When you want to get in touch with me, you’ll hear from me sooner if you contact me through e-mail, Monday-Thursday, 8:30-4:00, and I will attempt to reply within 24 hours, except on weekends.

Here is some advice about sending e-mail to me:
1. Treat e-mails as professional communications.
2. Always write your course name and section number in the subject heading.
3. If you plan to attach a document, include a message in body of the e-mail and use Microsoft Word for the document or save it in RTF.
4. Include a greeting (Hi, Stephanie, or something like that) and a closing (such as Thanks, + your full name)
5. Proofread before sending.

I. DCCCD CATALOGUE DESCRIPTION OF ENGLISH 2322:
Prerequisite: English 1302. This course includes significant works of British writers from the Old English Period through the 18th century.

You are enrolled in a hybrid fast track class. What you should expect?

This class provides you the unique opportunity to complete all the requirements of a traditional English 2322 course, but it differs in several important ways:

1. “Fast track” means we meet for only five (5) weeks instead of the traditional fifteen (15). You will be completing assignments three times faster than usual. Are you ready?
2. “Hybrid” means that each week we meet in person on Mondays and Wednesdays (total 4 hours=10 minutes in class). Attendance at these class meetings is mandatory, not optional.
3. You may expect to spend an additional 11-12 hours each week outside of class on homework, such as reading, viewing supplemental material, researching, planning, drafting, revising, and editing.
4. So, to be successful, you will want to
   • Devote at least 16 hours per week to English 2322
   • Manage your time well; falling behind is dangerous business.
   • Be organized; get a planner and use it.
   • Keep your computer and printer in working order and know how to use eCampus. Tech problems do not excuse you from work, so
you need to have multiple ways of accessing the internet.

A hybrid class is not easier: it’s different.
A hybrid class is not harder: it’s different.

II. A PERSONAL MESSAGE

Welcome to English 2322!

Thank you for enrolling in this class. This semester you will continue to build the portfolio of writing, reading, and critical thinking skills you developed in English 1301 and 1302, and you will connect with some of the greatest writers/thinkers in the world. The theme for this course is based on a quote from Shakespeare’s King Lear, “The ripeness is all,” and we will be exploring the various interpretations of this idea through the readings.

Because the readings in this course are hundreds of years old and often quite long, you may find them hard to comprehend at first, but if you slow down and let yourself become a part of the writer’s world, you’ll be rewarded. You will find that, even though the words are old, the values of love, loyalty, courage, hope, justice, and personal responsibility were just as important in the past as they are today, maybe even more so.

It may surprise you to know that I re-read these works along with you every semester, and each time I’m amazed to discover something new or to make an association I had not thought of before. I am eager to learn about your discoveries too.

You can also expect me to provide enriching learning opportunities, and this syllabus is the first step. You can rely on it to be the accurate guide to this course, so if you are absent, you will never have to ask, “Did I miss anything?” This syllabus and all major assignments are available on eCampus, and on days when we are not in class, we will communicate via eCampus mail, so be sure you entered a valid email address when you registered for this class.

This course is not an easy one, but the classroom will provide an enriching environment. Ultimately, though, it is your responsibility to learn. I believe you will be successful as together we “ripen” towards maturity.

Lastly, thank yourself for devoting your time and money to expanding your wisdom.

Best regards, Stephanie Venza
III. **READINGS:**

**Literary**
The readings for this course were carefully selected because they tell a good story, mirror the culture of their times, exemplify timeless moral behavior, warn against corruption, and raise universal questions about what it means to be human.

You will want to have **actual physical copies** of these works, and you may expect me to check that you have these copies with you in class at the appropriate time.

*Beowulf*, an epic poem – be sure your copy has line numbers  
(The Seamus Heaney translation is easiest to read.)

*Sir Gawain and the Green Knight*, an Arthurian  
(any translation which you find easy to read romance, but be sure your copy has line numbers)

*King Lear*, a tragedy, by William Shakespeare  
*Paradise Lost*, an epic poem, by John Milton  

You can find these writings for little or no cost. They are free at your local library, almost free at used book stores and online booksellers. You can even download and print some from various web sites. Lastly, if you prefer to have just one book, you can find all, or most, of the readings in any edition of a literary anthology, such as *The Norton Anthology of British Literature*.

**Historical**
With each unit of study you will learn about the historical and social contexts, and here are some websites where you can find this information. Avoid Wikipedia. You know why, right?

http://www.bbc.co.uk/history/british/  
http://www.britannia.com/history/  
http://www.great-britain.co.uk/history/history.htm

**Media**

*The Thirteenth Warrior*

IV. **GOALS FOR ENGLISH 2322**

**Student Learning Outcomes**:
A. Analyze works in the arts and humanities as expressions of cultural values within their historical context.
B. Show relationships between these works and universal cultural values.
C. Respond critically to these works.
D. Compose an informed personal response/evaluation of these works.

**Core Curriculum Intellectual Competencies**:
A. Reading: the ability to analyze and interpret a variety of printed materials at the college level,
B. Writing: the ability to produce clear, correct and coherent prose at college level that is adapted to purpose, occasion and audience,
C. Critical Thinking: the ability to think critically and analyze at a college level,
D. Computer literacy: the ability to use computers to solve problems and acquire reliable information.
Core Curriculum Exemplary Educational Objectives:
A. To demonstrate awareness of the scope and variety of works in the arts and humanities.
B. To understand those works as expressions of individual and human values within a historical and social context.
C. To respond critically to works in the arts and humanities.
D. To articulate an informed personal reaction to works in the arts and humanities.
E. To develop an appreciation for the aesthetic principles that guide or govern the arts and humanities.
F. To demonstrate knowledge of the influences of literature, philosophy, and/or the arts on intercultural experiences.

V. ACADEMIC CALENDAR
Last day to withdraw with a “W” April 28.

VI. POLICIES

A. Computer Classroom Policies:
The computers and printers are available ONLY for
1. in-class writing
2. course related research
3. grammar skills practice
Kindly do not use the computers, or printers for
1. printing drafts of any papers
2. sending or receiving personal email or social media
3. web surfing

B. Attendance:
Attendance is mandatory, and I check it every day. When you are in class, you will learn something important; I promise. I am sure you know this already, but to be successful, you will want to keep up with assignments, be on time every day, and participate in class discussions classroom. Since you are not required to purchase a specific textbook, much of the deep learning takes place in the classroom itself. You are a grown up now, so any absence is "excused," meaning it was necessary, but you will certainly have missed vital concepts discussed that day, and your participation grades will be 0’s, which will lower your final grade.

C. Academic Honesty:
Since this is a writing course, you might be unclear about how sources can and cannot be used in your work. Please read the following carefully:

This is what Plagiarism looks like:
1. turning in a paper, any part of which you did not write,
2. cutting and pasting a paper together from various sources without attributing the sources correctly,
3. using words from a source without attributing the source,
4. changing a few words but keeping the sentence structure of the original source,
This is what **Collusion** looks like:
- working with someone so closely on your paper that large sections have been reworded by someone other than you,
- letting someone else edit your paper, meaning that person corrects errors in grammar, usage, and mechanics.

Collaboration with others is beneficial in the writing process, but the final paper should be entirely your own writing and mostly edited by you. You may get help with editing questions from the writing tutors in L351, but the grade you get for your paper should reflect your writing ability—not someone else’s.

Both **plagiarism** and **collusion** are serious academic offenses, and they have equally serious consequences, including any of the following:
1. a performance grade of “0” for the assignment,
2. the assignment of additional work,
3. reduction of performance grade for the course.

Always attribute sources used in your writing, and you will be fine.

Personal integrity and honesty are important in all areas of life, not just college.

**D. Additional writing help:**
1. Free tutoring by appointment or on a drop-in basis in The Writer’s Corner, L 351 and in J 122.
2. The following websites:
   - SERIOUS ONES:
     - [http://www.wisc.edu/writing](http://www.wisc.edu/writing)
     - [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)
     - [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)
   - FUN ONES
     - [http://theoatmeal.com/](http://theoatmeal.com/)
3. Your teacher (both fun and serious)—I’m here to coach you through both rough and smooth times. Think of me as your guide on the side.

**E. Writing Assignment FAQ’s**
1. Will a late paper lose points?
   Yes.
   Late papers lose ten points per day past the due date.
   Turn late papers in to the Communications Division Office (room L367, phone # 972-860-4776) according to these steps:
a. Make and keep a copy of the assignment.
b. In the log book, write the date, your name, & my name.
c. Include my name on the folder containing your paper.
d. Leave your folder in the assignment tray.

Because college students are expected to be conscientious, they submit major papers on the scheduled due date. Turning in papers on time will help you gradually build writing skills and confidence.

2. Is there a particular format I need to follow for papers?
   Yes.
   College papers follow MLA format standards. These standards are explained pages 606-607 in *Writing in the Works*, and at the following web site: [http://owl.english.purdue.edu](http://owl.english.purdue.edu).

3. Do I need to turn in early drafts along with the final one?
   Yes.
   With the final draft of your papers, remember to include all the messy early drafts. They are required because these preliminary drafts will show the gradual improvements you made as you revised your paper, so save and print them as you work. Turn them in with the final draft.

4. Can I make up daily work?
   Usually not, but ask to be sure.

5. Can I earn extra credit in this course?
   No. The class work will keep you quite busy.

VII. UNITS OF STUDY:
A. Anglo-Saxon England (600-1066)
B. Anglo-Norman England (1066-1485)
C. The English Renaissance (1485-1603)
D. Seventeenth Century (1603-1785)

X. GRADE EVALUATION
A. Grading Scale:
   90 - 100 = A
   80 - 89  = B
   70 - 79  = C
   60 - 69  = D
   0 - 59   = F

B. Assignments and Percentages:
   40% = Four Essay Exams, each covering one of the Units of Study listed above (lowest exam dropped, but no make-ups are available)
   30% = Three annotated bibliography papers based on selected literary
criticisms

10% = Participation: This grade is based on in-class activities, such as quizzes, writing workshops, and daily class writings. Make-ups are usually not available for these in-class activities.

10% = Paradise Lost Power Point Presentation which explains a section of the poem

10% = Final essay: a personal response showing relationships between these works and universal cultural values. This essay is written in class.

Brookhaven College Grading Standards for English Essays

Student essays are evaluated and graded based on the criteria shown below. The grade reflects elements that are included or are missing from the essay. The omission of all or only a few of the requirements noted within each grade range will affect the overall grade. Comments and correction marks are attached to encourage students as well as help them improve their approach to organization, research, writing, and formatting of their submissions.

The A Paper

Thesis: The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay’s specific audience and purpose.

Organization: All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper’s purpose. Paragraphs are coherent: the writer uses effective and appropriate transitions between ideas and paragraphs.

Development: Ideas demonstrate critical thinking with clarity, accuracy, and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.

Style & Mechanics: The essay exhibits excellent academic tone and diction: it includes no repetition, offers varied sentence structure, is stylistically original, and chooses effective words and phrases. The essay has no comma splices or run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.

Research and Documentation: If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others and accurately and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

Format: The essay follows MLA guidelines.

The B Paper

Thesis: The essay exhibits a central idea that is well-suited to the essay’s specific audience and purpose.

Organization: Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. Most paragraphs are coherent: the writer frequently uses effective and appropriate transitions between ideas and paragraphs.

Development: Ideas demonstrate critical thinking with clarity and accuracy but
with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.

**Style & Mechanics:** The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works of others and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

**Format:** The essay follows MLA guidelines.

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**The C Paper**

**Thesis:** The essay exhibits a central idea that may lack depth or state the obvious and/or may need more narrowing or expanding for the essay’s specific audience and purpose.

**Organization:** Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. Many paragraphs are coherent: the writer occasionally uses effective and appropriate transitions between ideas and paragraphs.

**Development:** Each major idea has some support, but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.

**Style & Mechanics:** The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are attributed and for the most part integrated into the writer’s own work. The writer somewhat engages the works of others and represents the ideas of others fairly, but not fully. In-text citations lead clearly to a correct Works Cited page.

**Format:** The essay follows MLA guidelines.

---

**The D Paper**

**Thesis:** The essay states a central idea that is misaligned with the essay’s actual ideas.

**Organization:** Many ideas in the paper do not flow logically. Many paragraphs are not unified. Most paragraphs are incoherent: the writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.

**Development:** Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.

**Style & Mechanics:** The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obstruct meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. Some ideas of
others are not presented accurately or fairly and are not captured fully. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.

**Format:** The essay mostly follows MLA guidelines.

**The F Paper**

**Thesis:** The essay does not exhibit a central idea.

**Organization:** Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. Paragraphs are incoherent: the writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.

**Development:** Quantity of support for ideas is small to non-existent. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.

**Style & Mechanics:** The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors seriously obscure meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. Most, or all, ideas of others are not presented accurately or fairly. In-text citations are missing. The Works Cited page is incorrect or missing.

**Format:** The essay mostly does not follow MLA guidelines.

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**XI. COURSE CALENDAR**

**Theme:** The ripeness is all.——from *King Lear* by William Shakespeare

I plan to follow this calendar, but if any changes are necessary, I will announce them in class and on eCampus. Please let me know if you find any errors, and be aware that I reserve the right to amend this syllabus if necessary.

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**UNIT I: ANGLO-SAXON ENGLAND (600-1066)**

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**Class 1** WELCOME!

**Tue.** GATHERING INFORMATION TIME

4/3 Assignments to be completed before next class:

- Read the entire syllabus, so you know what is expected and how grades are determined; create your plan of study with the end result in
Study one of the websites listed on page 3 of the syllabus, read about the Celts and the Anglo-Saxons, and be able to answer these study questions about them:
Who were they? Where were they from? What was important to them? Why and when did they immigrate to England?

Bring your copy of *Beowulf* to the next class.
Rent a copy of the movie *The Thirteenth Warrior* and view it by Monday, April 9. Study questions are on eCampus.
You will be writing next class, so if noises distract you, bring an iPod or ear plugs.

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**Class 2**

APPLYING INFORMATION TIME
CLASS TODAY from 8:15-10:20 in M 124. We begin promptly.

**Wed. 4/4**

Classroom Topics:
Course expectations; How to “ace” this class; Balancing work and play; Group quiz over syllabus; Course theme: “The ripeness is all”; “Are You Really a Grown-Up?”; Rewards and challenges of reading Beowulf; Introductory letter

---

**Class 3**

GATHERING INFORMATION TIME

Thu 4/5

Assignments to be completed before next class:
- Read *Beowulf* at least as far as the end of Grendel’s mother’s attack. You may stop when the poem skips fifty years ahead to the dragon slaying episode or just keep reading.
- Be able to answer the study questions and bring your copy of *Beowulf* to class
- Since *Beowulf* can be a tough read, here are some reference sites to help you.
  These are good supplements, but awful substitutes for actually reading the text.
  - [http://csis.pace.edu/grendel/projs4a/be1.htm](http://csis.pace.edu/grendel/projs4a/be1.htm)
  - [http://web.utk.edu/~rlluzza/Beowulf/index.htm](http://web.utk.edu/~rlluzza/Beowulf/index.htm)
  - [http://www.library.unr.edu/subjects/guides/beowulf.html](http://www.library.unr.edu/subjects/guides/beowulf.html)
- From what you’ve read so far, what do you admire about these people?
  **A word about study questions:**
  You will not turn the study question answers in to me, but knowing the answers is vital for class discussions, daily quizzes, and deep learning

---

**Class 4**

APPLYING INFORMATION TIME
CLASS TODAY, from 8:15-10:20 in M 124. Class begins promptly.

**Mon. 4/9**

Classroom Topics:
Class 5  
Tue.  
4/10

GATHERING INFORMATION TIME

Assignments to be completed before next class:
- Finish reading *Beowulf* and be able to answer all the study questions.
- Ask yourself, is Beowulf ripe when he fights the dragon?
- Bring your copy of *Beowulf* to the next class.
- As soon as you have decided on an article for the annotated bibliography #1, post the title and author of the article on the Beowulf discussion board on eCampus and verify that no one else has chosen the same one. If so, select another.
- Print two copies of the one *Beowulf* article you have selected for the annotated bibliography.
- Underline the thesis of this article on both copies.
- Get ready to do your part in making the Writing Workshop successful by making these preparations:
  - TYPE a second draft of your annotated bibliography, a maximum of 500-600 words.
  - This draft should be in correct MLA format and appropriately divided into paragraphs.
  - In this draft concentrate summarizing, evaluating, and responding, but don’t be too concerned about grammar---YET.
  - Make one additional copies so that you come to class with a total of TWO copies.
  - Staple a copy of the article to each draft

Advice: Don’t let the idea of someone else reading your paper scare you away from the Writing Workshop; after all, the purpose of all writing (except for diaries) is to share your ideas, so this workshop allows each writer to get feedback on how to make his/her annotated bibliography more effective. If you arrive on time and are fully prepared with your TWO typed copies+ TWO copies of the article, you will receive 100 daily points. More importantly, your own paper will greatly improve as a result of being reviewed by your classmates. Promise!

Day 6  
APPLYING INFORMATION TIME
CLASS TODAY

Wed.  
4/11

DUE: Two copies of your annotated bibliography with copies of the article stapled (100 daily points)

If you miss this workshop, you may receive partial credit for it by working with a BHC tutor and providing proof of this tutoring.

Classroom Topics:
Day 7
Thu.
4/12

GATHERING INFORMATION TIME

☐ Study for exam I. Remember that make-up exams are not an option.
☐ Look at one of the websites listed on page 2 of the syllabus, and read about the Anglo-Normans, the Middle Ages, Medieval England (all these terms refer to the same time period), and be able to answer these questions:
  - Who were the Anglo-Normans? Where were they from?
  - Why and when did they end up in England? Was there really a King Arthur? What were the ten commandments of chivalry?
  - Lastly, would you have liked to have lived in the Middle Ages?

☐ Read part 1 of Sir Gawain and the Green Knight and bring your copy to class.
☐ Revise your annotated bibliography. To revise means to improve your paper, based on all you have learned the past few classes.
☐ Maybe meet with a BHC tutor.
☐ Edit your paper by checking carefully for mechanical errors.
☐ Place the final draft in a two pocket folder

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<td>Early drafts</td>
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<td>Peer editing logs</td>
<td>Final Draft</td>
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<tr>
<td>Copies of articles</td>
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Day 8

APPLYING INFORMATION TIME
CLASS TODAY

Mon.
4/16

DUE: Annotated Bibliography #1 in a folder

Classroom Topics:
Review for exam; Medieval History and the legend of King Arthur; Introduction to Sir Gawain and the Green Knight

EXAM I
Day 9  GATHERING INFORMATION TIME

Assignments to be completed before next class:

- Read the rest of Sir Gawain and be able to answer the study questions.

  - Here are suggested reference sites for Sir Gawain and the Green Knight. These are nice supplements, but miserable substitutes for reading the text.
    - [http://www.luminarium.org/medlit/gawaintx.htm](http://www.luminarium.org/medlit/gawaintx.htm)
    - [http://www.lib.rochester.edu/camelot/gawmenu.htm](http://www.lib.rochester.edu/camelot/gawmenu.htm)
    - [http://csis.pace.edu/grendel/projs4a/Gawain.htm](http://csis.pace.edu/grendel/projs4a/Gawain.htm)

- Bring your copy of Sir Gawain and the Green Knight to class

- As soon as you have decided on an article for the annotated bibliography, post the title and author of the article on the Sir Gawain discussion board on eCampus and verify that no one else has chosen the same one. If so, select another.

- Print two copies of the one Sir Gawain article you have selected for the annotated bibliography. Underline the thesis of this article on both copies.

- Get ready to do your part in making the Writing Workshop successful by making these preparations:
  - TYPE a second draft of your annotated bibliography, a maximum of 500-600 words.
  - This draft should be in correct MLA format and appropriately divided into paragraphs.
  - In this draft concentrate summarizing, evaluating, and responding, but don’t be too concerned about grammar---YET.
  - Make one additional copies so that you come to class with a total of TWO copies.
  - Staple a copy of the article to each draft

Advice: Don’t let the idea of someone else reading your paper scare you away from the Writing Workshop; after all, the purpose of all writing (except for diaries) is to share your ideas, so this workshop allows each writer to get feedback on how to make his/her annotated bibliography more effective. If you arrive on time and are fully prepared with your TWO typed copies, you will receive 100 daily points. More importantly,
your own paper will greatly improve. Promise!

Day 10
APPLYING INFORMATION TIME
CLASS TODAY
Wed. 4/18
DUE: Two copies of your annotated bibliography, each with a copy of the article stapled to it (worth 100 daily points)
If you miss this workshop, you may receive partial credit for it by working with a BHC tutor and providing proof of this tutoring.
Classroom topics:
Writing Workshop
Reflection writing; MLA format guidelines; Review for test on Anglo-Norman England; Chivalry
View: Le Morte d’Arthur

Day 11
GATHERING INFORMATION TIME
Thu. 4/19
BY NOON FRIDAY, APRIL 20 COMPLETE THE ANNOTATED BIBLIOGRAPHY #2 AND TURN IT IN TO THE COMMUNICATION DIVISION OFFICE L 367
Revise your Annotated Bibliography. To revise means to improve your paper, based on all you have learned the past few classes.
☐ Maybe meet with a BHC tutor.
☐ Remember to include a copy of your article, thesis underlined.
☐ Edit your paper by checking carefully for mechanical errors.
☐ Place the final draft in a two pocket folder

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Assignments to be completed before next class:
☐ Study for Exam II
☐ Study of the websites listed on page 3 and read about Elizabethan England and be able to answer these questions about the Tudors: Who were they? Where were they from? Why are the Tudors so fascinating even today? How many movies can you think of that are about the Tudors?
☐ Play around with the “Six Wives of Henry VIII” on PBS website. It’s interactive, fun, and informative.

III. UNIT III: THE ENGLISH RENAISSANCE
1485-1603
Day 12
APPLYING INFORMATION TIME
CLASS TODAY

Mon.
4/23
Classroom topics:
Tudor England; Review for Exam II; Queen Elizabeth I; Annotated bibliography #3
Exam II

Day 13
GATHERING INFORMATION TIME

Tue.
4/24
Assignments to be completed before next class:
□ Bring your copy of King Lear to class.
□ As usual, here are some websites to help you understand King Lear. They are lovely supplements, but weak substitutes for reading.
   http://www.pathguy.com/kinglear.htm
   http://www.cummingsstudyguides.net/xKingLear.html#King%20Lear
   http://nfs.sparknotes.com/lear/
   (This site has a modern English translation, but you’re smart enough to handle the original language, aren’t you?)
□ View the David Starckey You Tube video on Elizabeth’s “Golden Speech”
□ Revise your Annotated Bibliography #3. To revise means to improve your paper, based on all you have learned the past few classes.
   ✓ Maybe meet with a BHC tutor.
   ✓ Remember to include a copy of your article, thesis underlined.
   ✓ Edit your paper by checking carefully for mechanical errors.
   ✓ Place the final draft in a two pocket folder

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<tr>
<td>No Peer editing logs this time</td>
<td>Final Draft</td>
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Day 14
APPLYING INFORMATION TIME
CLASS TODAY

Wed.
4/25
DUE: Annotated Bibliography #3 in a folder
Themes in King Lear; Pre-writing; View Act I of King Lear
Day 15
Thu.
4/26

GATHERING INFORMATION TIME

Assignments to be completed by next class:

☐ Finish viewing King Lear on the PBS web site and answering the study questions.
☐ As you watch this play, notice which characters “ripen.” Do you think Lear is ripe at the end? (Please do not assume he is insane in that last scene. How would you feel if your child had just died?)
☐ Study for Exam III. Remember that make-up exams are not an option.
☐ View “A Critical Guide to King Lear” on You Tube

Day 16
Mon.
4/30

APPLYING INFORMATION TIME

CLASS TODAY

Classroom topics:
Review for Exam III; Discuss the Stuart monarchy; The thesis of Paradise Lost
Exam III

UNIT IV: SEVENTEENTH CENTURY AND THE AGE OF REASON
1603-1800

Day 17
Tue.
5/1

GATHERING INFORMATION TIME

Assignments to be completed before next class:

☐ Study one of the websites listed on page 3 of the syllabus and read about John Milton. Be able to answer these questions about him:
Who was he? What was important to him? What surprises you about him? Why is he called a genius?
☐ Read Paradise Lost, Book 1, lines 1-275 and answer the study questions.
Milton's writing poses some challenges for readers. So here are some helpful reference sites:
www.paradiselost.org.
www.cummingsstudyguides.net/ParadiseLost.html#Milton
Bring your copy of Paradise Lost to class.

Day 18                      APPLYING INFORMATION TIME
CLASS TODAY

Wed. 5/2  Classroom Topics:
John Milton and the nature of man; Epic characteristics; Effective Power Point Presentations; Paradise Lost individual assignments
View: Paradise Lost

Day 19                      GATHERING INFORMATION TIME
Thu. 5/3

Assignments to be posted on eCampus before NOON FRIDAY, MAY 4
☐ Prepare your Paradise Lost Power Point, keeping in mind the Rule of Six
☐ Post your Power Point on eCampus in the Paradise Lost discussion board
☐ Write a substantive response to at least five of your classmates’ Power Points by midnight Sunday, May 6.
☐ Bring all your notes and books to the next class.

Day 20                      APPLYING INFORMATION TIME
Mon. 5/7  CLASS TODAY
Final Essay: a personal response showing relationships between the works you have read and universal cultural values. This essay is written in class.
Exam IV: optional

COMMUNICATIONS DIVISION
SYLLABUS ADDENDUM
ENGLISH 2322.2200

DROP/WITHDRAWAL POLICY: Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop
any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/6drop.

**FINANCIAL AID STATEMENT:** Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**RELIGIOUS HOLY DAYS:** A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

**ADA STATEMENT:** If you feel you may need special assistance or accommodation (such as help with taking notes, extra time on tests, etc.) because of any type of physical disability or learning difference, please contact the Special Services office in Room S124 or at 972-860-4847.

**ACADEMIC INTEGRITY:** The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at https://www1.dcccd.edu/cat0708/ss/code.cfm.

**REPEATING THIS COURSE:** The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

**GRADE REPORTS:** Final grade reports are not mailed to students. You may obtain your final grades online at econnect.dcccd.edu or by calling (972) 613-1818.

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**IMPORTANT DATES—Spring 2012**

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<td>April 3</td>
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<td>Last day to drop course without a &quot;W&quot; (Certification Date)</td>
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<td>Spring Break</td>
<td>Mar. 10-18</td>
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<td>Last Day to drop course with a &quot;W&quot;</td>
<td>April 28</td>
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<td>FINAL EXAM</td>
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