Basic Course Information

Semester:	**Fall 2018**	Instructor Name:	**Deirdre Rowley**
Course Title & #:	**Survey of British Literature**	Email:	**deirdre.rowley@imperial.edu**
CRN #:	**11329**	Webpage (optional):	
Classroom:	**2731**	Office #:	**2792**
Class Dates:	**August 14 – December 4**	Office Hours:	**M/W 9:40-10:40 am T/R 10:15-11:15 am**
Class Days:	**Tuesday**	Office Phone #:	**760-355-6484**
Class Times:	1-4:30 pm	Emergency Contact:	**Canvas Messaging**
Units:	3		

Course Description

Study of works of major writers from the British Isles up to the end of the 18th century. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

ENGL 110 or ENGL 101 with a grade of "C" or better.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:
1. Synthesize and analyze British literature (including genre, themes, and historical contexts) from the earliest British literature to the late 18th century. (ILO1, ILO2, ILO5)
2. Demonstrate mastery of rules regarding plagiarism and academic ethics. (ILO3, ILO4)
3. Analyze British literature in the context of the social/historical period. (ILO1, ILO2, ILO5)

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Demonstrate knowledge of the appropriate academic discourse and the conventions of critical literary analysis.
2. Identify and analyze major writings from the earliest British literature through the late 18th century.
3. Relate the literary works to their historical, philosophical, social, political, and/or aesthetic contexts.
4. Demonstrate familiarity with important authors, works, genres, and themes of the period.
5. Analyze and interpret themes found in the literature and intellectual movements of the period.

6. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

Textbooks & Other Resources or Links

Norton Anthology of English Literature Vol. A, B, C (paperbacks)
Author: Greenblatt (general editor)
Edition: 10th
Publisher: Norton Publishing
Year: 2018
ISBN: 978-0-393-60312-5 (Paperback 3 volume set)
Used or rented copies are fine.

 If you purchase an earlier edition, make sure it contains the reading material listed in the class calendar on the last page of this syllabus.

Course Requirements and Instructional Methods

- Assignments are due at the beginning of class. Late work is not accepted unless the student was absent from class.
- Late homework is only accepted only IF you were absent the day it was due.
- Homework due the day you were absent is due the day you return to class.
- All writing done outside of class must be typed.
- Your work must be your work. If someone else is going to do your work, drop this class, and let that person sign up for the class.
- Completed essays are expected to have gone through several drafts.
- Essay must be in MLA format.
- Computer labs on campus and computers in your local library may be used if you do not have a computer at home.
- Assignments will only be accepted for grading the day they are due.
- Staying current with the reading assignments is the key to passing tests.
- Missed tests may be made up. It is the student's responsibility to make arrangements to make up a missed test within 10 school days of the date the test was originally given. Failure to make such arrangements = test grade of zero.
- Missed quizzes may not be made up.
- Some assignments and quizzes may be done through Canvas.
- Plagiarized items earn a zero.
- There is no extra credit.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

- The amount of time a student spends on what was presented in class determines a student's class performance.
- When to review class material and how often determines how much a student remembers.

- A famous study on forgetting textbook materials compared the percentage of material remembered after different intervals of time provided the following results:

After 1 day	54% was remembered.
After 7 days	35% was remembered.
After 14 days	21% was remembered.
After 21 days	18% was remembered.
After 28 days	19% was remembered.
After 63 days	17% was remembered.

- Remembering what you have heard in lectures is even more difficult to recall because you are not able to slow down, pause, reflect, or to reread unless you take excellent notes! In a study on recall after listening to a seminar, students forgot more than 90% of the points from the lecture after 14 days!
- The conclusions to be made from these studies?
  - **Without review**, most information will be lost from memory.
  - **The best time to review materials** is within a day or two after the material has been read or presented in lecture.
- The best way to study for a quiz or test is to keep the memory fresh on an ongoing basis. If you wait to review the information until the night before the test (let's say after 28 days), you will have forgotten 81% of the material and will have to study a lot longer to be sufficiently prepared for the test.

Course Grading Based on Course Objectives

Computer generated grade reports are posted in Canvas. Any questions about grades must be addressed, either in person or via email, before the next class. After this period, there is no discussion of grading and points awarded. Avoid waiting until the end of the semester to discuss any grading issue.

Essays	20%		
Projects	10%	Mid-Term	10%
Tests	25%	Final	25%
Journals / Quizzes	10%		

Grading Scale: 100 – 90 = A; 89 – 80 = B; 79 – 70 = C; 69 – 60 = D; 59 and below = F
Essays: English 110 standards are expected
There is NO extra credit. To do well, complete all the regular credit to standard.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that

class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams

and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services.   There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services.   There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

 To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Some of the material is read in class, some out of class. Some material will be sampled.

Date or Week	Reading	Book
Week 1	**Syllabus & Introduction;** *Beowulf*	**A**
Week 2	***Beowulf*** **con't. (The Hero)** ***Battle of Maldon*** **(Provided on Canvas)**	
Week 3	**Marie De France (*Lanval and Bisclavret*) [The Romance]** ***Sir Gawain and the Green Knight***	
Week 4	***Sir Gawain and the Green Knight*** **Con't.** **Geoffrey Chaucer *The Canterbury Tales: General Prologue***	
Week 5	**Chaucer: *The Wife of Bath's Tale; The Miller's Tale; The Knight's Tale***	
Week 6	**Sir Thomas Malory*: Morte D'arthur (The Myth of Arthur)***	
Week 7	**Mid Term**	
Week 8	**Edmund Spenser [Faerie Queen – Red Cross Knight]; Christopher Marlow [Passionate Shepard to his Love]; Sir Walter Ralegh [The Nymph's Reply to the Shepard]; Wm. Shakespeare [Shall I Compare Thee to a Summer's Day & Marriage of True minds...]; John Donne [Death be not proud...]; Ben Johnson [On My First Son; On My First Daughter]; Robert Herrick [To Virgins, to Make Much of Time]**	**B**
Week 9	**William Shakespeare: *12th Night***	
Week 10	**William Shakespeare: *12th Night***	
Week 11	**William Shakespeare: *12th Night*** **William Shakespeare: *Othello***	
Week 12	**William Shakespeare: *Othello***	
Week 13	**William Shakespeare: *Othello***	
Week 14	**Samuel Pepys; Mary Astell; Daniel Defoe; Francis Burney; Lady Mary Wortley Montagu; Alexander Pope; John Gay [Specific and selected titles for these will be provided]**	**C**
November 19-24	**Thanksgiving Break – No Classes**	
Week 15	**Jonathan Swift – *Gulliver's Travels;* Thomas Gray; Oliver Goldsmith; Review**	
	Final Exam	

Tentative, subject to change without prior notice