ENGLISH 2332
Section 63400
(Revised December 22, 2018)

Class Meeting Days/Time: Online (Open)
3 Credit Hours

First Day of Class: January 16, 2018
Last Day to Withdraw from the Course with a "W": April 12, 2017
Last Day to Submit Assignments: May 10, 2018
Last Day of Class: May 10, 2018

Instructor
Dr. Geoffrey Grimes
gagrames@dcccd.edu
Office: W273
Office Hours: M/T/W/R 10:30 – 12 noon; 3:30 – 5:00 p.m.

Course Materials/Supplies Needed
Access to a computer, floppy disk, access to Microsoft

Textbook Title/Edition Number

ISBN: 9780393924534 (Combined volumes)
ISBN: 9780393924503 (Volume A)
ISBN: 9780393924510 (Volume B)
ISBN: 9780393924527 (Volume C)

Note: You are welcome to purchase copies off the Internet, if you wish. You may be able to save money by buying used books found online.

Course Prerequisites
English 1301, 1302 and have met Texas Success Initiative (TSI) standards in Reading and Writing.
DCCC Catalog Course Description
This course includes significant works representing a variety of cultures from the ancient world to approximately 1600 C.E.

Note: This is an Honors Writing Course. For Honors Credit, In addition to the required essays with an “A” average, you will write an additional paper on a topic posted on the website that you haven’t already addressed. Click on the ENGL 2332-MVC course link at www.distancelearningassociates.org and navigate to the instructions for the course exercises. The link is found on the homepage and the course online “Table of Contents.”

Student Learning Outcomes
Upon successful completion of this course students will be able to
1) Identify the essential writings in World Literature before 1650 AD.
2) Coherently compare the major themes of World Literature before 1650 AD
3) Explain how a writer achieves his/her purpose in a reading selection.
4) Write an academic analytical essay of several pages about one or more reading selections of world literature.
5) Write an academic analytical essay that incorporates appropriate scholarly resources.
6) Write an academic analytical essay that demonstrates mastery of MLA style and formatting and the protocols of standard written American English.

Exemplary Educational Outcomes
1) To demonstrate awareness of the scope and variety of works in the arts and humanities.
2) To understand those works as expressions of individual and human values within an historical and social context.
3) To respond critically to works in the arts and humanities.
4) To articulate an informed personal reaction to works in the arts and humanities.
5) To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
6) To demonstrate knowledge of the influence of literature, philosophy, and / or the arts on intercultural experiences.

Intellectual Competencies
1. Reading: The ability to analyze and interpret a variety of printed materials— books, documents, and articles—above 12th grade level
2. Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level
3. Critical thinking: Think and analyze at a critical level.

Attendance (from the college catalog):
Students are expected to attend regularly all classes in which they have enrolled.
Students have the responsibility to attend class and to consult with the instructor when an absence occurs.

Instructors are responsible for describing class attendance policy and procedures to all students enrolled in their classes. If a student is unable to complete a course (or courses) in which he/she is registered, it is the student’s responsibility to withdraw from the course by the appropriate date. (The date is published in the academic calendar for each year.) If the student does not withdraw, he/she will receive a performance grade, usually an F.

**MVC QEP Support**

**This Course in the MVC Quality Enhancement Plan:**  
“The Pen is Our Power”

In support of the MVC Quality Enhancement Plan and its goal for improving your writing skills, this course includes a number of written assignments addressing subjects specifically related to your course and its content. During the development of your papers, you may receive assistance from one or a combination of the following sources:

1) instructor feedback on early drafts,

2) guided peer reviews of your compositions at various stages of development, and/or

3) guidance from a Writing Specialist in the MVC Academic Center for Writing (W114).

Additionally, you may receive feedback through use of the MVC Writing Rubric that will indicate both the strengths of your writing as well as areas that need attention.

**Grading Scale**

The final grade for this course is determined by a simple average of the grades awarded to the essay exercises (including the last essay which constitutes the final exam in the course).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
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<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**Late Work Policy**

Assignments are due as in the week assigned in this syllabus. Work submitted after the week assigned will be graded for initial “C” credit only without accepted revisions. **Note:** All revisions are due within the first week following the original due date; revisions submitted after a week following the initial submission date will not be accepted, and the final grade for the assignment will remain the same.
Evaluation Procedures
Your grade in the course will be based on a simple average of grades assigned to the essays.

To better clarify how you should approach each essay, please read carefully the following explanation of essay development.

Development of Papers

Formatting the paper. Each paper should be approximately five typed pages long, using standard 1" margins around and 12 point plain font (Times New Roman, Helvetica, Arial, Cambria, etc. (but no italics, bold face, all capitalization, or other “fancy” fonts).

Purpose of the paper. Your purpose in each essay is to develop a topic assigned to the exercise. Do not simply summarize the readings! At the same time, you must demonstrate in your essay that you are familiar and understand the readings related to your topic. In several cases, topics will require that you read more than one selection from your text or other materials and that you draw upon those various readings for references in your paper.

Preparation for drafting the paper. Read the instructions for each paper found on the website. Usually, you have more than one topic from which to choose. Next, identify the related readings along with the introductory commentary for each reading selection. Then, read through the “Basic Concepts” provided for the course. There you will find basic definitions and links to other related commentary. Read the “Study Guide.” Finally, consult the “Online Resources,” the links provided in each Unit website. Each of these elements is essential in helping you shape your approach to the topic.

Then, make a list of major points supporting your topic and draft a controlling statement or thesis, a claim about the topic.

Organization of the paper. Each essay reflects a typical academic “thesis/support” essay with a discrete introductory paragraph, body of explanatory/interpretive/analytical paragraphs, and a concluding paragraph.

Development of each section of the paper. The introduction should begin with a title appropriate to the topic, not simply the name of an author or the title of a reading. The paragraph itself should provide context or background discussion of the topic, introduce the author and readings the paper will address, and close with the thesis statement, a claim about the topic assigned for the essay.

The body paragraphs support the thesis, the claim you have made for developing the topic. You should include short key quotations in the development of each body paragraph. However, never begin a body paragraph with a quotation; rather, each paragraph should begin with a topic sentence, the key words of which repeat or respond
to key words in the thesis sentence. Avoid long quotations, but include quotations from the full range of the readings.

The concluding paragraph—a paragraph of at least four or five sentences—should do more than simply summarize your major points. Use the conclusion as an opportunity to make an evaluation or judgment, interpret the meaning of the study, relate your analysis to additional points for discussion or to other readings, or even make a personal response. However, this is not a personal response essay.

**A word about style.** This is an academic—usually analytical—and not a personal essay. You don’t need to use “I” or make references to your own experiences. Likewise, avoid excessive references to “the reader,” a reference that usually generates wordiness.

Your final grade will be based upon a simple average of the grades assigned to these essays.

**Protocols for Communication and Submission of your Assignments**
Follow the directions below for communicating by email, for preparing and naming your files, and for sending your work electronically.

**Protocols of Style**
**Email text:** Generally, you are communicating in a professional and academic setting. Informalities convenient or delightfully expressive in personal electronic communications are usually not acceptable form in business and academia. In other words, avoid fragments, use of all lower case, convenient abbreviations, other misspellings, and grammatical license. Each sentence should be grammatically correct. Avoid all capitalized letters—that’s considered rude and inconsiderate.

Avoid attaching extraneous texts—jokes, cute expressions, advice or aphorisms, text symbols (“happy faces”), and faith texts. What you might argue as your religious freedom of expression doesn’t make your use of “Bible verses” or passages from other faith communities appropriate. In fact, people of faiths other than the one your quotations represent may well take deep offense and interpret your quotations as attempts to proselytize, so just don’t do it. Your readers have the right also not to be harassed—“political correctness” works both ways! Such additions are distractions from the business at hand.

**Email message format:** Email text windows should be clear and uncluttered. Avoid color backgrounds, sound files, and other “cute” applications that might be fun with friends but inappropriate in a professional communication.

**Evaluation of Written Essays**
Grades on written work range from A to F and assess both content and form. The following criteria serve as qualitative standards by which your instructor will grade your papers and evaluate your writing.
A  The A paper states and develops its central ideas with originality. Its ideas are clear, logical, and thought-provoking; it contains all of the following positive qualities:
1) Substance; something to say; original ideas
2) Concentration on a main purpose, with appropriate development and firm support; clear overall organization
3) Thorough paragraph development
4) Varied and effective sentence construction
5) Careful choice of effective words and phrases
6) Freedom from distracting errors in spelling, punctuation and grammar
7) Effective attention to audience interests

B  The B paper clearly, logically, and adequately states its central purpose. It is comparatively free of usage errors. Although the B paper indicates competence and is responsive to audience interest, it lacks originality of thought and style that characterizes the A paper.

C  The average paper will receive a grade of C. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious usage errors and may, in fact, have few correction marks on it, but it lacks vigor of thought and expression that would entitle it to an above average-grade. Audience interest is not effectively addressed.

D  The grade of D indicates below-average achievement in expressing ideas correctly and effectively. Most D papers contain errors in the use of English and fail to present a central idea, to develop it adequately, or to address the interests of a specific audience. With more careful proofreading and fuller development, many D papers might earn at least a C grade.

F  The grade of F usually indicates failure to state and develop a main idea, as well as failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. An F essay is characterized by one or more of the following weaknesses: (1) inadequate ideas and details; (2) inadequate paragraph organization; (3) poorly constructed sentences; (4) ineffective word choice; and (5) serious errors in usage, grammar, punctuation, and spelling.

Note: The instructor reserves the right to modify the syllabus to update the syllabus or to correct errors that conflict with institutional policy. If revisions occur, students will be sent a revised copy of the syllabus electronically, and the instructor will post the a copy of the revised syllabus on the course website.
Course Outline

IMPORTANT: You are to write only FIVE essays for the course identified in the “Option” of your choice. You will choose only one of the four options and complete the assignments designated for that option.

While there are 16 units for the course, these do not correspond to “weeks” except in the regular (sixteen-week) semesters. In Winter Term, May Term, and Summer Terms, several units are covered each week, hence the Due Dates for the assignments in each of the four “Options.”

Option A
Complete the essay exercises 1, 3, 8, 11, and 13 (The Final Exam--see instructions below)

Option B
Complete the essay exercises 1, 4, 10, 13, and 15 (The Final Exam--see instructions below)

Option C
Complete the essay exercises 1, 2, 6, 12, and 15 (The Final Exam--see instructions below)

Option D
Complete the essay exercises 1, 5, 7, 9, and 14 (The Final Exam--see instructions below)

The Course Units

Unit 1
Writing About Literature
Exercise 1 Due January 28

Unit 2
Sumerian: The Gilgamesh

Unit 3
Hebrew: The Old Testament
Exercise 2 Due February 10

Unit 4
Greek: The Iliad and The Odyssey
Exercise 3 Due February 10
Unit 5
Greek: Plato and Aristotle

*Exercise 4 Due February 10*

Unit 6
Greek (Christianity)
The New Testament and The Confessions of St. Augustine

*Exercise 5 Due February 10*

Unit 7
The Roman Civilization: The Aeneid

*Exercise 6 Due March 10*

Unit 8
Arabia: The Koran

*Exercise 7 Due March 10*

Unit 9
Old English: Beowulf

*Exercise 8 Due March 10*

Unit 10
Europe: Dante's The Divine Comedy

*Exercise 9 Due April 7*

Unit 11
Arabia: The Thousand and One Nights

*Exercise 10 Due March 10*

Unit 12
Europe: Geoffrey Chaucer and Niccolò Machiavelli
The Canterbury Tales and The Prince

*Exercise 11 Due April 7*

Unit 13
Europe: France and England
The Song of Roland and Sir Thomas Malory's Morte Darthur

*Exercise 12 Due April 7*

Unit 14
Europe: Miguel de Cervantes
Don Quixote

Exercise 13 Due April 7 (for Option B); May 10 (for Option A)

Unit 15
Europe: William Shakespeare
Othello

Exercise 14 Due May 10

Unit 16
Europe: John Milton
Paradise Lost

Exercise 15 Due May 10

Honors Essay Due May 10

Revision of Essays

This course is a writing-intensive course, supporting the goals of the Mountain View College Quality Enhancement Plan: “The Pen is Our Power.” As such, papers submitted on time (see the dates posted above) may be revised. Grades assigned on revised copies will replace the original grade.

You are encouraged to use the services of the Mountain View College Academic Center for Writing (W114) for help with your final drafts.

The MVC Writing Rubric will help you better identify both strengths and weaknesses in your writing.

Note: All revisions are due within a week following the date of return. Revisions submitted later than a week following the return will not be accepted for grading.

Course Schedule of Assignments & Exams

Submission of Work

Read the following instructions carefully. Failure to observe these instructions will result in wasted time for both you and me and possibly misplaced or even lost work!

All exercises are due by midnight on the Saturday designated in the schedule above.

IMPORTANT!!!

For college security reasons, I will delete any e-mail message that does not include
1) your first and last name in the subject window,
2) a statement in the message window stating the course/section number, and
3) the name/number of the exercise attached.
How to Send Me E-Mail Messages and Attached Exercises

When you send me an e-mail message include the following information exactly:

**What to place in the "subject" window:**
Place in the subject window the following information:
For a question to me: Question - (your first and last name)
For a comment to me: Comment - (your first and last name)
For an emergency message to me: Urgent! - (your first and last name)
For sending me an exercise: first name initial/last name/-/number of exercise.doc (see example below)

NOTE: I will open and respond to "Question," "Comment," and "Urgent!" messages on the day I receive them. Do NOT attach assignments to "Question," "Comment," and "Urgent!" messages. I will not open them or even download them!

**What to place in the "message" window:**
Place in the message window the following information:
1) Using correct grammar and sentence form, state your message as briefly and as clearly as possible.
2) Indicate in the first line of the message what you are requesting of me.
3) Follow your request or main point with whatever supporting information you think I need to know.
4) Sign off each message with your first and last name as you are registered!
5) Below your name, give me your student ID number (your official Dallas County Community College District Student ID number--NOT your social security number).

**How to attach an exercise to your e-mail message:**
1) Save your exercise as a Microsoft Word file ONLY. Note: Be sure your full name, course/section, and assignment number are posted at the top left corner of each exercise before you save it.

Save your exercises using the following identification:

    First name initial/last name/(hyphen)/exercise number .doc

Example:

    ggrimes-Ex2.doc

(Note: Use your initial and last name, not mine!)

Note: If you do not save and label your assignments using this format, I will return them to you unopened and ask you to re-label, re-save and re-send them!
2) Near each e-mail message window, you will find a button labeled something like "Attachment" or "Attach." Place your cursor icon over that button and click once with your left mouse button. That action will open another window where you enter the name of the drive where your file is located on your hard drive or floppy drive and the name of the file (along with its extension). You may also see a "Browse" button which you may click and then select the drive and the correct file. By opening the directory where the file is located and clicking once or twice on the name of the file, the file name and path will be entered in the file name window.

3) Select "Okay" or "Send" or "Close"--whatever button indicates the submission of that file name. The window will then close and return you to your e-mail message window. Now, you should see posted in a visible place near your message window some notification that you have attached a document.

4) When you have finished composing your message, then click once on the "Send" button, and your message and attached document will be on its way!

**How to Submit Assignments**

*Submitting Assignments Electronically*

Follow the instructions posted above for submitting your exercises. I will mark the exercises electronically and return them as email attachments to my replies.

*Without prior consultation and approval, no work will be accepted after the final examination week for the current semester.*

**Withdrawal Policy**

To drop a class or withdraw from the College, students must obtain a drop or withdrawal form and follow the prescribed procedure. Should circumstances prevent a student from appearing in person to withdraw from the College, the student may withdraw by mail by writing to the Registrar. No drop or withdrawal requests are accepted by telephone. Students who drop a class or withdraw from the College before the semester deadline receive a “Withdraw” in each class dropped.

**Semester Drop Date**

*The deadline for withdrawal with a “W” this semester is April 12, 2018.*

**Withdrawal Policy (with drop date):**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by April 12, 2018. Failure to do so will result in your receiving a performance grade, usually an "F."

If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped.
Repeating This Course:
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm.

Financial Aid:
If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

Academic Honesty:
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

ADA Statement:
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary.
Inclement Weather Statement:
In the event there is inclement weather that affects regular scheduled classes and events on the Mountain View campus, the Dallas County Community College District and Mountain View College web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations in the event that the DCCCD or Mountain View College Internet sites cannot be accessed.

*This syllabus was last modified on December 22, 2017.*