



## Course Syllabus

### English 2322 British Literature I

**Catalog Description:** A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Lecture hours = 3, Lab hours = 0**

**Prerequisites:** ENGL 1301 (Composition I)

**Semester Credit Hours: 3**

**Lecture Hours per Week: 3**

**Lab Hours per Week: 0**

**Extended hours:** Additional study is required outside posted class times.

**Contact Hours per Semester: 48** **State Approval Code: 23.1404.51 12**

**Class section meeting time:**

#### **Core Components and Related College Student Learning Outcomes**

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.  Yes  No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
  - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
  - CT2: Gather and assess information relevant to a question
  - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
  - CS1: Develop, interpret, and express ideas through written communication
  - CS2: Develop, interpret, and express ideas through oral communication
  - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
  - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  - TW1: Integrate different viewpoints as a member of a team
  - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
  - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
  - SR1: Demonstrate intercultural competence
  - SR2: Identify civic responsibility
  - SR3: Engage in regional, national, and global communities

### **Instructional Goals and Purposes:**

The purpose of this course is to fulfill academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.

### **Learning Outcomes: [from the ACGM catalog]**

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

### **Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in English 2322 will read selections in English literature from its beginnings until 1800 that may include poems, narratives, plays, essays, or other selections appropriate to the course.

Typically, units may include the following authors or works:

Unit I (The Middle Ages)—*Beowulf*, Chaucer (including *The Canterbury Tales*), Malory, *The Second Shepherd's Play*, *Everyman*, popular ballads

Unit II (The Sixteenth Century)—More, Marlowe, Shakespeare, Sidney, Spenser

Unit III (The Early Seventeenth Century)—Donne, Herbert, Marvell, Jonson, Herrick, Suckling, Lovelace, Pepys, Milton, Bacon

Unit IV (The Restoration and the Eighteenth Century)—Dryden, Bunyan, Swift, Pope, Johnson, Addison and Steele

**Methods of Instruction/Course Format/Delivery:**

English 2322 is taught both as a traditional face-to-face class and as an online class. Online English 2322 classes are delivered through the Canvas learning management system. Traditional face-to-face classes may include the use of Canvas as an enhancement to the course.

Instruction includes assigned readings, lecture, discussion, oral and/or written responses to readings, and both in-class and out-of-class writing and revising and editing. Online students interact with the instructor and with other students through email, discussion boards, and chat rooms. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

All testing not administered by the instructor must be proctored by a Panola College testing proctor at an Panola College testing site or other proctor approved by the instructor.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

**Assignments**

Students will take four unit tests and a comprehensive final exam. These tests may include a combination of objective test items and short essay responses. A test over a supplementary work, such as a play, is optional. Students will complete three essay assignments, with at least one of the assignments to be completed in class. Short in-class writing assignments and discussion postings (for online courses) may be included in daily work.

**Assessment(s):**

60-70 % of the course grade will be based on test grades. The remaining 30-40% of the course grade will be based on essays and daily work. Essays will be required to meet the English department's Minimum Grading Standards for English 1301 (see appendix at end of document—the same standards apply to English 2322) at a competency level of 70%. The instructor will specify requirements such as the use of outside sources and MLA documentation. A final exam is required. All testing not administered by the instructor must be proctored by a Panola College testing proctor at a Panola College testing site or other proctor approved by the instructor.

**Course Grade:**

The grading scale for this course is as follows:

Tests	60-70%
Essays and Daily Work	30-40%

**Texts, Materials, and Supplies:**

No text or other materials are required for this course. Reading selections are accessible through links in the course.



**Other:**

- For current texts and materials, use the following link to access bookstore listings:  
<http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

**Appendix:**

The document below, **Minimum Grading Standards** (for English 1301), is the evaluation instrument used for all student essays submitted in the course. These standards may be modified for shorter assignments such as paragraph-length assignments. In addition, these are considered end-of-course standards, and may be applied by individual instructors accordingly. These standards also apply to other English courses (1302, 2311, 2322, 2323).

**Minimum Grading Standards**

To be considered passing, an essay written in English 1301 must exhibit that the student writer has followed both oral and written instructions, organized the paper coherently, developed it with significant content, and written in correct grammatical form.

--A passing essay must be over a topic appropriate to the assignment. If the essay requires a minimum number of examples and points, then that minimum must be met.

--In argumentative and expository discourse, the essay must have a clearly discernible thesis sentence and related topic sentences.

--The paper must reveal some systematic pattern of organization based on or growing out of a central idea.

--The paper must offer specific support of the thesis (facts, examples, explanations, justifications, arguments,).

--The paper must be coherent.

--A passing essay may **not** contain *any combination of three of these categories of errors*:

--one or more sentence fragments clearly not used for a specific effect or for generally recognized rhetorical and stylistic purposes

--one or more fused sentences (run-on sentences)

--one or more comma splices

By the end of the course, any paper which does not measure up to these standards should not be awarded a passing grade.

The following errors are considered insufficient alone to cause a paper to fail, *unless the number is excessive*:

--subject-verb agreement errors

- pronoun-antecedent agreement errors
- spelling errors or confusions between such common words as *their-they're-there*, *its-it's*, *no-know*, *lose-loose-loss*, *affect-effect*, and/or such everyday words as *occurrence*, *occasion*, *receive*, *among* (not an all-inclusive list)
- spelling errors of less than common words
- misuse of commas, other than the comma splice
- misuse of the apostrophe --other punctuation errors
- shifts in person
- shifts in verb tense
- shifts in voice
- misplaced modifiers