

Marcella Hayden
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 Office Hours: Before and after school, or by appointment

Room 107
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Texts: *The Norton Anthology; English Literature*. 8th ed. New York: Norton, 2006
Writing about Literature. 7th ed. Bedford/St. Martins. Hacker. 2010

Materials: Spiral notebook, pen or pencil, paper and textbooks—bring to class every day.

A novel must be exceptionally good to live as long as the average cat. ~ Hugh MacLennan ~

Read much, but not many books. ~ Benjamin Franklin ~

In books lies the soul of the whole past time. ~ Thomas Carlyle ~

Description: A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Credits: 3 (= 3 lecture hours per week). Prerequisite(s): Students must have successfully completed English 1301 or approved equivalents.

Textbooks:

Greenblatt, Stephen, eds. et al. *The Norton Anthology of English Literature: Major Authors*, 9th ed. New York: Norton, 2013. [This is a one-volume edition and will be used for ENGL 2322/2323.] ISBN#: 978-0-393-91963-9.

Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Writing about Literature*. 8th ed. Boston: Bedford/St. Martin's, 2016. ISBN: 978-1-319-08707-4. (with 2016 MLA update)

Foundational Component Area: Language, Philosophy, and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Required Core Objectives

Student Learning Outcomes (Core Curriculum-Level):

1. Demonstrate Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Demonstrate Communications Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Demonstrate Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Demonstrate Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes (English Program-Level):

1. Students will be able to identify, arrange and evaluate the effectiveness of a thesis statement.
2. Students will be able to identify Standard Written English (SWE) and apply correct forms of English most widely accepted as clear and proper.
3. Students will be able to identify the specific parts of an essay, distinguish appropriate modes of communicating an idea, and use transitional words and phrases effectively.

Student Learning Outcomes (ENGL 2322 Course-Level):

This course is designed to prepare students with skills for lifelong learning—

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.

Grading:

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59
Essay Scores: A+ = 98 B+=88 C+=78 D+=68
A =95 B =85 C =78 D =65 F =50
A- =92 B-=82 C- =72 D- =62 0 for no essay

Final Grade: Gr. Pres 7.5%
Disc Brd 10%
Quiz/Res 15%
Ind Pres 7.5%
MidTerm 17.5%
Final 17.5%
Res Paper 25%

Note: All assignments are required. Failure to complete any assignment will result in failure for the course.

Total: 100%

Please Note: Students will not receive Six Weeks Grades, but a final semester grade. At the mid-term or final drop date, I will give students a grade for their progress at that point. Students are responsible for keeping track of their progress in class based on grades that they receive as work is returned to them. I will keep all student work throughout the semester.

Last Date to Withdraw: November 16 is the last date to drop the course and receive an automatic “W.” Withdrawal is the student’s responsibility.

Methods of Instruction: Writing assignments and exercises; in-class writing or editing workshops; editing conferences; group work; class discussion; tests or quizzes; lecture; reading; reading responses.

Reading Responses: During the semester, I will require you to write reading responses to specific texts. These responses can be created in any format you desire as long as the completed project reflects knowledge of, understanding of, and a connection to the assigned work. If you choose writing as an avenue for expressing these things, it will be 350-500 words in length. Other options include poetry, drawing, short story, cartoon, etc. This will allow you practice in analyzing texts as well as give you the chance to develop ideas about this material in preparation for class discussion. You do not need to respond to the whole text, the idea is to address a part of the text that reminded you of something, made you have an “aha” moment, or gave you a different perspective on any given topic.

Online Discussion Board: This semester you will be responsible for participating in 5 online discussion boards. You will be responsible for presenting one new idea for discussion over the material we are covering. This new idea cannot be a repetition of an idea already presented earlier in the discussion and must be thought provoking to the extent that it sparks conversation. You will also be responsible for responding to at least two other students remarks in a substantial manner. This means a one sentence response is not sufficient. Responses need to be no less than 75 words long, and longer if needed to complete the thread of thought you have begun.

Individual Presentation: You will also be asked to complete one individual presentation this semester. For this assignment, you will be responsible for leading an in-class discussion about one of the assigned texts. Assignments for the text you will be responsible for will be made at the beginning of the semester. Things to be considered for your presentation include: a general response to the text, themes that are presented, literary devices that the author uses, and application of themes to your world.

Attendance and Make-Up Work: Class attendance is expected. Absences are considered to be unauthorized unless due to sickness, valid emergencies, or sanctioned school activities. If, through a misfortune, a student should arrive after the instructor has recorded absences, it is the student’s responsibility to talk with the instructor immediately after class in order to discuss changing the unauthorized absence to a tardy. There will be no make-up of class assignments, quizzes, or tests, except for authorized absences. Students may not have more than five unexcused absences. Ten absences will result in failure of the class. A student who stops attending class will receive an F in the course. Students should not be late. Students are responsible for notes and assignments missed. A late paper will receive a 10-point deduction per day (including non-class days) and will not be accepted more than one week late.

PJC's Vision: An open-door community college meeting the educational and cultural needs of all students and citizens of the area.

PJC's Mission: Paris Junior College is an innovative and comprehensive community college that advances the life-long educational development of students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The College provides high-quality, flexible academic transfer and career-focused educational programs and services through a commitment to teaching and learning excellence within an accessible and supportive environment.

PJC's Strategic Goals:

1. Increase enrollment and retention of students to reflect the diversity of the service area.
2. Promote student success through expanded student services.
3. Hire, retain, and develop successful employees as a key to a positive impact on our students and communities.
4. Provide excellence in academics, college preparation, workforce training, continuing education, and adult basic education to assure student success.
5. Provide cultural and personal enrichment for the college and the community.
6. Provide and maintain physical facilities which are technologically current, aesthetically pleasing, and conducive to learning, living, and working in a higher education environment.
7. Manage allocated financial resources effectively and efficiently and pursue opportunities to provide additional resources supporting the institution with accountability to the taxpayers and benefactors.

Academic Honesty: By registering and taking this course, the officially enrolled student declares that he/she will be the author for ALL work submitted for the course. Allowing another student to complete assignments constitutes fraud and academic dishonesty. Should such behavior come to the attention of the instructor, the instructor will implement appropriate penalties, such as a 0 for the assignment, an F for the course, or referral to a disciplinary committee. Failure to utilize MLA parenthetical documentation for sources (including borrowing/using information without giving credit to the source) will constitute plagiarism.

Plagiarism: Plagiarism consists of the use of another person's words or ideas as if they were one's own without acknowledging or crediting the source; including, but not limited, failing to give the source for a direct quotation. According to the *MLA Style Manual*, the origin of the word *plagiarism* is the Latin for "kidnapper". Thus, a person guilty of plagiarism is actually kidnapping another's sentences, words, ideas, or organization and takes full credit as the original source of said material. Many times, the 'kidnapper' does this knowingly. However, in many cases, plagiarism is simply a case of careless documentation or faulty note taking. Regardless of the intent of the writer, the reader is forced to assume intent.

Plagiarism can be avoided by remembering to use quotation marks when using a direct quote. If paraphrasing, be careful to use your own words. In either case, you MUST document the source. Proper paraphrasing is much more than simply changing a few words here and there or omitting a few sentences or scrambling their order.

Students often overreact at the definition of plagiarism. They become wary of using any sources or over-document what they write. Both reactions are in error, the best writing utilizes the synthesis of ideas: your own melded with those of others. Documentation indicates which ideas are your own, and which belong to others.

Participation: In the same manner in which I expect myself to be prepared for class, I expect you to come to class prepared as well. This includes being prepared to discuss reading and writing assignments; having ALL electronic devices put away, and if not turned off, at least on silent unless I have given permission to use these devices; and assignments brought to class on the day they are due. Following these expectations will improve the learning environment for every person in this class and allow for a productive semester.

ADA Statement: Services for students with disabilities are coordinated by the Counseling/Advising Center (Paris campus). Services include arrangements for accommodations, counseling, and services to allow equal access to educational opportunities for students with disabilities. Students must request services by providing a letter of verification of disability and must complete an interview with a Counseling/Advising Center counselor

or advisor. Reasonable accommodation request(s) with documentation may be subject to review by the ADA Committee.

To provide appropriated planning and scheduling, students must submit their requests at least two weeks before accommodations are needed. For scheduling of interpreters, available modified equipment, enlarged text and/or books on tape, please allow four to six weeks.

For more information, contact Counseling/ Advising at 903.782.0426 (Paris campus). Students are encouraged to seek assistance in advance of the beginning of the semester in which accommodations are requested.

Daily Schedule:

Wk:	Date:	Activity:	Homework:	Due:
1	Aug 21	Literary Canon		
	Aug 22	Introduction to Anglo-Saxon Language and literature		
	Aug 23	Introduction to Beowulf		
	Aug 24	The Hero		
	Aug 25	The Hero		
2	Aug 28	Syllabus Review. Intro to Term Paper. Beowulf		
	Aug 29	Beowulf		
	Aug 30	" . Reader Response 1 Due.		RR1
	Aug 31	" . Beowulf as Hero.		
	Sep 1	"		
3	Sep 4	Labor Day		
	Sep 5	King Arthur.		
	Sep 6	King Arthur.		
	Sep 7	Sir Gawain		
	Sep 8	Sir Gawain. Reader Response 2 due.		RR2
4	Sep 11	Sir Gawain.		
	Sep 12	Sir Gawain.		
	Sep 13	Sir Gawain.		
	Sep 14	Sir Gawain.		
	Sep 15	Sir Gawain.		
5	Sep 18	Introduction to Chaucer		
	Sep 19	The Pardoner's Prologue and Tale.		
	Sep 20	"		

	Sep 21	The Wife of Bath's Tale.		
	Sep 22	"		
6	Sep 25	The Nun's Priest Tale		
	Sep 26	"		
	Sep 27	The General Prologue.		
	Sep 28	"		
	Sep 29	Staff Development		
7	Oct 2	Introduction to Sir Thomas Malory and Morte Darthur		
	Oct 3	Morte Darthur .		
	Oct 4	Morte Darthur.		
	Oct 5	Morte Darthur.		
	Oct 6	The Sixteenth Century Introduction		
8	Oct 9	The English Bible, I Corinthians and its translations		RR3
	Oct 10	Edmund Spenser, The Faerie Queene		
	Oct 11	The Faerie Queene		
	Oct 12	The Faerie Queene		
	Oct 13	The Faerie Queene		
9	Oct 16	The Faerie Queene		
	Oct 17	Workday		
	Oct 18	Workday		
	Oct 19	Workday		
	Oct 20	Group Presentations		
10	Oct 24	Group Presentations		
	Oct 25	Group Presentations		
	Oct 26	MidTerm		
	Oct 27	MidTerm		
	Oct 28	Teacher Workday		
11	Oct 31	Workday—Research		TP Topic Due
	Nov 1	Workday—Research		

	Nov 2	Workday—Writing		
	Nov 3	William Shakespeare, Introduction		TP BibDue
	Nov 4	<i>Macbeth</i> .		
12	Nov 7	Term Paper Rough Draft Due. Writers Workshop, peer editing		TP RD1 Due
	Nov 8	<i>Macbeth</i>		
	Nov 9	"" Reader Response 3.		
	Nov 10	""		RR3 Due
	Nov 11	""		
13	Nov 14	<i>Macbeth</i>		
	Nov 15	""		
	Nov 16	""		
	Nov 17	""		
	Nov 18	""		
14	Nov 21	Writer's Workshop		
	Nov 22	Writer's Workshop		
	Nov 23-25	Thanksgiving Break		
15	Nov 28	Writer's Workshop—Term Paper Student/Teacher Conferences		TP RD2 Due
	Nov 29	Writer's Workshop		
	Nov 30	<i>Paradise Lost</i> .		
	Dec 1	""		
	Dec 2	"" Reader Response 4		
16	Dec 5	<i>Paradise Lost</i>		RR4
	Dec 6	<i>Paradise Lost</i>		
	Dec 7	<i>Paradise Lost</i>		
	Dec 8	<i>Paradise Lost</i>		
	Dec 9	<i>Paradise Lost</i>		TPFD Due
	Dec 12	Final Exam		
	Dec 13	Final Exam		

Helpful links:

For help with comprehension of literature we are reading in class.

<http://www.shmoop.com/>

A great research tool. Also has a wealth of information about the periods, authors, and works we will be studying this semester.

<http://www.luminarium.org/sevenlit/>

Great tool for MLA guidelines (for formatting papers, bibliographies, and works cited pages.)

<http://owl.english.purdue.edu/owl/resource/677/01/>

Paris Junior College Library Website

<http://www.parisjc.edu/index.php/library/content/welcome-to-the-library/>

Side by side Beowulf

<http://www.heorot.dk/beo-intro-rede.html>

<http://www.humanities.mcmaster.ca/~beowulf/main.html>

Dear Student and Parent:

Please understand that this is a work intensive class in which you (the student) will be held responsible for completion of all work on this syllabus. To achieve this, you will need to spend quite a bit of time outside of class reading, writing, studying, and completing online assignments. It will require your ability to communicate with me via email, or through the Blackboard system provided by Paris Junior College. I strongly recommend that you have access to a computer and internet outside of school hours. If you do not have access at home, please know that I am available to provide you with access in my classroom or the library here at school before or after school. I am usually here late on weekdays, and am willing to stay longer if needed.

You will be allowed one make-up assignment, for this class that will more than likely be one of the reader responses. Please know that this is for one assignment only per semester. What this means is that if life gets in the way of completion of any of the assignments, or if you are not satisfied with the grade that you receive and would like a chance for a redo (other than exams or quizzes), you will have the opportunity to turn one in by the date set on the syllabus. The final date for redos is December 1.

I make myself as accessible as possible. I have listed all of my contact information above; please feel free to contact me by voice, text, or email. If you have any type of technical difficulties on the night that an assignment is due, please contact me immediately. Even if you are only able to leave a voicemail, this will provide necessary documentation of your difficulties.

In addition, my grading system for this class works somewhat differently than for other high school classes. Because this is a dual-credit class, your grades will not be reported on your progress or report cards. The weighting system of this class does not allow for traditional grade entry. I will send a notification out mid-semester with your current grade. It is the students' responsibility to keep track of grades as they receive their graded work from me. My grading scale is shown on the first page of this syllabus and will be discussed in detail on the first day and over the course of the semester.

Please sign and return this letter to verify that you are familiar with the syllabus and requirements for this semester.

I look forward to having a good year. My goal is for you to learn many things that you can carry with you throughout your education. Please let me know if you have any questions or concerns.

Sincerely,

Marcella Hayden

Parent Signature

Student Signature