English 2322.101 CL
British Literature I:
British Literature from the Anglo-Saxon Period Through the Eighteenth Century
Fall 2021, 16-week

Semester: Fall 2021: 8/23/2021 – 12/10/2021, 16-week semester
LRC 212B, M/W 12:30-1:50pm

Associate Professor Dalel Serda, MFA
Campus Email: dserda@com.edu
Communication Policy: Email me at **dserda@com.edu** using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office Phone: (409) 933-8497
College of the Mainland Office:
Learning Resource Center (LRC), Building #8, Suite B Rm #240
Humanities Department

Student Hours/Conference/Office Hours: LRC Suite B Rm. #240 Humanities Dept.
Monday through Thursday: 8:30am-9:30am
Tuesday: 1:20-2:20pm
Friday: 8:30-11am

*If these office hours do not work with your schedule, email, or message me via Office 365 Microsoft TEAMS, and we'll arrange a different time to do a video conference. I can also answer questions quickly throughout most of the day via TEAMS. At the latest, I will answer the next morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result.

Course Texts:
1. *The Norton Anthology of English Literature: The Major Authors*. Vol. 1. 9th or 10th editions.

General editor: Stephen Greenblatt. New York: WW Norton, 2013 (or later).
2. *Reading Chaucer: An Interlinear Translation,* eighth edition
3. Shakespeare's *King Lear* (For Week 10; this is not at the bookstore. It's in the Norton three-volume set I do **not** require, but some of you receive that set from CHS. I recommend buying *King Lear* from Amazon, Barnes and Noble or some other bookstore [like Half Price Books]. You may purchase an easy *No Fear Shakespeare* volume with a modern-day English translation though these aren't necessary or required; they are merely useful for some students. They are $7 new on Amazon.)

NOTE: I made all assigned texts for this course available for you online on Blackboard inside the Blackboard "Content" link. Once you click on "Content," click the "Serda Required Texts" folder. If you do not purchase the anthology or the other texts, you can still read and do you work for this course at no cost to you. If you have the means, I do recommend using paper-based texts as they help heighten your experience with assigned readings.

Recommended Items for Class:
• Flash drive for your own storage needs (you don't need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session. I also recommend using Office 365 since it's free with your COM tuition and it provides free cloud-based storage.
• Two-pocket folder or binder for your handouts and paper drafts
• Notebook for notes; pens, pencils, etc.
• Near **DAILY access to the Internet (there are labs and free WiFi on campus).**
• Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) You may of course use Office 365 for all your word processing needs since it's free with your COM tuition. Access it through the COM Homepage. The button for it is next to the Blackboard button.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer such as Amazon and Half Price Books.

General Course Description:
ENGL 2322: This course is 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.

Course Prerequisite: English 1301 with a C or better.

IMPORTANT: The Daily Grade Assignments in Class:
For the daily assignments for the first part of the semester, you will be responsible for reading, annotating, and responding to *all* assigned readings. F*or example*, you might interpret and explain a theme or discuss the importance of a character or event, etc. You must propose *your interpretive, debatable claim* then support your position with directly quoted evidence from the text and your explanation of what it means and its importance. When writing in response to

literature, your intent as a student writer is to contribute a new idea about a text. Generating new ideas is difficult but working toward that end is productive and can become habitual, which is the overall goal of this course.

You are responsible for posting 150+ word (minimum, not maximum) responses to Blackboard Discussion Board **DUE** on **Mondays at noon** and **Wednesday at noon**. Your objective is to continue and build on the conversation we construct in class meeting discussions and on Blackboard in the Discussion Board in response to the readings. You will also consider the "Serda Discussion Questions" I provide for each reading because they help you think about the assigned texts. I also encourage you to forge connections between pieces. Drawing from a variety of our assigned readings will enrich your understanding of their potential interconnectedness and will help you practice writing about these connections and documenting multiple texts in a single written response. These are skills you need to practice as you work toward preparing to write the higher stakes multi-page literary analysis and research essays which are the major projects for this class.

Your daily grades will take into account the following: the quality of your Blackboard response to the assigned reading and your comments on your peers' Blackboard posts (you're responsible for a minimum of one thought-provoking quality response for two different peers per post). Keep in mind, you must be *actively participating on Blackboard and when possible in virtual meetings* to ensure a quality understanding of the literature and how to analyze and write about it. **Also keep in mind your daily grades and participation account for 30% of your semester grade.** Long story short, this portion of your overall grade is key. Success is about work ethic, commitment, efficiency, and resourcefulness. ***Please note that because this is a literature class, you will need to set aside AT LEAST between 2-4 hours of reading, thinking, and writing time TWICE a week to keep up with the work in this class.

IMPORTANT: WHAT KIND OF WRITING DO THESE POSTS REQUIRE? In the past many year, I've required both formally composed posts and formally written posts. This will be the case this year. What I do want to see in each post is directly quoted and correctly cited evidence from the primary texts and either paraphrased or directly quoted and correctly cited evidence from the secondary texts. I expect cohesion and elaboration as well as a Works Cited.

YOUR ORIGINAL DISCUSSION QUESTION (DQ): You will also be responsible for including an original, thought-provoking, open-ended discussion question with each of your formal Blackboard Posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post. Reiteration: *The purpose of the Blackboard posts and discussion question is to further push along our Discussion Board class discussions and to forge new, debatable (and thus, potentially thought-provoking and insightful) connections.* Aim to be original and divergent in your thinking.

MAJOR PROJECTS:
For the major projects in this course, I'll provide detailed assignment sheets well ahead of time as noted in your calendar (see below). I will also always provide student examples of most work in this course so that you can self-evaluate the quality of your work. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a

numerical grade. For the Daily Grade Blackboard Discussion Posts, I will provide a rubric, student examples, and short content and mechanics comments for your benefit. Should all of this fail to provide you with the kind of assistance you'd like or require, please contact me during office hours and consider visiting **The Tutoring Center in TVB 1306 (details on the Center below) or scheduling virtual time with a tutor to get more personalized attention.**

Course Requirements/Grading Formula:
Project #1 Analysis of Various Primary Texts	20%
Project #2 Annotated Bibliography: Secondary Research for Project #3	10%
Project #3 Student Scholarship: The Researched Argument	30%
Project #4 Modernizing British Literature I: Artifact	10%
Daily Grades (BB Posts)/Professionalism/Engagement/Everything Else	30%

Total:	100%

Course Grade Determination: I will use both low-stakes (Daily Grades such as class participation on Blackboard posts) and high-stakes reading, researching, writing, (and making) assignments (such as the major projects) to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assignments and grades and short comments on Blackboard posts *submitted on time.* I reserve the right to not comment if work is submitted late. Please contact me privately during office hours if you feel this syllabus does not properly explain to you how I will evaluate your work this semester.

Grading Rubric for Daily Grade Writing (out of ten points): <mark>All posts require correctly cited evidence.</mark>

10 – These posts are insightful, thought provoking, debatable, and mechanically perfect or nearly. They push the class conversation forward in surprising, original ways. The author may have connected more than one of the class readings to generate complex claims and ideas.

9 – These posts are insightful, thought provoking, debatable, and for the most part, mechanically accurate. They attempt to push the class conversation forward; these feel somewhat original and new. The author may have connected more than one of the class readings to attempt to generate complex claims and ideas.

8 – These posts are solid responses though not overly original, debatable, or thought provoking; they have some mechanical errors. The author may have connected more than one of the class readings to attempt to generate interesting claims and ideas.

7 – These posts are on time and meet minimum expectations.

6 – These posts show minimal effort; though on time, they are below average in content and mechanics.

5 – These posts and/or discussion questions were submitted late and their content is at least average.

0-4 – These posts and/or discussion questions were submitted late and their content is below average.

Grading Scale:
A 90-100% = Excellent work; superior in both style and content.
B 80-89% = Good work; solid content
C 70-79% = Average work; **meets the minimum requirements**
D 60-69% = Below average work; does not meet the requirements
F 50-59% = Failing work; deficient in mechanics, style, and content; all
                       late work will lose half credit at least

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.<https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Formatting Notes for All Written Work:
All papers (including rough drafts, Blackboard posts, and projects) should be typed, double-spaced, use a standard 12-point, Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding them on the top right corner, etc. Use MLA style guidelines (available on MLA site and on The OWL at Purdue Web site [https://owl.purdue.edu/index.html]). Put the word count below the date. Also, include a Works Cited always.

NOTE: I will not read or score any work that does not meet the minimum requirements. **You will submit all major projects as Microsoft Word document attachments via Blackboard. All Daily Work posts should be simply copy/pasted from Word into the Discussion Board forum text boxes**. This saves us readers time since we don't have to download then open these very short assignments in order to read and reply to them. If when you copy/paste your work from Word into the Discussion Board forum threads, you lose spacing or formatting, don't fret too much; I care most that the elements exist and you attempted to get the spacing and formatting right. It is easy to determine if you did from my end. NOTE: You may need to use keyboard combinations to copy/paste into the Discussion Board forum boxes. Use Control A, to highlight what you are copying. Then use Control C to "copy," then Control V to "paste" into forum text box.

Make-Up Policy/Late Work:

Make-Up /Late Work Submission Policy:
If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is exceptional, I might credit the work up to 70%. What this means, is always aim for high quality writing even if the work is late. The last day I'll accept any work will be Wednesday night (11:59pm) of the last week of class.

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I chair this event and am therefore especially motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: http://www.com.edu/symposium. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This year, the symposium is Friday, April 1, 2022. The abstract submission deadline is Friday, Feb. 25, 2022, at 11:59pm.

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Course Outline/Calendar
English 2322 | Fall 2021 | 16-Week Calendar
8/23/2021 – 12/10/2021
(Tentative/Subject to change with notice)

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Week 1, Day 1: Monday, Aug. 23: Introductions and Blackboard
Get to know your audience: your peers and me | Course overview | Grading Rubric for posts. | Explain primary and secondary sources/texts.

Homework: Read and annotate selections from *The Year 1000: What Life Was Like at the Turn of the First Millennium* by Lacey and Danziger (distributed in class and available on Blackboard as a PDF). Post 150-word response along with your Discussion Question (DQ) on Blackboard, and comment on two peers' posts before I see you in class next. Note: This is a secondary source. Deadline: NOON on Wed.

Week 1, Day 2: Wed., Aug. 25: Contextualizing Anglo-Saxon England
Discuss Lacey and Danziger | Watch documentary. | Introduce *Beowulf.*

Homework: Read *Beowulf* pages 36-87; introduction plus lines 1-2199. Post 150-word response along with your Discussion Question (DQ) on Blackboard, and comment on two peers' posts before I see you in class next. Note: This text is a primary source. Deadline: NOON on Monday.

Week 2, Day 1: Mon., Aug. 30: *Beowulf* **Day #1**
Discuss first part of *Beowulf*

Homework: Read *Beowulf* pages 87-106; lines 2199-3182 (end). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

Week 2, Day 2: Wed., Sept. 1: *Beowulf* **Day #2**
Finish discussing *Beowulf* and watch parts from 2007's *Beowulf* directed by Robert Zemeckis

Homework: Read pages 109-111 by Risden and Major's entire scholarly article. Post one combined 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Wed.

Week 3, Day 1: Mon. Sept 6: LABOR DAY. No class.

Week 3, Day 2: Wed., Sept. 8: *Beowulf* **Day #3 Final Discussion**
Discuss Risden and Major's arguments regarding *Beowulf.*

Homework: Read "Lanval" by Marie de France (pages 119-134) including its introduction. Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

Week 4, Day 1: Mon., Sept. 13: Contextualizing Anglo-Norman England and "Lanval"
Discuss "Lanval" in relation to *Beowulf* | Watch Norman-Conquest documentary.

Homework: Read and annotate selections from *The Time Traveler's Guide to Medieval England* by Ian Mortimer (distributed in class and available on Blackboard as a PDF). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Wed.

Week 4, Day 2: Wed., Sept. 15: Contextualizing 14th and 15th Century Medieval England
Discuss Mortimer's England. | Introduce *Sir Gawain and the Green Knight*
Note the modern film *Green Knight*

Homework: Read *Sir Gawain and the Green Knight* + introduction: pages 135-160; lines 1-1126. Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

Week 5, Day 1: Mon., Sept. 20: *Sir Gawain* and *the Green Knight* **Day #1**
Discuss *Sir Gawain and the Green Knight* in relation to "Lanval" and *Beowulf.*

Homework: Read *Sir Gawain and the Green Knight*: Parts 3 & 4. Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Wed.

Week 5, Day 2: Wed., Sept. 22.: *Sir Gawain and the Green Knight* **Day #2 Final Discussion**
Discuss *Sir Gawain and the Green Knight* in relation to "Lanval" and *Beowulf.*

Homework: Read the introduction to Chaucer pages 188-193 in the anthology and "The General Prologue" lines 1-861; pages 6-39 in *Reading Chaucer.* **No post due for class but come to class ready to share your ideas. Make sure you have opinions.**

EXTRA CREDIT: For up to ten points added to your lowest Daily Grade Discussion Board post: Memorize and recite "The General Prologue" in Middle English by _____.

Week 6, Day 1: Mon., Sept. 27: Getting to Know Chaucer Day #1

Discuss Chaucer. Watch two podcasts in class. Listen to Chaucer's *Prologue* recited.

Homework: Read "The Miller's Prologue and Tale" in either our textbook or in *Reading Chaucer.* Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Wed.

EXTRA CREDIT: For up to ten points added to your lowest Daily Grade Discussion Board post: Memorize and recite "The General Prologue" in Middle English by _____.

Week 6, Day 2: Wed., Sept. 29: Chaucer Day #2

Discuss Chaucer's "The Miller's Prologue and Tale" in relation to "The General Prologue" and our on-going conversation.

Homework: Read "The Wife of Bath's Prologue and Tale." The prologue is on pages 69-101 in *Reading Chaucer.* "The Wife of Bath's Tale" is on pages 101-116 in *Reading Chaucer.* Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

EXTRA CREDIT: For up to ten points added to your lowest Daily Grade Discussion Board post: Memorize and recite "The General Prologue" in Middle English by _____.

Week 7, Day 1: Mon., Oct. 4: Chaucer Day #3 | Introduction of Project #1

Discuss Chaucer's "The Wife of Bath's Prologue and Tale" in relation to "The Miller's Tale,"etc. | I'll hand out Project #1.

EXTRA CREDIT: For up to ten points added to your lowest Daily Grade Discussion Board post: Memorize and recite "The General Prologue" in Middle English by today, Monday, Oct. 4.

Homework: Read undergraduate English student Ruth Sylvester's "Shifting Traditions: Chaucer's Narrative Accomplishment in *The Wife of Bath's Tale* Considered in the Context of the Shift from Oral Tradition to Literate Print Tradition" (published July 2014). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Read the Project #1 handout. Deadline: NOON on Wed.

SECOND REQUIREMENT: Brainstorm and probe your past Blackboard posts in preparation for Project #1 and EITHER generate and post three *separate* open-ended questions you're considering exploring for Project #1 or generate and post three separate theses-in-progress (called a "working thesis").

Consider reading through some of the Project #1 examples I provided on BB.

Week 7, Day 2: Wed., Oct. 6: Chaucer Day #4 Final Discussion | Discuss ideas for Project #1

Discuss Sylvester's central thesis/argument, her article's form, and figure out what questions were at the heart of her research (This is an example of Project #3). Discuss ideas for Project #1.

Homework: Begin planning, outlining, and drafting Project #1. Bring your work-in-progress. Bring a laptop and use the next class time to work, peer review, or conference with me.

Week 8, Day 1: Mon., Oct. 11: Project #1 Work Day
Bring your work-in-progress. Bring a laptop and use the class time to work, peer review, or conference with me. Your presence is worth a grade.

Homework: Finish your first full draft of Project #1, and bring two printed copies (or more) for peer review on Wednesday.

Week 8, Day 2: Wed., Oct., 13: PEER REVIEW Project #1 full draft
You'll use this time to peer review. Bring two printed copies of your full Project #1 draft for peer review. Your presence and participation are worth a grade.
==Project #1 due Sat., Oct., 16 on Blackboard at NOON.==

Homework: ==Finish, revise, edit, and submit **Project #1 as attachment on Blackboard by Sat, Oct. 16 on BB at NOON.**== Also, read "The Sixteenth Century" introduction (249-281) as a way to contextualize the next historical and literary phase in England. No need to post for this because I'm giving you guys a break BUT! come to class with insights, notes, and DQs. Prove you read, THOUGHT, and made connections while doing so. Show me your notes. Lastly, read through "A Selection of Critical Approaches to Literature" handout.

Week 9, Day 1: Mon., Oct. 18: 16th Century Overview
16th century overview | Discuss **critical approaches to literature,** and begin thinking about how the approaches impact the way we read and interpret a text. In which critical approach are you interested and why?

Homework: Read the introduction plus all of *Doctor Faustus* by Christopher Marlowe. Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON at Wed.

Week 9, Day 2: Wed., Oct. 20: Marlowe
Discuss Marlowe's *Doctor Faustus.*

Homework: Read the Shakespeare's *King Lear* introduction and Act I (pages 1251-1277 in Volume B). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON at Mon.

Week 10, Day 1: Mon., Oct. 25: Shakespeare's *King Lear* Day #1
Discuss *King Lear.*

Homework: Act II and III, 1277-1309. **No post due for these acts but do come to class with ideas and notes.**

Week 10, Day 2: Wed., Oct. 27: Shakespeare's *King Lear* Day #2
Discuss *King Lear.*

Homework: Acts IV-V, 1309-1339. Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

Week 11, Day 1: Mon., Nov. 1: Shakespeare's *King Lear* Day #3
Discuss *King Lear*.

Homework: Read Milton's *Paradise Lost,* Books 4-7 in our anthology. Post 150-word response and comment on two peers' posts. Deadline: NOON on Wed.

Week 11, Day 2: Wed., Nov. 3: Milton's *Paradise Lost,* Books 4-7
Discuss Milton's *Paradise Lost,* Books 4-7

Homework: Read Aphra Behn's *Oroonoko; or, The Royal Slave* (1010-1030). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Mon.

Week 12, Day 1: Mon., Nov. 8: Aphra Behn's *Oroonoko, or, The Royal Slave* Day #1 | Introduce Projects #2 and #3

Homework: Continue reading all of Aphra Behn's *Oroonoko; or, The Royal Slave* (1010-1054). Post 150-word response along with your DQ on Blackboard, and comment on two peers' posts before I see you in class next. Deadline: NOON on Wed.

Begin thinking about Project #2 which will prepare you to think about Project #3. Come to class with ideas and areas or questions of interest for Project #2. Review and probe your past BB posts.

Week 12, Day 2: Wed., Nov. 10: Aphra Behn's *Oroonoko, or, The Royal Slave* Day #2
Final Behn discussion.

Briefly discuss Projects #2 & # 3's ideas-in-progress.

Homework: Decide on your research questions/territory. Locate a minimum of **FIVE** highly credible secondary sources. At least two should help you understand critical or framing approaches you'll use to analyze texts. Begin reading them and annotating them. Bring your Project #2 in progress to class with at least **three** completed source summaries to class on Monday. Be able to discuss them orally with me. No post necessary.

Week 13, Day 1: Mon., Nov. 15: Project #2 and #3 Conferences
We'll dedicate today to conferences between you and me. We'll discuss your Project #2 and #3 progress since you're working them in tandem. I'll want to see your Project #2 in progress and all five sources (on paper or on your laptop). I'll ask about your research questions and/or the thesis you're exploring.

Homework: Project #2 DUE Wednesday, Nov. 17 at NOON as an attachment on BB.

Week 13, Day 2: Wed., Nov. 17: Submit Project #2 as an attachment on BB by NOON.
No class. Use the time to work on Project #3. Reach out via Teams if you need to conference with me or see me during class time or office hours in my office.

Week 14, Day 1: Mon., Nov. 22: Swift and Project #3 Status Review
Read Swift in class and discuss. Discuss meeting on Teams for Wednesday.

Bring your Project #3 in progress. You will have about twenty minutes to ask me questions or chat with peers about your work. You can also arrange a peer review during this time.

Homework: Draft, revise, edit, and submit Project #3 as attachment by Wednesday, Nov. 24 by NOON. See assignment sheet for details.

Week 14, Day 2: Wed., Nov. 24: Introduction for Project #4, sign up, and discussion
Submit Project #3 by NOON. IF WE CAN, LET'S MEET VIA TEAMS TODAY. I'll introduce Project #4 today. We'll discuss it, and begin brainstorming with partners if you opt to have one.

Homework: Begin planning Project #4.

Week 15, Day 1: Mon., Nov. 29: Project #4 Work Day
You'll report on your progress for Project #4 and have time to work.

Homework: Work on Project #4 with your team. | Do course evaluations, please.

Week 15, Day 2: Wed., Dec. 1: Project #4 Final Work Day
You'll report on your progress for Project #4 and have time to work.

Homework: Work on Project #4 with your team. | Do course evaluations, please.

Week 16, Day 1: Mon., Dec. 6: Project #4 Presentation Day #1
In Class: Your audience participation is worth a grade.

Homework: Work on Project #4 with your team if you didn't present today.

Week 16, Day 2: Wed., Dec. 8: LAST DAY: Project #4 Presentation Day #2
In Class: Your audience participation is worth a grade.

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* Grades will be available on WebAdvisor by early next week (or perhaps before). THANK YOU for your hard work. Enjoy your break!

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average. This is a **participation-heavy** workshop course. The success of the course depends on the community we build; thus, your presence in class and on Blackboard is vital. I *reserve* the right to drop you after four **consecutive** missed assignments without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS ON TIME. Reference the Late Work Submission Policy above.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

Student Computer Labs: There may be changes to these operational hours due to COVID-19 restrictions.
The Innovations Lab (409-933-8370 or 409-933-8153) in Technology Vocational Building #1324 is open to all COM students Monday through Thursday 7:30am to 7pm and Friday from 8am to 2pm. Printing is free there. The Library Computer Lab is open Monday through Thursday from 8am to 9pm, Friday from 8am to 5pm, and Saturday from 9am to 1pm; it's located on the first floor of the LRC. Printing is free there also. You may also print in The Speaking, Reading, Writing Center (see above for location details).

Comment Regarding My Philosophy for How I'll Teach This Class: Welcome to English 2322.102: British Literature I: From the Anglo-Saxon Period Through the Eighteenth Century! Because most of us are unfamiliar with texts from this seemingly exotic and foreign time period and region, each week, we'll attempt to advance our on-going class conversation by exploring the relevance of these kinds of texts to our modern day American literary and non-literary life.

We'll also try to better understand how reading literature in general helps our endless endeavor to understand ourselves and others; we'll analyze how literature helps engender empathy, and we'll consider how empathy and its relationship to subjectivity and objectivity helps us better understand ourselves and the world around us. Finally, we'll consider the intersectionality between history, culture, sociology, economics, geography, politics, religion, science, art, and ourselves.

Rest easy; my goal is for us to navigate the above slowly, deliberately, deeply and with time to reflect and make decisions about our understanding and ever-present inquiries.

About Me: My Teaching Philosophy:
Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard ourselves as active learners and contributors. I specify "active" because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to *autonomy* which relates to self-reliance and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our own subjectivity. We will acknowledge that to be good citizens, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I am both a life-long teacher and student. Both identities allow me to be particularly sensitive to what works and does not work in the classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

Success Tips for Students:
Tutoring Center - TVB 1306 and virtual online sessions
The Tutoring Center (TVB 1306) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers and I will also be available to help you. I am specifically here to help you, so don't be shy; use my virtual office hours I offer to your advantage. **Visit https://com.mywconline.com/ to schedule a tutoring appointment with a Tutoring Center writing tutor. Students rave about how helpful the center is. Take advantage.**

Stay on top of the course outline/calendar. Look ahead and stay ahead. I outline your responsibilities on it and the accompanying materials are all in the Content link on the left-side Blackboard menu. Contact me as soon as you have a question or concern. Be proactive.

ADA Statement:
Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520. The Office of Services for Students with Disabilities is in the Enrollment Center's Student Success Center: **http://www.com.edu/counseling/disability-services**

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Early Alert Program:

The Counseling Center at College of the Mainland has implemented an Early Warning Program. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Warning Program, you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Classroom Conduct Policy:
College of the Mainland requires students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. http://www.com.edu/student-services/student-handbook.php . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

Academic Dishonesty:
Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism:
Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Links on Avoiding Plagiarism: https://owl.english.purdue.edu/owl/resource/589/01/

Concerns/Questions Statement
If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or banderson@com.edu.

Student Learning Outcomes: 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.

General Education Core Objectives:
1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. Communication Skills: Students will develop, interpret, and express ideas through written, oral, and visual communication.
3. Teamwork: Students will consider different points of view and work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: Students will evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
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.	Social Responsibility (SR)	Blackboard Discussions
2.Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Personal Responsibility (PR)	Blackboard Discussions Essays

3.Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	Personal Responsibility (PR)	Blackboard Discussions Essays
4.Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	Critical Thinking Skills (CT)	Blackboard Discussions Essays
5.Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Communication Skills (CS)	Essays (Projects 1, 3)

College of the Mainland Technology Outage Policy
If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.