The Canterbury Tales • Lecture 3: List of Characters in Canterbury Tales • Lecture 1: Wife of Bath • Lecture 2: Wife of Bath • Wife of Bath's "Prologue" here: The Wife of Bath 	<ol style="list-style-type: none"> 1. Take in Test 3: Middle English, Chaucer, and "The General Prologue" to <i>The Canterbury Tales</i> 2. Take in Test 4: Characters in <i>The Canterbury Tales</i> 3. Take Test 5: The Wife of Bath 4. Participate in DB 4 - Chaucer 5. DB 4 Discussion Leader Summary
<p>Week 5 Sept 20-26</p>	<p>Unit 6: What is Proper Behavior in the Middle Ages?</p>	<ul style="list-style-type: none"> • Read the following: • Intro to <i>Sir Gawain and the Green Knight</i> (159-60) <ul style="list-style-type: none"> ◦ <i>Sir Gawain and the Green Knight</i> (160-225) • Marie de France (111-2) <ul style="list-style-type: none"> ◦ "Lanval" (112-26) • The Wakefield Master (402-3) <ul style="list-style-type: none"> ◦ <i>The Second Shepherds' Play</i> (403-16) 	<ol style="list-style-type: none"> 1. Take Test 6: The Second Shepherd's Play 2. Participate in DB 5 - Sir Gawain, Lanval, and Gib 3. DB 5 Discussion Leader Summary 4. Journal 2: Knights and

Course Syllabus ENGL 2322.002

			Kings
5.	Module 4: Early Modern English Period		
Week 6 Sept 27 - Oct 3	Unit 7: Early Modern English Period and the English Sonnet	<ul style="list-style-type: none"> Lecture 1: Early Modern English and the Renaissance Lecture 2: Early Modern English Period and the English Sonnet Lecture 3: Perspectives: The English Sonnet Sequences in the Sixteenth Century Petrarch in translation "Sonnet 190" Sir Thomas Wyatt "Whoso List to Hunt" Edmund Spenser Amorretti, "Sonnet 1" William Shakespeare "Sonnet 18" "Sonnet 73" "Sonnet 128" "Sonnet 130" 	<ol style="list-style-type: none"> Take Test 7: The Renaissance & Lyric Poetry Participate in DB 6 - The English Sonnet DB 6 Discussion Leader Summary
Week 7 Oct 4-10	Unit 8: Shakespeare's Twelfth Night	<ul style="list-style-type: none"> <i>Twelfth Night</i> Read the lecture on Shakespeare and Elizabethan Drama: Shakespeare's Twelfth Night Read the lecture on the play <i>Twelfth Night</i>: Themes in Twelfth Night 	<ol style="list-style-type: none"> Since Shakespeare's play can be difficult to follow, you will take a series of reading quizzes. Each quiz will correspond to an act in <i>Twelfth Night</i>. The average of all five reading quizzes will count as the score for Test 8: Twelfth Night. Participate in DB 7: Themes and Visuals in Twelfth Night DB 7 Discussion Leader Summary
Week	Unit 9: Mid-Term Exam	<ul style="list-style-type: none"> Read the "Mid-Term Exam Study Guide" 	1. Mid-Term Exam Due

Course Syllabus ENGL 2322.002

<p>8</p> <p>Oct 11-17</p>		<ul style="list-style-type: none"> • Complete: <ul style="list-style-type: none"> ◦ Mid-Term Exam Part 1: Terminology ◦ Mid-Term Exam Part 2: Identification ◦ Mid-Term Exam Part 3: Short Essay ◦ Mid-Term Exam Part 4: Long Essay 	
<p>Week 9</p> <p>Oct 18-24</p>	<p>Unit 10: Utopia</p>	<ul style="list-style-type: none"> • Read the Biography of Sir Thomas More • Read <i>Utopia</i>, Book 2 	<p>1. Journal 3: Utopia, Book 2</p>
<p>Week 10</p> <p>Oct 25-31</p>	<p>Unit 11: Love in the Abstract</p> <p>Unit 12: Internal Struggles between Good and Evil</p>	<p>Part 1</p> <ul style="list-style-type: none"> • To refresh your memory of the Early Modern English Period, read: Early Modern English and the Renaissance • To refresh your memory of Early Modern poetry, read: Early Modern English Period and the English Sonnet • Ben Jonson <ul style="list-style-type: none"> ◦ "On My First Son" • George Herbert <ul style="list-style-type: none"> ◦ "Love (3)" • John Donne <ul style="list-style-type: none"> ◦ "The Flea" • Additional Reading: <ul style="list-style-type: none"> ◦ Robert Herrick <ul style="list-style-type: none"> ▪ "To the Virgins, to Make much of Time" ◦ Andrew Marvell <ul style="list-style-type: none"> ▪ "To His Coy Mistress" <p>Part 2</p> <ul style="list-style-type: none"> • Fulke Greville - Fulke Greville, Lord Brooke (1554-1628) <ul style="list-style-type: none"> ◦ excerpt from <i>Caelica</i> ◦ "Chorus Cacerdotum" • George Herbert <ul style="list-style-type: none"> ◦ "The Collar" • John Donne <ul style="list-style-type: none"> ◦ "Batter My Heart" ("Holy Sonnet 14") 	<p>Part 1</p> <ol style="list-style-type: none"> 1. Participate in DB 8 - Love in the Abstract. 2. DB 8 Discussion Leader Summary <p>Part 2</p> <ol style="list-style-type: none"> 1. Participate in DB 9 - Internal Struggles. 2. DB 9 Discussion Leader Summary
<p>Module 5: Interregnum</p>			

Course Syllabus ENGL 2322.002

<p>Week 11 Nov 1-7</p>	<p>Unit 13: The Interregnum and John Milton</p>	<p>Part 1</p> <ul style="list-style-type: none"> Read the lecture on the Interregnum period: The Interregnum and Milton's Paradise Lost Read the lecture on the characters in Paradise Lost: Characters in Paradise Lost John Milton <i>Paradise Lost</i>, Books 1, 3, and 4 <p>Part 2</p> <ul style="list-style-type: none"> <i>Paradise Lost</i>, Books 9, 10, and 12 	<ol style="list-style-type: none"> Take Test 9: Paradise Lost & Puritanism. Take Test 10: Characters in Paradise Lost Participate in DB10 - Paradise Lost: Books 1, 3, and 4. DB 10 Discussion Leader Summary Take Test 11: Paradise Lost Participate in DB 11- Paradise Lost: Books 9, 10, 12. DB 11 Discussion Leader Summary
<p>Module 6: The Restoration</p>			
<p>Week 12 Nov 8-14</p>	<p>Unit 14: The Restoration and Nicholas Rowe's Jane Shore</p>	<p>Introduction - "The Restoration and the Eighteenth Century", pages 1985 - 2009</p> <ul style="list-style-type: none"> Read the lecture on the Restoration and Nicholas Rowe: The Restoration and Jane Shore Nicholas Rowe, The Tragedy of Jane Shore 	<ol style="list-style-type: none"> Since Rowe's play can be difficult to follow, you will take a series of reading quizzes. Each quiz will correspond to an act in <i>The Tragedy of Jane Shore</i>. The average of all five

Course Syllabus ENGL 2322.002

			<p>reading quizzes will count as the score for Test 12: Jane Shore.</p> <ul style="list-style-type: none"> • Jane Shore - Reading Quiz 1 • Jane Shore - Reading Quiz 2 • Jane Shore - Reading Quiz 3 • Jane Shore - Reading Quiz 4 • Jane Shore - Reading Quiz 5 <p>2. Take Test 13: Characters in Jane Shore</p> <p>3. Complete DB12: The Ethics of Behavior in The Tragedy of Jane Shore</p> <p>4. DB 12 Discussion Leader summary</p>
Module 7: Long 18th Century			
<p>Week 13 Nov 15-21</p>	<p>Unit 15: The Long 18th Century</p>	<ul style="list-style-type: none"> • Reread the lecture on the Restoration: The Restoration and Jane Shore • Read the lecture on the 18th Century: The 18th Century • Anne Finch <ul style="list-style-type: none"> ○ "The Introduction" ○ "A Nocturnal Reverie" • Samuel Johnson <ul style="list-style-type: none"> ○ "On the Death of Dr. Robert 	<ol style="list-style-type: none"> 1. Take Test 14: The Restoration & 18th Century England 2. Participate in DB13 - Anne Finch 3. Participate in

Course Syllabus ENGL 2322.002

		<ul style="list-style-type: none"> Level" <ul style="list-style-type: none"> o From The Rambler No. 4 	DB14 - Samuel Johnson 4. DB 13 Discussion Leader Summary 5. DB 14 Discussion Leader Summary
Week 14 Nov 22-28	Unit 16: The 18th Century and Satire	<ul style="list-style-type: none"> • Read Lecture: The 18th Century and Satire • Jonathan Swift <ul style="list-style-type: none"> o Excerpts from <i>Gulliver's Travels</i> o "A Modest Proposal" o "A Description of a City Shower" • Alexander Pope <ul style="list-style-type: none"> o "The Rape of the Lock" 	1. Participate in DB 15 - The Enlightenment and Satire 2. Journal 4: The 18th Century & Satire 3. DB 14 Discussion Leader Summary
Module 8: Final Paper & Final Exam			
Week 15 Nov 29 - Dec 5	Unit 17: Final Paper	<ul style="list-style-type: none"> • Read the prompt: <ul style="list-style-type: none"> o Literary Analysis • Complete: <ul style="list-style-type: none"> o Final Exam Part 4: Literary Analysis 	1. Submit Final Exam Part 4: Literary Analysis
Week 16 Finals Week Dec 6-11	Unit 18: Final Exam	<ul style="list-style-type: none"> • Read the Final Exam Study Guide • Complete: <ul style="list-style-type: none"> o Final Exam Part 1: Terminology o Final Exam Part 2: Identification o Final Exam Part 3: Short Essays 	1. Take Final Exam
* Note: Week 14: Nov 22-28 is Thanksgiving Week. You will leave campus on this week and you			

Course Syllabus ENGL 2322.002

will not return. Please also note that you have work due on this week. It is not all sweet potatoes and gravy!

Note that **Week 16 ends early. **Week 16** ends on **Thursday, Dec 11**. You must submit the **Final Exam** by Dec 11th.

Sample Syllabus