North Lake College

Instructor Information
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Office Hours: By Appointment Only
Division Office and Phone: Liberal Art Division- 972-273-3480

Course Information
Course Title: British Literature I
Course Number: ENGL 2323
Section Number: 73275
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: 5th Pd 8:50-10:25/Rm A311
Certification Date: 2/3
Last Day to Withdraw: 4/16

Course Prerequisites
ENGL 1301

Course Description
Course Description: A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. For repeatability purposes, students who take English 2331 should not also take English 2332 or 2333. (3 Lec.) Coordinating Board Academic Approval Number 1601045213

Student Learning Outcomes
All essays in this course comply with the four learning outcomes from the Texas Higher Education Coordinating Board (THECB):
1. Analyze, compare, and respond to literary works as expressions of social, political, cultural or religious values, and, using at least two secondary sources, identify key ideas, authors, and works, significant to historical or cultural events that founded those values. Students will demonstrate 75% proficiency as measured by the English Writing Rubric. [P.L. 1, 2, 4; C.L. 1, 3, 5]

2. Prior to the midterm, students will demonstrate knowledge of characteristic forms or styles of expression during various historical periods and articulate the aesthetic principles that guide the scope and variety of works. Students will demonstrate 80% proficiency as measured by the revised English Literature Analysis Rubric. [P.L. 1, 2; C.L. 3, 4]

3. Write research-based analytical paper of at least six pages and citing at least six sources in clear and grammatically correct prose, using various critical approaches to literature. Students will demonstrate 80% proficiency as measured by the English Research Rubric. [P.L. 1, 2; C.L. 2, 3, 4, 5]

4. Using specific references from the assigned texts, students will demonstrate the capacity to integrate prior knowledge that will articulate how the literature studied in the course has influenced his or her worldview. Students will demonstrate 75% proficiency as measured by the English Writing Rubric. [P.L. 1, 2, 3, 4; C.L. 1, 2, 4]

**Texas Core Objectives**

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

4. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

**Course Level Outcomes:**

ENGL 2332 supports the following learning outcomes from the Texas Higher Education Coordinating Board (THECB):

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.

**Required Course Materials**


Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

Students will take a minimum of three exams and write at least two essays that require documentation and research. Along with the major research paper, students may be required to write shorter papers on a specific literary concept and/or give an oral presentation of their research to the entire class. Some instructors also require frequent postings to the Discussion Board and responses to writing prompts via Blackboard.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points (or Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Biographical Essay</td>
<td>See Appendix B: Course Calendar</td>
<td>15%</td>
</tr>
</tbody>
</table>
### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points (or Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography Presentation</td>
<td>See Appendix B: Course Calendar</td>
<td>15%</td>
</tr>
<tr>
<td>Social Responsibility Essay</td>
<td>May 1</td>
<td>20%</td>
</tr>
<tr>
<td>Visual Argument Project</td>
<td>April 24</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10%</td>
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### The grade earned in this course is calculated from these areas:

<table>
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<tr>
<th>The grade earned in this course is calculated from these areas:</th>
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<tbody>
<tr>
<td>Attendance, class assignments, and additional essay and/or participation (including research group activity)</td>
<td>10%</td>
</tr>
<tr>
<td>Biography Essay and Presentation</td>
<td>30%</td>
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<tr>
<td>Visual Argument Project</td>
<td>20%</td>
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<tr>
<td>Social-Personal Responsibility Research essay</td>
<td>20%</td>
</tr>
<tr>
<td>Responses to readings</td>
<td>20%</td>
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### Grade Percentages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</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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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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*A grade of C or higher is required to earn a degree from North Lake College.*
Institutional Policies

Institutional Policies relating to this course can be accessed using the North Lake Institutional Policies link. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Academic Success Center (ASC)

The Academic Success Center (located at the lower level of the library) cultivates student success and supports instruction in an inclusive environment where students are encouraged and empowered to achieve excellence. Comprised of the Blazer Computer Lounge, ELP Language Lab, Writing Center, and Online Writing Lab (OWL), the ASC has a variety of services designed to help students improve their writing, reading and language skills.

Blazer Computer Lounge (L-134)

With 12 computers and WiFi Internet access, the lounge is available to students and community members who are working on academic or personal projects individually or in groups.

Writing Center (L-132)

Writing Center services are available to all North Lake students and members of the community, not just those enrolled in English classes. Users can be assisted with class assignments, college application essays, personal statements and other documents. The Writing Center also offers free Grammar Clinic classes. Tutors are skilled writing specialists who can help students:

- Clarify their writing tasks
- Develop and organize their papers
- Explore revision options
- Detect grammar and punctuation errors
- Properly document sources

In addition to Central Campus hours, writing tutors are also available at the North Campus in their Learning Resource Center, Tuesday – Thursday from 10:00 a.m. to 2:00 p.m.

Online Writing Lab

A service of the North Lake Writing Center, the Online Writing Lab, or OWL, provides assistance to students, faculty, and staff at every stage of the writing process. OWL allows busy users to submit papers to our writing tutors electronically and get feedback within 48 - 72 hours. This service expands North Lake's reach and provides flexibility and accessibility to those who find it difficult to meet with a tutor face-to-face. Visit the Online Writing Lab website for more information.
For more information, the Academic Success Center can be reached by phone at (972) 860-3927.

Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. Check Appendix A for your professor’s policy because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. Check Appendix A for your professor’s policies on accepting late papers.

Academic Integrity

Throughout this course, you will pursue your studies with integrity and honesty; this means you will provide the appropriate credit for any words, thoughts, ideas, and data that are not your own. Plagiarism includes the following:

- Failure to cite the source of any material borrowed from an outside source properly, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for this class without consulting your instructor (this includes assignments written for another class, essays purchased online or written by someone else).

If you are caught plagiarizing, you will receive a zero, but for any subsequent incidents, you will fail the course and be reported to the dean.

Early Progress Reporting

Starting in Fall 2018, students will receive an electronic progress report for all courses 5 weeks or longer. Students can access their progress report in eConnect. NOTE: These reports are not final grades; it is students’ responsibility to monitor their grades in eCampus and contact their professor if they have any questions regarding grades.
Reporting Schedule

- Students in courses 15 weeks or longer will have TWO student progress reports. The first report will be between weeks 5 and 6 and the second will be between weeks 9 and 10.
- Students in courses 5 weeks to 14 weeks long (including 8-week courses) will have ONE student progress report near the midpoint of the course.

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
6. Visit the Writing Center (L-132) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.

End of the Semester Guidelines

Please remember all of your assignment expectations (page length and content) as well as submitting assignments are important in shaping your final grade. Your professor will grade each of your assignments accordingly. Once all assignments are graded, your instructor will view your overall average for your final grade. Remember, obtaining the highest grade coincides with fulfilling all of your assignment's expectations. Please know that requesting additional points, “bumping up your grade” or asking for a specific grade is against any instructor’s professionalism, integrity, and morality.

Your professor will use and provide Learning Activities customized for your course.

Appendix A

Participation
Part of your participation grade comes from class discussions regarding readings. Because this is a literature based course, you are expected to keep up with the readings and add to the discussions in class.

**Policy on Late Papers (submissions and word limit)**

No late work will be accepted. If you have a school-related activity, work must be turned in early. Any papers not meeting the minimum word requirement will receive a D (60) as the highest possible grade.

**Email and Netiquette (Internet Etiquette)**

Email will be answered Monday-Friday between the hours of 8AM and 5PM. A response time of a couple hours is typical for emails received during these times. It doesn’t mean I don’t like you as a person, it means I literally have 100 emails that I answer in turn.

**After Hours E-mail Communication**

Email received during nights, weekends and holidays will be answered the next business day, per above times.

**Graded Essay Turnaround**

Papers will be two weeks following their due date. I am happy to discuss grades 24 hours after the grade has posted.

**Bonus Opportunities**

Extra credit/bonus opportunities will only be considered if the student has ALL work turned in.
Appendix B: Course Calendar

Because of our AB block schedule, 1) is what is scheduled the first day of the week we meet.
2) is what is scheduled the second day we meet that week.

On weeks we meet on Fridays, Fridays are peer review days and rough drafts of essays are always due then.

Readings mean you come to class THAT day having read the assignment and are prepared participate in the discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Assignments Due</th>
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</table>
| 1    | Jan. 20 | 1) Syllabus  
Lecture: Intro to Science Fiction literature  
Reading: *Frankenstein*  
Chapter 1-4  
2) Reading: *Frankenstein*  
Chapters 5-8 | Response to readings due Friday |
| 2    | Jan. 27 | 1) Reading: *Frankenstein*  
Chapters 9-12  
2) Presentation for Mary Shelley  
Reading: *Frankenstein*  
Chapters 13-16 | Mary Shelley Biographical Essay DUE JAN. 31  
Response to readings due Friday |
| 3    | Feb. 3 | 1) Reading: *Frankenstein*  
Chapters 17-20  
2) Reading: *Frankenstein*  
Chapters 21-24 | Response to readings due Friday |
| 4    | Feb. 10 | 1) Lecture: Gothic Literature  
2) Presentation on Daphne Du Maurier  
Reading: *Rebecca*  
Chapters 1-4 | Daphne Du Maurier Presentation DUE Wed. Feb. 12  
Daphne Du Maurier Biographical Essay DUE Friday Feb. 14  
Response to readings due Friday |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>5</td>
<td>Feb. 17</td>
<td>1) Reading: <em>Rebecca</em> Chapters 5-9</td>
<td>Response to readings due Friday</td>
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<td></td>
<td>2) Reading: <em>Rebecca</em> Chapters 10--14</td>
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<td>6</td>
<td>Feb. 24</td>
<td>1) Reading: <em>Rebecca</em> Chapters 15-19</td>
<td>Response to readings due Friday</td>
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<td></td>
<td>2) Reading: <em>Rebecca</em> Chapters 20-24</td>
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<td>7</td>
<td>March 2</td>
<td>1) Reading: <em>Rebecca</em> Chapters 25-27</td>
<td>Response to readings due Friday</td>
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<td>2) Film: <em>Where The Boys Are</em></td>
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<td>8</td>
<td>March 9</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>March 16</td>
<td>1) Lecture: Romanticism</td>
<td>Response to readings due Friday</td>
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<td>2) Presentation on Jane Austen</td>
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<td>Reading: <em>Pride and Prejudice</em> Chapters 1-15</td>
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<tr>
<td>10</td>
<td>March 23</td>
<td>1) Reading: <em>Pride and Prejudice</em> Chapters 16-30</td>
<td>Response to readings due Friday</td>
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<td>2) Reading: <em>Pride and Prejudice</em> Chapters 31-45</td>
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<td>11</td>
<td>April 6</td>
<td>1) Reading: <em>Pride and Prejudice</em> Chapters 46-61</td>
<td>Response to readings due Friday</td>
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<td>2) Lecture: Modernism</td>
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<td>Presentation on Virginia Woolf</td>
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<td></td>
<td>Reading: <em>Mrs. Dalloway</em></td>
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<td>to the 4th section break</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics and Activities</td>
<td>Assignments Due</td>
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<tr>
<td>12</td>
<td>April 13</td>
<td>1) Reading: <em>Mrs. Dalloway</em> to the 9th section break</td>
<td>Response to readings due Friday</td>
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<tr>
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<td></td>
<td>2) Reading: <em>Mrs. Dalloway</em> to the end</td>
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<tr>
<td>13</td>
<td>April 20</td>
<td>1) Presentation of Margaret Atwood Lecture: Postmodernism</td>
<td><strong>APRIL 24 DUE: VISUAL ARGUMENT PROJECT</strong></td>
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<tr>
<td></td>
<td></td>
<td>1) Reading: <em>The Handmaid’s Tale</em> Chapters 1-12</td>
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<tr>
<td>14</td>
<td>April 27</td>
<td>Reading: <em>The Handmaid’s Tale</em> Chapters 13-29</td>
<td>Response to readings due Friday</td>
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<td></td>
<td></td>
<td>Reading: <em>The Handmaid’s Tale</em> Chapters 30-the end</td>
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<td>15</td>
<td>May 4</td>
<td></td>
<td><strong>MAY 1 DUE: SOCIAL RESPONSIBILITY ESSAY</strong></td>
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<tr>
<td>16</td>
<td>May 11</td>
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