ENGLISH 2321: Readings in British Literature
The Supernatural

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(325) 486-6139

039B Academic Building
MWF 10-11:45AM/M & R 2-4PM
and by appointment

Course Overview:
This course, which generally aims to introduce students to the skills of literary analysis through exposure to important works of British literature, takes as its specific theme monstrosity and the supernatural, surveying diverse depictions of the “other” in a variety of cultures, periods, and genres. This thematic approach is designed to open up to students the widely different portrayals of monstrosity and the supernatural in Europe and the British Isles that both reflect and shape the society in which they are born. Covering the literature of over 800 years, this course will engage medieval depictions of the supernatural and monstrosity in Beowulf, Sir Gawain and the Green Knight, and Marie d’France’s “Bisclavret,” and then will transition to early modern England’s shifting perceptions of the supernatural and magic, examining Marlowe’s Doctor Faustus and Shakespeare’s Hamlet, Macbeth, and The Tempest, and then will shift yet again to interrogate Victorian sensibilities with Stevenson’s Dr. Jekyll and Mr. Hyde. Importantly, the works we cover are not designed to give students an exhaustive account of British literature, but to present various attitudes and presentations of monstrosity and the supernatural within its cultural and historical contexts. All of these works are ambivalent in their expression of monstrosity, enabling students to interrogate their own ideas, to shape their reactions to texts and to support and develop their readings into literary arguments that contribute to the colloquy.

Course Objectives and Student Learning Outcomes:
This course has two primary goals: first, students will develop their close reading and analytical skills through careful work relating to the structural and thematic elements of a admittedly idiosyncratic and small sampling of the literature of Britain; second, students will develop their interpretive skills in being able to transition observations about texts into interpretive claims and arguments.

Upon completing sophomore literature, students should be able to
1. understand the role of literature as an expression of values and interpretation of human experience
2. understand and apply methods of responding to literature analytically
3. understand the form, function, scope and variety of literature, including specialized terminology
4. understand the interactive relationship between history, culture, and literature.

This course will help you 1) gain a broader understanding and appreciation of intellectual and cultural activity 2) learn to analyze and critically evaluate ideas, arguments, and points of view; and 3) develop creative capacities.

Required Texts:
- Additional readings will be posted on the course’s Blackboard site and are marked on the calendar with (BB).
ASU Core Curriculum Objectives for Sophomore Literature and Related Course Assessments:

Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations. Critical thinking will be demonstrated in reading quizzes, written analyses, or examinations. 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. Communication will be demonstrated in reading quizzes, written analyses, or examinations. Students will develop, interpret, and express ideas through effective written communication. Social responsibility will be demonstrated in students’ ability to engage with 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 will be demonstrated in reading quizzes, written analyses, or examinations. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

Methods of Instruction:
This is an online course, but it is not self-paced.

Each module in the course will open and close on specific dates. Once a module has closed, assignments will not be accepted. Blackboard is utilized for all course content delivery, and class assignments, including midterm and final examinations. Students must be able to access Blackboard on a regular basis and check their ASU email daily for communication from me and from ASU.

Course Requirements:
1. It is the student’s responsibility to have a computer with access to the Internet with adequate speed to do classwork, tests, and exams, and to access Blackboard. You will also need a webcam and speakers for many of the projects and lectures in this class. If you cannot meet these requirements, you should drop this class immediately. The latest version of a browser is recommended, Firefox and Chrome work well with Blackboard – some others, like Safari, work less well. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

2. All assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

3. All files uploaded to Blackboard must be in either a .doc or .pdf format. Any files I cannot open for ANY reason (technical incompatibility, corruption, etc.) will be counted as zeros. All assignments must be typed.

4. All formatting and citations should conform to MLA standards. For more information and examples of formatting and citation, please consult Purdue OWL.

Attendance Policies:
As this course is conducted entirely online, I have no attendance policy and no grade for “class participation.” This is not a self-paced course, however; you must make time in your schedule to “come to class” online each week. Since this is a three semester-hour (3 SCH) course, you should plan for at least three (3) hours of instructional time online each week, PLUS an additional 6 hours for readings and assignments, just as you would in any face-to-face course.

Due dates for all assignments are listed in each module. All assignments must be turned in completely and on time. Each module will open and close on specific dates. Once a module is closed, no additional assignments from that module will be accepted. It is important to use your time wisely and watch due dates. All students are to
adhere to all ASU policies concerning attendance as contained in OP 10.04 and OP10.19. If you have a conflict for a deadline, you should submit your materials early. If you are sick, I still expect you to still get your work done. If you are catastrophically ill and under the prolonged care of a physician, you should contact me as soon as you can (prior to missing deadlines) and we can work something out.

**Evaluation:**
Your final grade is determined by your performance in the following areas:

- **Reading Quizzes:** 10%
- **Discussion Board Posts:** 30%
- **Response Papers (3):** 20%
- **Exams (2):** 40%

**Readings:**
Please use the assigned edition, listed by author, title and ISBN above. For each module, I expect you to read and study the full assignment before class, attending to plot, characterization, diction, imagery, important ideas, and other objects of literary analysis. The reading assignment also includes any related headnotes and footnotes.

**Reading Quizzes:**
These quizzes are designed to encourage you to keep up with reading assignments. Typically, they are a combination of short answer, fill-in-the-blank, and multiple-choice questions concerning the week’s readings and they take only about five-ten minutes. There is at least one each week. **ALL quizzes are due by Friday at 11:59PM** unless the university schedule intervenes (in the case of Spring Holiday, for example). All quizzes can only be submitted once, are timed, and will close after time expires. You should factor in about a minute per question, so a five-question quiz will be allotted a time constraint of five minutes once you begin. **No late quizzes will be accepted.**

**Discussion Posts:**
By each **Sunday at 11:59PM**, students will submit reflection posts to Blackboard® (see below) on an assigned prompt or question. I will evaluate these responses via email with each student, assigning a grade, but more importantly, asking questions, prompting further consideration and development, etc. Each post must be between 250-500 words, should take a position that makes an argument and support each claim with well-considered textual evidence. All work must be completed in a professional manner with care taken about mechanics, audience, citation, and comprehension. All students should consult the rubric for the evaluation of these discussion board posts, which can be found on Blackboard under Week 1: Introduction to the Course, PRIOR to completing their first post. **No late discussion board posts will be accepted.**

**Response Papers:**
At three times during the semester, students must submit a paper that responds to an assigned academic article and prompt. These papers must be between **1500-2000 words** and should represent the students’ most polished and complex understanding of the question assigned. These papers will be due on the appointed Sundays by 11:59PM. **For every 24-hour period the paper is late, the final paper grade drops a full letter.**

**Midterm and Final Exam:**
Examinations in ENGL 2321 are due by the deadline. No extensions will be granted except in dire and documented emergency. Each examination is timed and is available in a finite window; no late exams will be accepted and no make-up exams will be arranged without prior permission.

**Communication:**
The course is designed to offer regular and substantive interaction between students and me, your professor. Both groups are responsible for effective, appropriate, and timely communications and interactions in the course.
Student Communication:
Students should initiate communications with instructors through in-person office hours, telephone, or the ASU email system. Students should check Blackboard and email frequently for announcements and reminders. If you would prefer to ask a peer a question, you should post to the Class Café for questions you have about the course. It is an expectation of this department that you use academic and professional writing skills and always treat your interlocutor with respect. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

Professor Communication:
I will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners. I will typically respond to email within 24 hours. I leave Class Café discussions to the students in the class and will only check into those discussions periodically.

Blackboard®:
This course operates a Blackboard website, where you will find important announcements, assignment prompts and guidelines, and relevant handouts. You will turn in your response papers through Blackboard via TurnItIn®, a plagiarism detection software. You will find information on the submission process and other information regarding the class at <http://blackboard.angelo.edu>. You should check Blackboard daily to stay abreast of new assignments, changes in the syllabus and announcements.

Office Hours:
My office hours are a time that I set aside to be available to students who want help with assignments. You are welcome to call or come by unannounced during these times, though you might want to tell me in advance if you will be there in person so I can let you know when I have specific time available or if a conflict has arisen and I need to cancel office hours (I have a two daughters and lots of meetings and would hate for you to waste your time or to wait if I know that I have a conflict). I will make every effort to accommodate you regarding appointments; if you want help, email me, call my office, or swing by to set up a time.

Statement on Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both the print and web versions of the Student Handbook. Your participation in English 2321 assumes your agreement to ASU’s honor code.

If you do not understand the rules regarding cheating or plagiarism as outlined in the Academic Honor Code, it is incumbent upon you to seek clarification from me prior to the first assignment. In addition to asking me, you may consult the Center for Academic Integrity. I have no patience for cheating or plagiarism: any student who violates the Academic Honor Code will receive a failing grade for the semester.

Counseling Services:
Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including me.

- Campus Counseling Services 325-942-2171
- Campus Police 325-942-2071
- San Angelo Police 911
- Michelle Boone, Title IX Coordinator 325-486-5367

Students with Disabilities:
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.
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| One  | • Syllabus and policies (including due dates)<br>• Yeats, "Leda and the Swan"
• View Presentations (2)<br>  • Literary Analysis
• Medieval Culture<br>• Submit Quizzes (2) by Friday 11:59PM
• Upload Introduction Video by Sunday 11:59PM
• Upload Response to DBP 1 by Sunday 11:59PM |
<p>| Two  | • Beowulf (Heaney, trans)&lt;br&gt;• British Library informational link: &quot;Beowulf&quot;&lt;br&gt;• View 3 Presentations&lt;br&gt;  • Anglo Saxon Poetry (Quiz)&lt;br&gt;• The Heroic Code (Quiz)&lt;br&gt;• Beowulf&lt;br&gt;• Submit Quizzes (3) by Friday 11:59PM&lt;br&gt;• Upload Video by Sunday 11:59PM&lt;br&gt;• Upload response to DBP 2 by Sunday 11:59PM |
| Three | • Beowulf (Heaney, trans)&lt;br&gt;• View 1 Presentation&lt;br&gt;  • Kingship and the Heroic Code (Quiz)&lt;br&gt;• Submit Quizzes (2) by Friday 11:59PM&lt;br&gt;• Upload responses to DBP 3 &amp; 4 by Sunday 11:59PM |
| Four | • Sir Gawain and the Green Knight (Borroff, trans)&lt;br&gt;• View 3 Presentations&lt;br&gt;  • Chivalry (Quiz)&lt;br&gt;• Sir Gawain and the Green Knight&lt;br&gt;• Simon Armitage’s BBC Documentary “Sir Gawain the Green Knight” (youtube) (Recommended)&lt;br&gt;• Submit Quizzes (2) by Friday 11:59PM&lt;br&gt;• Upload responses to DBP 5 &amp; 6 by Sunday 11:59PM |
| Five | • “Bisclavret” (D’France)&lt;br&gt;• “Woman Hating in Marie D’France’s ‘Bisclavret’” (Creamer)&lt;br&gt;• View 1 Presentation&lt;br&gt;  • “Bisclavret”&lt;br&gt;• Submit Quizzes (2) by Friday 11:59PM&lt;br&gt;• Upload response to DBP 7 by Sunday 11:59PM&lt;br&gt;• Response Paper due by Sunday 11:59PM |
| Six  | • Doctor Faustus (Marlowe)&lt;br&gt;• View (2) Presentations&lt;br&gt;  • Calvinism (Quiz)&lt;br&gt;• Doctor Faustus&lt;br&gt;• Submit Quizzes (2) by Friday 11:59PM&lt;br&gt;• Upload Video by Sunday 11:59PM&lt;br&gt;• Upload response to DBP 8 by Sunday 11:59PM |
| Seven | • Doctor Faustus (Marlowe)&lt;br&gt;• View (1) Presentation&lt;br&gt;  • Early Modern Magic (Quiz)&lt;br&gt;• Read Review Sheet for Exam&lt;br&gt;• Submit Quiz (1) by Friday 11:59PM&lt;br&gt;• Upload response to DBP 9 by Sunday 11:59PM |
| Eight | N/A | • MIDTERM EXAM due by Friday 11:59PM&lt;br&gt;• SPRING BREAK |
| Nine | • Hamlet (Shakespeare)&lt;br&gt;• View (3) Presentations&lt;br&gt;  • Revenge Tragedies (Quiz)&lt;br&gt;• Purgatory in England (Quiz)&lt;br&gt;• Hamlet&lt;br&gt;• Submit Quizzes (3) by Friday 11:59PM&lt;br&gt;• Upload Video by Sunday 11:59PM&lt;br&gt;• Upload response to DBP 10 by Sunday 11:59PM |</p>
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| Ten  | • *Hamlet* (Shakespeare)  
• View (3) Presentations  
  • The Players (Quiz)  
  • Ophelia (Quiz)  
  • Staging Hamlet | • Submit Quizzes (2) by **Saturday** 11:59PM  
• Upload responses to DBP 11 & 12 by **Monday** 11:59PM *(Note date changes for Spring Holiday/Easter)* |
| Eleven | • *Macbeth* (Shakespeare)  
• View (2) Presentations  
  • Equivocation  
  • *Macbeth*  
| • Submit Quiz (1) by Friday 11:59PM  
• Upload responses to DBP 13 & 14 by Sunday 11:59PM |
| Twelve | • *Macbeth* (Shakespeare)  
• “Macbeth and his Porter” (Tromly) | • Upload Video by Sunday 11:59PM  
• **Response Paper due by Sunday 11:59PM** |
| Thirteen | • *The Tempest* (Shakespeare)  
• View (2) Presentations  
  • Staging Ariel (Quiz)  
  • *The Tempest* | • Submit Quizzes (2) by Friday 11:59PM  
• Upload Video by Sunday 11:59PM  
• Upload response to DBP 15 by Sunday 11:59PM |
| Fourteen | • *The Strange Case of Dr. Jekyll and Mr. Hyde* (Stevenson)  
• View (2) Presentations  
  • (Quiz)  
  • *Jekyll and Hyde* | • Submit Quizzes (2) by Friday 11:59PM  
• Upload response to DBP 16 & 17 by Sunday 11:59PM |
| Fifteen | • *The Strange Case of Dr. Jekyll and Mr. Hyde* (Stevenson)  
• “The Threat of Gothic Instability in Stevenson’s Dr. Jekyll and Mr. Hyde” (Floyd)  
• Read Final Exam Review Sheet | • **Response Paper due by Sunday 11:59PM** |

**FINAL EXAMINATION** will be released on Monday, May 7th and will be due by 11:59PM.