

**Syllabus**  
**British Literature— English 2321**  
**Fall 2021**

**Teacher:** Mrs. Person

**Room:** B115

**Conference:** 2nd Period

**Tutorials:** Monday/Wednesday @ 3:40-4:00 pm or by appointment (subject to change)

**E-mail:** [mperson@bradyisd.org](mailto:mperson@bradyisd.org)

**\*Disclaimer: The teacher reserves the right to make modifications to this syllabus throughout the year as needed.**

**Course Description:**

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 monstrosity in *Beowulf* and Marie d’France’s “Bisclavret,” and then will transition to early modern England’s shifting perceptions of the supernatural and magic, examining Shakespeare’s *Macbeth*, and then will shift yet again to interrogate Victorian sensibilities of such difference with Mary Shelley’s *Frankenstein* and Robert Louis 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 conversation.

**Learning Outcomes:**

This course has two primary goals: first, students will develop their close reading and analytical skills regarding structural and thematic elements of an admittedly small sample of British literature; second, students will develop their interpretive skills in being able to transition observations about texts into interpretive arguments.

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

In addition to these student learning outcomes, 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.

**Supplies:**

- Black/Blue Pens or pencils
- Spiral notebook
- Folder
- Any handouts required for class discussion

\*\*Students need to bring materials to class every day.

**Required Texts:**

These are the texts that we will be using for this class. You are not required to purchase or rent these texts, as I will provide you with handouts/books as needed. However, you may purchase/rent them if you'd like.

Heaney, Seamus (trans), Beowulf (Norton, 2001) ISBN: 978-0393320978

Marlowe, Christopher, Doctor Faustus (Hackett, 2005) ISBN: 978-0872207295

Shakespeare, William, Four Tragedies (Signet, 1998) ISBN: 978-0451527295 (This contains Hamlet and Macbeth, which we will be reading after the midterm)

Stevenson, R.L., The Strange Case of Dr. Jekyll and Mr. Hyde (Norton, 2002) ISBN: 0-393-97465-0

\*Additional readings will be posted on the course's Google Classroom/Blackboard site and are marked on the calendar with (BB)\*

**Communication Policy:**

If a student or parent emails or calls, Mrs. Person has 24 hours during the school week to respond and 72 hours to respond if it is the weekend.

**Restroom Breaks:**

Students will be given 3 bathroom passes to use per six weeks.

**Breakdown of Assignments:**

Reading & Lecture Quizzes, Videos	25 %
Discussion Board Posts	25 %
Response Papers (2)	20 %
Exams (2)	30 %

**Late Work Policy:**

**All response papers are due in class on the day listed on the assignment sheet and on Turnitin by 11:59 pm** unless for some reason I announce a change **or** unless you have made special arrangements with me to turn your paper in at a later date. Your papers must be turned in both online and in person before I will begin grading them. Late penalties (see below) will apply to all papers that are not completely turned in (both in person and online). **I do not accept emailed final drafts of major writing assignments.**

Daily assignments are due at the beginning of class on the day assigned by Mrs. Person. Unless I announce a change or you have made special arrangements with me to turn the assignment in at a

later date, then late penalties will apply. Daily work may be given as a paper assignment or digital assignment.

**Assignments turned in after the deadline (not approved by Mrs. Person) will receive a major deduction in grade (one grade per school day). This means an A paper goes down to a B, a B to a C, and so on. I will not evaluate major assignments more than three school days late.**

### **Readings:**

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 a minute per question for the prepared student. There is at least one each week. ALL quizzes are given in class. All quizzes can only be submitted once, are timed, and will close after time expires. You should factor on about a minute per question, so a five-question quiz, for example, will be allotted a time constraint of approximately seven minutes once you begin. If you miss a quiz, then you need to set up a time to complete a different make-up quiz.

### **Discussion Posts (DBPs):**

Each week, students will complete at least 1 discussion board post and respond to 1 of their classmates' posts. The due date for these will be outlined in class based on the text. All these answers will be interpretive in nature, meaning that they will require you to think deeply about the question and the text to formulate your answer. I will evaluate these responses via a rubric which will be provided to the student. Each DBP must at least 150 words, should take a position that makes an argument and supports 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 DBPs, samples, and FAQs, PRIOR to their first post. The standard late work policy (drops a letter grade per day) applies to DBPs, but one DBP will be dropped at the end of the semester.

### **Response Papers:**

Two times during the semester, students must submit a paper that responds to an assigned prompt. These papers must be between 1000-1500 words and should represent the students' most polished and complex understanding of the question assigned. For you to get anything at all out of this course, you will have to apply the writing principles and strategies we work on in class to each of your major writing assignments. When I read your papers in this class, I will evaluate them in light of a clearly laid-out set of "evaluation criteria," which I will put on every assignment sheet. These are the items I will be looking for when I grade your writing.

My grade scale for the course is the same one used throughout the freshman writing program and most departments in the University: A=superior; B=above average; C=average; D=below average; F=unacceptable.

### **Midterm and Final Exam:**

Examinations in ENGL 2321 are due by the deadline. No extensions will be granted except in dire and documented emergencies. 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.

### **Coursework-Your Responsibilities:**

Your final grade in this course is determined by your performance on assignments. Each activity will make up a specific percentage of your final grade. Course projects and their associated grade percentages are listed at the left. Please understand that this course will challenge you. If you want to do well in this class, you should plan to devote time and energy to it. You will need to ask questions when you have them and work hard to find answers to questions. You will not do well in this class if you plan to regularly miss class or remain passive and disengaged from class discussions and activities. Students who hope to earn an “A” will consistently do the following:

- Completely and carefully read all reading assignments according to the schedule;
- Be prepared for each class period and take careful notes during class lectures and discussions;
- Focus specifically on course material during class sessions;
- Work hard on all assignments, attending to all details (multiple hours per week outside of class);
- Work proactively through tasks (be motivated; always push yourself to perform better);
- Study reading and lecture notes prior to quizzes;
- Ask questions of others and answer them for others when possible.

### **ASU Core Curriculum Objectives: English 2321:**

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, and 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, and 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, and examinations.**

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

**The Drafting Process:**

For each of our response papers in the course, you will create at least two complete drafts, but many partial drafts. Any materials created or workshopped in class, along with commentary from peers; First Complete Draft: reviewed by me during a one-to-one conference; Final Draft: submitted for a grade. I will provide formative comments on your first draft that will help you focus your revision efforts on some of the most important areas of your essays. For final drafts, I will provide summative comments that explain the strengths and weaknesses of the essay. I will also assign a grade to this draft. Failure to adequately revise your work throughout these stages will result in a substantially diminished grade for your final draft.

**The Workshop Environment:**

English 2321 utilizes a variety of instructional methods. While certain concepts will be introduced through lecture and developed through practical, hands-on experience, some classes will be spent workshopping or revising your drafts. This means that you will spend a good bit of your time this semester writing, revising, and discussing what you have written with me and your classmates. You will share your ideas, drafts and revisions with your small group. In turn, group members will give you valuable feedback to help you complete your assignments successfully. The more constructive feedback you receive on your writing—in the form of both praise and criticism—the stronger your writing will become. If this is not incentive enough to develop your revision skills, I will assess the quality of your critiques and your revisions, the average of which will be factored into your course grade. Monday, Wednesday, and Friday will be reserved for explicit instruction and discussion regarding the class material. Tuesday and Thursday will be reserved as Workshop time where one-on-one conferencing, reading, and writing will take place.

**Class Discussion:**

Because this is primarily a discussion-based class where all members depend on the input of others, you will be graded according to your critical thinking, and response to the discussion questions either verbal or written. I will supply all students with a rubric which will help you understand my expectations for class discussion and your role in the classroom community. You must have the appropriate text for every discussion. Failure to bring your text to class will result in a reduced grade for the day because you did not have the text available to help provide evidence of your thinking.

In this class we will discuss works that engage complicated argumentative points. You may or may not agree with the interpretations of your classmates or teacher. This is to be expected and even encouraged: disagreement fosters discussion. I ask that you be respectful of your classmates

and the views expressed and that you enter into a meaningful discussion rather than sermonizing, generalizing, or name-calling.

### **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 of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

### **Note on length and format of assignments:**

Any paper that does not meet the minimum required length will receive a point reduction. For example, when the assignment sheet states 3-5 pages that means you must have, at minimum, 3 **full** pages. Papers turned in that have 2 and  $\frac{3}{4}$  pages or less are not acceptable.

All major writing assignments **WILL** follow standard MLA 8 guidelines. This means papers must be typed, double-spaced with 1-inch margins, the font must be 12-point Times New Roman. Do not turn in papers with fonts larger than 12 or with spacing greater than double (it is extremely obvious when spacing, punctuation, or font size is incorrect...so just don't do it). More format requirements will be outlined on each assignment sheet.

### **Turnitin.com:**

Turnitin is a tool that is used by both teachers and students to check for plagiarism. I will open the Turnitin folder for each assignment before the assignment is due and will allow you all to resubmit your work as many times as needed before the due date. When you upload to Turnitin, you will get back a similarity percentage. This percentage is how similar your work is to other works on the Internet or on Turnitin's repository. It is your responsibility to avoid plagiarism by double checking that your work is properly cited. If you happen to get a percentage above 30%, it is your responsibility to check in with me to make sure you are quoting, paraphrasing, or citing correctly.

As mentioned earlier, a hard copy is also required for both essays. **I will not grade an essay unless I have the hard copy and the online version.** Late penalties will apply for late submissions to Turnitin.

### **COVID-19/Remote Learning:**

In the event that we move to remote/online learning, you will still be responsible for **ALL** of the work assigned and for staying in continuous contact with me regarding your schoolwork. This means you must log on to Google Classroom/Blackboard regularly and show progress and completion on the assignments given to you. If you do not keep up with the material, you will not pass.

### **Professionalism:**

You are in high school now and I expect you to act as responsible young adults. This means I expect you to be respectful of the course content, for your fellow classmates, for me, and as such I will be respectful towards you. As young adults, there will be times when you encounter peers or superiors that you do not like as well as texts that you do not enjoy. This is a part of life and

while you are not required to like said person or material, I expect you to still be respectful. If such respect is disrupted, there will be consequences. (Arriving late to class definitely falls into this category. Late arrival demonstrates a lack of respect for me and for your classmates and it disrupts the class). I also expect you to be attentive in class, especially since this class covers a lot of material.

One of the best ways to help you be successful as a student and to ensure I am helping you as an educator is to communicate with me. If there is a problem, concern, question, etc. then please come talk to me. I can't help you if I don't know that you need help! This can be anything from wanting to move seats to needing help with learning material. The more you communicate, the better I can assist you!

### **Classroom Rules:**

\*\*These go hand-in-hand with the previous section covering Professionalism, but are outlined a little more specifically.

1. Prompt
  - a. Be on time
  - b. Turn in work on time
2. Prepared
  - a. Bring all materials
  - b. Electronics put away
3. Productive
  - a. Follow directions
  - b. Use time wisely
4. Polite
  - a. Be nice to everyone
  - b. Respect yourself, your classmates, your teacher, and your classroom
5. Patient
  - a. Wait respectfully and patiently for your turn
  - b. Listen, stay seated, and pay attention to whoever is speaking

### **Class Rewards for Behavior and Learning:**

I enjoy rewarding my students when they have been well-behaved and are actively pursuing their learning goals. To measure this, classes earn rewards as a whole by becoming the Chosen Ones and earning Green Aliens. Yes, the same green aliens from Toy Story.

These Green Aliens are earned in various ways such as the entire class having their work completed and turned in on time, the class has been on their best behavior, a substitute leaves a positive note, the class is actively engaged in the lesson or assignment, a student or group of students completing a kind act for someone. This is not an exhaustive list by any means as there are many ways to earn aliens. The class can earn 1-2 aliens per week. The goal for each class is to earn 7 aliens by the end of each Six Weeks. If the class earns all 7 aliens, then they receive a reward.

Rewards are, but not limited to:

- homework passes
- snack party
- movie day
- board game day
- reduced hw assignment
- cell phone day

### **Classroom Procedures:**

This section outlines my everyday expectations regarding procedure in my classroom.

When you walk in, you need to:

1. Sit down quietly at your table
2. Pull out the necessary materials
3. Turn in any homework assignments
4. Start on the bellwork on the board

When you turn in materials, you need to:

1. Make sure your first name, last name, and class period are on the assignment
2. Turn in all homework at the beginning of class, unless told otherwise by Mrs. Person
3. Make sure you put it in the correct spot. There are trays on the counter at the back of the classroom that are labeled for each class period. Put your completed work in the corresponding tray.

When you are absent and need to pick up the work you missed, you need to:\*

1. Look at the Agenda board to see what we worked on in class.
2. Ask a friend what the lesson and assignment was that they completed.
3. Look in the filing cabinet next to Disney World to get the corresponding materials.
4. When the class is independently working on that day's assignment, come up and ask Mrs. Person about the previous day's lesson and requirements for completing the work.\*\*
5. Schedule a specific day with Mrs. Person to turn in the missed work that follows the school policy to receive credit.

\*This specific process ensures that you have done your part to figure out what the lesson and assignment was about, and that you have gathered the necessary materials to complete before asking Mrs. Person about the lesson.

\*\*It is the student's responsibility to ask Mrs. Person to explain the previous day's lesson or to ensure that the notes are made available for the student to go over.

General classroom procedures:

1. Please raise your hand if you have a question or are responding to something in class.
2. If you borrow any supplies (pencil, pen, highlighter, colors, etc.) please be gentle with them and return them to their proper place when you are finished using them. Each table has a set of colors and supplies for their group. Ensure that you keep your supplies

isolated to your table. If you need something specific or can't find something, then ask and I will help you find it!

3. The trash cans are not basketball hoops, please don't try to make a free throw from across the classroom with your trash into the trash can. Save those skills for the court! :)

### **Cell Phones:**

Cell phone usage may vary day-to-day. The school policy is that there is a RED Zone and a GREEN Zone. There will be signs in the classroom that state what zone the class is currently in: A RED Zone indicates that phones should be on silent and put away (read: if I see it, I will take it), a GREEN Zone means that phones may be out and used-as appropriate; however the volume needs to be at a reasonable level, if not on silent. The Zone may change throughout the course of the class; however, most of the time this will be a RED Zone classroom.

If a student has a cell phone out in the locker room or bathroom, it will result in cell phone confiscation AND 3 days of ISS. The 3 days of ISS is reserved as an automatic for bathroom and locker room situations. We will apply ISS as needed for classroom situations.

Students will be allowed to have cell phones in the hallways, snack bar, and cafeteria as long as they are following the acceptable use policy.

## **ASU Policies**

### **Student Disability Services:**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford Director of Student Disability Services 325-942-2047 [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu) Houston Harte University Center

### **Title IX Statement:**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator: Michelle Nicole Boone, J.D. Director of Title IX Compliance 2 [Michelle.boone@angelo.edu](mailto:Michelle.boone@angelo.edu) 325-486-6357 Mayer Administration Building 204

### **Student Absence for Observance of Religious Holy Days:**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Incomplete Grade Policy:**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Student Conduct Policies****Academic Integrity:**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

<http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

**Plagiarism:**

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

<https://www.angelo.edu/current-students/writing-center/>

**Copyright Policy:**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**General Policies Related to This Course:**

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook-  
<https://www.angelo.edu/current-students/student-handbook/>
- Angelo State University Catalog-<https://www.angelo.edu/academics/catalog/>

**Tentative Course Schedule:**

Week 1: First day activity/ Syllabus / email

Week 2: Rubrics / MLA Citations / Writing Sample / Literary Analysis Lecture / DBP Examples

Week 3: Medieval Culture / Anglo Saxon Poetry / Heroic Code / *Beowulf*

Week 4: *Beowulf* / Grendel & Grendel's mother / Class Discussion

Week 5: *Beowulf* / Response Paper Prompts & Lecture

Week 6: "Bisclavret" / Chivalry and Romance / Response Paper 1 DUE

Week 7: Macbeth

Week 8: Macbeth

Week 9: Midterm Review / Midterm Exam / "Goblin Market"

Week 10: Frankenstein

Week 11: Frankenstein

Week 12: Frankenstein / Response Paper Prompts

Week 13: "Dr. Jekyll and Mr. Hyde" / Response Paper 2 DUE

Week 14: "Dr. Jekyll and Mr. Hyde" / Discuss Final Exam

Week 15: Finish preparing for final exam / take final exam (Paper #4)

\*This schedule is subject to change. The specific details for each class meeting will be in the assignment sheets given for the major papers. \*



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Dual Credit English IV (ASU ENGL 2321) \*\*2021-2022\*\*  
Guidelines and Procedures Signature Page

My signature below shows that I have read and understand the procedures outlined for Dual Credit English IV(ASU ENGL 2321). Please return by Friday, August 27<sup>th</sup>.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name:  
\_\_\_\_\_

I have read the course outline and understand what is expected of my child for Dual Credit English IV (ENGL 2321).

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name:  
\_\_\_\_\_