**Course Syllabus and Expectations**

**Course Description, Outcomes, and Objectives**

ENGL 2321 develops the analytical skills of students through a careful study of British literary genres such as prose, drama, poetry, and essay. Class discourse will include topics such as the cultural, social, historical, and political issues raised by the literature and students' reactions to them. This is a sophomore-level course, so some readings contain adult language and subject matter. Students who are not prepared for college-level content should think carefully before continuing with this course.

Upon completion of this course, ENGL 2321 students should be able to

- **read closely and evaluate critically** masterpieces of literature, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form;
- **understand and assess** the distinguishing elements of non-fiction, fiction, poetry, and drama, including structure, style, and themes as well as such elements as figurative language, imagery, symbolism, and tone;
- **discuss** analytically and in depth the characteristics of British literature;
- **write** deliberately and thoughtfully about literature in a variety of modes in a way that sequentially and cumulatively builds upon the writing skills developed in the writing sequence;
- **understand and demonstrate** personal and academic responsibility and integrity.

Students in sophomore literature will practice the following ASU core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through quizzes, projects, written analyses, reflections, or examinations.

- **Communications skills**—to include effective written, oral, and visual communication. Students will develop, interpret, and express ideas through effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.
- **Social responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary
expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

- **Personal responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

**Prerequisites**
ENGL 1301 and ENGL1302

**Textbooks**


NOTE: Students will begin the year with Mary Shelley’s *Frankenstein*. Students can buy or rent these books from area bookstores or order them from an online retailer. The school has limited copies available for students to check out on a first come, first serve basis. In addition, our reading list will include selections provided in school-purchased textbooks.

**Grading Policy**
- Essays are **40%** of your overall grade. (responses, critiques, critical analysis essays, etc.).
- Quiz grades are **20%** of the overall grade and include pop quizzes.
- Exams are **25%** (We will have four major exams, including the final).
- Daily work is **15%** of your grade (class discussion, participation, homework).

**Assignments**

**General Note:** Each assignment is a tool to reinforce skills and material taught in the classroom. The amount of homework is carefully considered. Homework is not assigned busy work, but rather it is assigned because of its vital importance to the learning process. Therefore, students are expected to complete all assignments by the due date. Homework will be posted at the beginning of class. Please note, assignments are subject to change if the instructor deems it necessary.

**Methods of Evaluation:** In order to successfully achieve these objectives, students are required to **write frequently** and **rewrite frequently**, both formal, extended analyses, and shorter, in-class responses. Likewise, the instructor will offer on-going advice, before, during, and after students write.

- Therefore, among those elements that will receive particular attention in students’ writing are the following emphases:
  - building a **wider-ranging vocabulary**, used appropriately and effectively;
  - practicing a **variety of sentence structures**, beginning with basic coordination and subordination and including verbals and absolutes and other more complex types of syntax;
  - employing **logical organization** made coherent with the techniques of repetition, transitions, and emphasis;
✓ **balancing the general and the specific**, with particular attention to illustrative detail;
✓ controlling **tone**, establishing and maintaining **voice**, and achieving emphasis through **diction**, and **sentence structure**, all key **rhetorical** concerns;
✓ making connections among their observations and from these connections **drawing inferences** leading to appropriate conclusions about meaning.

- As a prerequisite for this course, students should already understand and use standard English grammar. This course should enhance student ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their own prose.

- **Due Dates and Late Penalties**: This is a college sophomore level class, so shoddy or inferior work is unacceptable. To avoid late penalties, the student should submit his/her work when I request it in class. I will consider **essays** that the student does not have ready to submit at the time I request it in class as one day late. The student can submit essays up to three **calendar days** (not blue/gold days) beyond the due date. However, I will deduct **15 points** for each calendar day that it remains late. After three calendar days, the student will forfeit all possible points for the assignment. Unless I say otherwise, I will only accept printed essays handed to me in class. I will **NOT** accept emailed essays. **I will not accept daily assignments late**. The student should make sure to turn these in on the specified date and time. **This is an ASU college course, and I adhere to ASU regulations**.

- **Lost Work**: You will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Backup all your work in multiple locations. I will **not** accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

**Absentee Work**
- Since students will know in advance when an essay or assignment is due and will have ample time to complete it, the assignment **MUST** be turned in the date it is due. If a student is absent the day an essay is due, for any reason, he or she needs to make sure his/her paper is sent to school and handed to Mrs. Wisener. Late daily work will **NOT** be accepted and will receive a 0 in the grade book. **If a student will be absent for an in-class essay, he/she needs to make arrangements to complete the assignment prior to the scheduled absence.**
- Due to the nature of the assignment, presentations will **NOT** be accepted late.
- Each student is personally responsible to request information and assignments that he or she missed while absent. The rules for late assignments still apply if the student fails to request the missed work.
- If a student will be absent from school for a school sponsored trip (for example, ag or athletics), the student must turn in any work which will be due during his/her absence or complete any tests scheduled for when he/she is absent **BEFORE** leaving on the trip.
- **I will not discuss absentee work with the student during instructional time (either during class or another class.) I will not discuss it in the hallway between classes. I am happy to work with the student during AP or by appointment after school.**

**Communication (email)**
- When questions about course content occur to the student outside of AP or our scheduled class sessions, I encourage him/her to email me for assistance. I am happy to answer the
student’s questions. However, please understand that I receive plethora email on any given day, so it is important that the student’s email messages attend to some basic conventions of electronic communication. For example, the student’s emails to me should contain a helpful subject line. They should begin with a salutation, such as “Dear Mrs. Wisener,” or “Hi, Mrs. Wisener.” They should also contain the student’s full name along with the name and class period of our course. Finally, I ask that the student attempt to use properly punctuated and complete sentences in his/her emails to me. The emails do not have to be perfectly edited, but I will not respond to carelessly written messages littered with typographical errors. In addition, please understand that it may take up to 24 hours for me to respond to an email during the week, and I may not check my school email on weekends or holidays.

- I also ask that students limit the use of email to attend to quick questions and requests. The activity period (AP) in the morning or after school appointments are the best way for us to address more complex questions and concerns about the course.

**Supplies**

BE PREPARED FOR CLASS. Always bring the following to class:
- Text Book or other required books we are using at the time
- Paper
- Binder
- One highlighter, any color.
- Pen
- Pencil

**Classroom Expectations and Procedures**

- Students are to always exhibit integrity. Any action should reflect this idea.
- Having integrity includes adhering to the following standards:
  - **Be prompt.** Class begins precisely on time. After I have closed the classroom door, it will stay locked until the end of class. After the door has been closed, no student will be allowed inside the classroom without a tardy pass. Students should get everything from their lockers or cars and go to the restroom before coming to class.
  - **Be kind and respectful.** All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude or disrespectful behavior directed at any member of this class. Anyone exhibiting disrespectful or vulgar language and/or behavior will be subject to the school’s discipline policy.
  - **Be honest.** Honesty is an important part of integrity. Cheating will not be tolerated. Cheating includes sharing homework answers, looking at another student’s test or quiz, and talking (even whispering) during a test or quiz. Plagiarism is another form of cheating and will be addressed in more detail in the next section of the syllabus. If the student has a doubt as to what constitutes cheating, the instructor will gladly answer any questions.
  - **Be mentally present.** Use of electronic devices during class will not be tolerated unless the instructor has specifically directed that they be used for instructional purposes. If the student is using his/her phone for something other than teacher-directed purposes, it will be confiscated and turned in to the principal’s office. A student can pick up the phone from the office for a fee of $15. Laptop computers may not be used in class unless prior permission has been obtained from the instructor.
  - **Be on task.** All materials from other classes must be put away during class time.
**Academic Integrity and Plagiarism**

- In my classes, I want to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded as a serious offense and renders the offenders liable to serious consequences.
- “All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the *ASU Bulletin* and in the *ASU Student Handbook*. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”
- Although the school broadly defines the types of "dishonesty" that compromise academic integrity, the most common offense for this course is plagiarism. Plagiarism includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

**Students with Disabilities**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class need to have done so with the counselor’s office at the high school. If your accommodations are already on file, then I already have the paper work, but would love to talk with the student, privately, about which accommodations help him/her the most.

**Statement of Nondiscrimination**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity**

By its very design, this course engages texts that some students might find difficult and/or controversial. It is my intention, nevertheless, to establish and support an environment that values and nurtures individual and group differences and encourages student engagement and interaction both with the assigned texts and each other. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate each of us to examine the world in which we live. By promoting diversity and intellectual exchange, we aim not only to mirror society as it is, but also model society as it should and can be.