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British Literature I

Gary Wilson

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COLLIN COLLEGE**COURSE SYLLABUS**

Course Information

Course Number: ENGL 2322

Course Title: British Literature I

Course 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.

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 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. (Social Responsibility)
 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. (Critical Thinking and Communication Skills)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook* for all academic policies posted in *Cougar Web*.

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, **F-144 C (Frisco Campus)** or 972.377.1527 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor Information

Instructor's Name: Dr. Gary H. Wilson, Ph.D.

Office Number: LH-169 (Lawler Hall), Preston Ridge Campus

Office Hours: Mon & Wed–10:00 AM – 12:45 PM; Tues & Thurs–9:00 AM – 10:00 AM or by special appointment

Phone Number: 469-365-1818 (with voice mail: leave call back no.)

Email: **GWilson@collin.edu** [*Preferred method of contact in an online class]

Class Information:

Semester: **Spring 2019**

Section Number: ENGL 2322.WP1 CRN: 21276

Meeting Times: This course is instructed entirely online, using the Canvas Learning Management System.

Meeting Location: Web: Online in Canvas

Minimum Student Skills: Students should possess effective skills in keyboarding in a **Windows operating system, using MS Word, and be efficient in navigating the Canvas courseware**, as well as in downloading and uploading documents, and using email.

Course Required Texts:

NORTON ANTHOLOGY ENGLISH. LIT., V.1 (PAPER)
REQUIRED |Editor: GREENBLATT EDITION: 9TH PUBLISHER: NORTON
 ISBN: 9780393912470

*Check with the Frisco Campus Barnes & Noble Bookstore that can be accessed online at the “Academics” pull-down menu on Cougar Web or telephone the Bookstore for specific information on your text and available editions.

Supplies: USB memory flash drive to archive your assignments.

Student Support Resources:

- College Writing Centers: In-person appointments and online tutorial support can be accessed at one of the College’s on-campus Writing Centers (PRC, SCC, or CPC campuses) through this web link:
<http://www.collin.edu/studentresources/writingcenter/index.html>
- **Library:** Online: Students can access over 200 online peer-reviewed journals and similar media containing scholarly commentaries about works of literature at the Collin Library’s website:
<https://www.collin.edu/library/electronic.html>

In-person: Ask for help from a Reference Librarian.

- Student Tutoring: Upon request, students can be assigned to one of the following tutoring services, when available:
 - small group tutoring
 - online tutoring

When group or online tutoring is not available, students are given the private tutor list. (Private tutoring services, however, must be paid by the student.)

Students can request tutoring services electronically or submit a tutor request form in order to receive detailed information about the available tutoring services. The form is available on Collin's website and in the following offices: McKinney Campus–room D117, Frisco Campus–room F109, and Plano Campus–room D140.

- Online tutoring services can be accessed by clicking on the following web link:

<https://www.collin.edu/studentresources/tutoring/>

- Group tutoring is available for the following courses: ENGL 0305, 1301, 1302. Also, online tutoring is available for English 1301 and 1302 courses. Summer session hours may vary, so be sure to contact the tutoring staff for any new information.
- **Collin College's Strategies of Behavioral Intervention (SOBI)** is an interdisciplinary college-wide team whose mission is to provide support for students, faculty, and staff by facilitating a positive and effective learning environment. The SOBI team has developed a process for assisting students who may display various levels of concerning behaviors (e.g., strange or unusual behaviors, or threats of harm to self or others, etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student may be referred to SOBI.

Student Responsibilities:

1. Students are responsible for learning how to successfully navigate the Canvas website and to also successfully submit ALL assignments by the assignment submission deadlines. Not knowing how to use the features and tools of the Canvas courseware to successfully complete and submit assignments cannot be accepted as valid reasons for excusing late assignments.
2. **Online Submission of Assignments: *Unless otherwise indicated, all assignments are due on or before 11:45 PM on Sunday of each online week and must be submitted online in Canvas and NOT through email.**
3. In this course, you will be required to respond to weekly reading questions, reply-thread to your classmates' responses, and submit assigned essays on the dates indicated in Canvas.
4. In the event that unavoidable absences occur (documented illnesses and family emergencies) that prevent timely online participation and submission of assignments, students should immediately contact me via email or call my on-campus telephone number (469) 365-1818 to discuss the problem or leave a voice mail.
5. Work-related issues (overtime, schedule changes or business travel) cannot be considered as valid reasons to excuse late submissions of assignments.
6. If there is some aspect of the Canvas courseware that you do not understand, or if you are experiencing technology-related issues, you should immediately contact **Student Technical Support at 972-377-1777.**
7. While you need to inform me of any technical issues you might experience, I cannot suggest ways to "fix" them since everyone's system or Internet provider is different. Usually, technical issues involving Canvas can be rectified after you discuss your situation over the phone with a technical support staff member.
8. If problems cannot be resolved within a day or two, seek out and use public-use Internet-connected computers in libraries and similar locations so you will not lose points for late assignment submissions.
9. Mobile devices: When students use their smart phones and cyber tablets to access and navigate the college's Canvas system, a variety of problems can occur.

Sometimes not all of the tools in Canvas can be navigated using your phone or tablet. These problems are related to the specific hardware and mobile apps that are used. **When such situations occur, the best approach is to use a computer workstation that is connected directly to the Web by an Internet service provider. Computer failures do not justify excusals for late submissions—so use a computer that will not let you down!**

GRADE PENALTIES FOR LATE UNEXCUSED ASSIGNMENTS: READ THIS SECTION CAREFULLY

1. Each full 24-hour period that an assignment is late without an excused absence (i.e., sickness or family emergency) will result in an automatic one letter-grade deduction (10 points) for that assignment.
2. If an assignment is 5 minutes to 12 hours late, it is automatically deducted 5 points.
3. For example, a paper that is submitted in Canvas that is 1-1/2 days late will be automatically deducted 15 points. (I begin grading at that point deduction level and grade down from that level).
4. After five calendar days, any non-submitted work will receive an automatic “0” (no points awarded).
5. You should contact me immediately if you have any questions about how late assignments will affect your grade.
6. Due to the ongoing rapid pace of this online class, no “make-up” work is provided to overcome unexcused non-submission of assignments. However, as you can realize by reading the Weekly Assignments Schedule that is included in this document, there are optional bonus-points assignments provided. While these assignments for bonus points are optional, students who complete them must turn them in by deadline for the online week in which they are due.
7. Research validates that for students to be successful in an online course, they should submit all their assignments on a timely basis and not fall behind.

Bonus points Assignments: Optional writing assignments, Writing Center-sponsored workshop attendance on any campus and special events scheduled for students are additional optional ways that students can earn bonus points in this course. Point values for these bonus points activities will be noted in the assignment instructions posted in Canvas.

Standard Method of Evaluation and Grading Criteria: A standard percentage letter-grade equivalency scale will be used based on the weighted point totals for each assignment. Aggregately, the weighted assignments in this course total to 1,000 points available during the online semester period. Totals for students will vary since some opt to do bonus points assignments.

Grading Criteria: For illustration purposes only, if an assignment is weighted at 200 available points and a student earns a 92% on that assignment, then the student would

earn 184 points and receive a letter grade of “A” as well. In terms of percentage and letter-grade equivalencies for determining the overall semester or transcript grade, the following point totals and standard letter-grade equivalencies apply:

Standard Percentage Grade Levels

895.5 Points (89.6%) or above=	“A” (Excellent)
795.5 points to 895 points =	“B” (Very Good)
695.5 points to 795 points =	“C” (Competent)
595.5 points to 695 points =	“D” (Deficient)
594 points and below=	“F” (Failure)

A “0” (no points) is awarded when an assignment is over 5 days late without excusal

The student grade book tool in Canvas enables students to see their assignment evaluations and their point totals for each assignment at any time, as well as a rolling cumulative total for all assignments completed and evaluated.

Instructor Grading Turnaround Times:

- Weekly Response Essay Questions and Reply-threads: 3-4 calendar days after these assignments are submitted.
- Critical Essays and research essay: 4-5 calendar days.
- **Expedited Grading:** If students would like to have any assignment graded ahead of this regular schedule (such as on the day an assignment is submitted), they may make an appointment in my office and I will grade their assignment(s) during this conference.

Last Day to Withdraw: You should consult the published online Collin Academic Calendar (in Cougar Web) to verify the final dates for withdrawing from the course. ***It is entirely your responsibility to respond before the deadline passes for requesting a “W.”** To receive a “W” in the course, you must formally withdraw according to College policies. Students who do not officially withdraw according to published policies will receive a performance grade in this course based on the total points earned during the online session. A calendar of important academic dates is posted in “Important Files” in Canvas.

Online Teaching Methods:

1. In this online course, I attempt to facilitate a meaningful online exchange of ideas that reinforces the learning process and helps students attain critical reading and writing competencies, as noted in the Student Learning Objectives (SLOs) of the course syllabus
2. I encourage my students to ask me questions via Cougar Mail regarding our assignments.
3. Collaboration is an important aspect of this online course. Collaborative or social learning is implemented through the weekly reading (essay) questions and reply-threads to classmates' responses in the discussion forum tool of Canvas.
4. Weekly Essay Questions: Based on the required weekly readings noted in the Weekly Assignments Schedule, students are given the opportunity to individually respond to two weekly essay questions (the exception is that during a week when a critical essay is due, there is the requirement to respond to only one essay online question). All weekly essay questions are placed in the appropriate weekly Module in Canvas. Each response should be 250 words in length.
5. Reply-threads to Classmates' Online Responses: Each week, you will be required to critically comment upon at least five (5) of the essay responses your online peers make to the weekly reading questions. In order to effectively comment on your peers' responses, you must read their responses critically and respond in at least three to four sentences. The criteria for effective reply-thread responses are that you avoid using "platitudes" ("nice response, Jennifer") in your reply-thread responses and that you clearly convey how the online classmate or classmates enabled you to better appreciate some specific aspects (theme, symbolism, critical approach, etc.) of the assigned reading.
6. Contemporary scholarly research shows that students clearly amplify or augment their learning about a literary work when they effectively collaborate. (Refer to this article Canon, Patrick. "Enhancing understanding and Interest through Group Discussion." *College Teaching* 50(1):210-211. 2006 that provides an excellent overview of group or social learning).
7. Major Written Assignments (Essays): **Two 3 to 4 page length essays and a 5 to 6-page research essay are assigned in selected weeks** to help students critique key critical aspects of the authors' works they are reading and continue to develop their critical reading, critical thinking, and critical writing skills. Students will write these essays in MLA format, which will include in-text citations and a Works Cited page. These essays and similar major assignments should be considered as "show-casing" your academic writing skills and will be weighted more than other written assignments.. Sufficient time will be allotted during the prewriting phase of each essay for students to collaborate with their peers and with me to help focus the essay's thesis statement, its organization, and argument development.

Online Teaching Philosophy:

1. I use technology to help students improve their critical reading, critical thinking, and critical writing skills. The Canvas course management system provides meaningful collaborative tools that help student-writers prewrite, compose, and revise their written assignments. I also emphasize critical reading and thinking skills in this course since ongoing research demonstrates that these two attributes are prerequisites for effective reading, analysis, and writing.
2. In this online course, I will challenge you to learn in ways that enable you to better appreciate, critically analyze, and then critically write about important literary works.
3. Our critical focus on these readings will progressively develop each week so that you are able to “scaffold” your skills through individual and collaborative approaches that generate more in-depth learning as each online week progresses. *(For this reason, you should not approach this class as an online course where you are just doing the assignments individually without effective interaction with other students in your online class).
4. Collaborative learning is emphasized and practiced in this course at all times.
- 5. Note: When you *do not* submit an assignment by the scheduled due date, you will receive a note in your Canvas grade book documenting this situation and also encouraging you to complete the assignment before you lose substantial points.**

Online Written Assignment Categories and Point Totals

Assignment Category Total	Weighted Point Value Ea.	
• Two critical essays	100 pts each	200 pts
• One research essay	120 pts	120 pts
• One research essay outline	40 pts	40 pts
• 11 Online Weeks of two (2) Weekly Essay Question Responses	20 pts per each question	440 pts
• 3 Online Weeks of only one (1) weekly essay question (the normal twice weekly requirements reduced to one question during weeks when an essay is due)	20 pts per each question	60 pts
• 14 Online Weeks of Five (5) Reply-threads to classmates' responses	10 pts. per week	140
	Total Available Points:	1,000

Note: *Optional* bonus-point assignments can positively impact the point totals of the above if a student elects to complete the bonus points assignments. Individual student point totals will vary based on how many bonus-point assignments are attempted. (Refer to “Bonus Points Essays” in the menu tools in Canvas for instructions for all optional bonus points essays.)

OPTIONAL BONUS POINTS ACTIVITIES AND ASSIGNMENTS

Optional Service Learning Project (100)*	100 pts.
Instructor in-person or Writing Center assignment conferences for essays	5 pts ea./per essay
Bonus Points (Optional) Activities	10 pts ea.
<ul style="list-style-type: none"> • Attend scheduled Writing Workshop Presentations • Attend Auteur Series film • Attend Dignity Initiate Event • Attend Veteran’s Day Event • Attend Banned Books Event • Attend College-sanctioned Presentations • Write a Three-page Essay on Approved Topic (only one per semester) 	<ul style="list-style-type: none"> 10 pts. ea. 50 pts.

*Optional Service Learning Project requires students to produce signed verification documentation for at least 8 hours of service time to their selected service organization, as well as write a two-page reflection essay about their service and what they learned from the experience. Deadlines for completing the bonus essay and the Service Learning Project are posted in Canvas.

Writing Conferences: *There are several important ways you can reach me to discuss your assignments and engage in writing conferences.* Conference periods are normally convened to last no longer than 20 minutes.

1. You can contact me via telephone or make an appointment or drop during my office hours (noted above in this document under “Instructor Information”)
2. **You can call me at my office telephone number (469) 365-1818 and set an appointment for a “virtual” writing conference during which we discuss your essay or writing assignment draft that you have previously sent to me using Google Docs. This virtual conference involves a scheduled telephone chat and also a mutual review of your Google Docs document.**

3. You can also make an appointment at one of the Writing Centers (link to the Writing Center website on Cougar Web) for an appointment with a staff writing consultant.
4. *Any of these three conference methods will earn 5 bonus points for a particular writing assignment.*
5. Current research shows that one-on-one writing conferences will help students improve their writing skills during a college semester. Such sessions afford students and instructors a workshop forum in which student writing concerns can be efficiently identified and individualized improvement strategies developed.

Email and Telephone Call-back Response Times:

1. Routinely, I check my Cougar Mail (GWilson@collin.edu) at least a dozen times daily. **I try to respond to all student emails within a two-hour period.** I start checking my Cougar Mail early in the morning and into the evening.
2. If you send an email late in the evening (after 10 PM), expect that you will not receive a reply until I check my email first thing the following morning. If you wish to telephone me, my office telephone has voice mail so you can leave a brief message (be sure to leave your name and call-back number as well).
3. I respond to all student telephone voice mails *during the same day they are communicated*, unless they are left after 5 PM daily.
4. **My preferred method of contact in this online course with students is through Cougar Mail.**

Online Course Success Keys:

1. **To be successful in this class, you should first maintain a positive attitude that you are here to learn.** Regardless of your past academic experiences in college or high school, keeping a positive attitude about the course will help you learn and succeed.
2. **Student Computer Proficiencies:** Since this class is instructed entirely in an online environment, you must possess proficiencies in computer keyboarding and using MS Word, know how to upload and download documents, and also how to navigate the Canvas courseware.
3. **Educational Software and Canvas Tutorials:** Free tutorials are given on educational software and Canvas through the eCollin Learning Center. The eCollin Learning Center can be reached at 972.881.5870 or through email at <https://www.collin.edu/academics/ecollin/>
4. If something is bugging you about an assignment or if you have other questions, ask them early in the week and don't wait until Friday or Saturday to contact me so you will have sufficient time to process solutions for your issues. Also, if you are experiencing "technical" issues of ANY nature, **contact the Student Technical Service Help Desk at (972) 377-1777 immediately to obtain prompt resolution.**

Students' Right to Privacy: In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), matters involving students' records and grades will not be openly disclosed nor discussed in the classroom. **If students wish to discuss their grades with me, they can do so by scheduling a conference during my office hours.**

*Grades or grading matters will NOT be sent or commented upon through emails, since emails can be inadvertently and easily forwarded to or hacked by third parties. Call me in my office if you have questions. Students should refrain from openly discussing their grades with others in classrooms or online in order to protect their privacy.

OFFICE HOURS & TEACHING SCHEDULE

Name of Professor: Dr. Gary Wilson, PhD	
Office Location: Lawler Hall 169	Office Phone Number: (469) 365-1818

Semester: Fall _____ Wintermester ____ Spring XX Maymester ____
 Summer I/III _____ Summer II _____ Year: 2019

	Monday	Tuesday	Wednesday	Thursday	Friday*	S
7:00-8:00am						
8:00-9:00am						
9:00-10:00am		OFFICE HOUR		OFFICE HOUR		
10:00-11:00am	OFFICE HOUR		OFFICE HOUR			
11:30-12:45pm	OFFICE HOUR	1301 P 20 L 206	OFFICE HOUR	1301 P 20 L 206		
12:00-1:00pm	1302 PY2 H 121		1302 PY2 H 121			

1:00-2:15pm	1302 F03 L 212	1302 F09 L 212	1302 F03 L 212	1302 F09 L 212		
2:00-3:00pm						
3:15-4:30pm		1302 F08 H 121		1302 F08 H 121		
4:00-5:00pm						
5:00-6:00pm						
6:00-7:00pm						
7:00-8:00pm						
8:00-9:00pm						
9:00- 10:00pm						

NOTE:

***English 2322 WP1 (WEB) CRN 21276 is instructed entirely online Mon - Sun**

***Online Advisory Board (OAB) meets once per month on Fridays—in person or Zoom at Noon**

British Literature I: Spring 2019 Assignments Calendar

NOTE: This assignment's calendar lists all reading and writing assignments. Specific due dates and submittal instructions for each assignment are found in the corresponding weekly Modules in Canvas. Documents, files and web links are also located in the appropriate weekly Module in Canvas. Page numbers indicated for each weekly reading are the *starting page numbers* based on the ninth edition of The Norton Anthology of English Literature (NAEL). **Page numbers for the assigned readings will vary based on the edition or version of NAEL you are using. Some reading assignments will be accessed online as either web links or PDF documents.**

Each online week (except for Week 1) starts on Monday and ends on Sunday.

-----*Anglo-Saxon/Old English Period: 449-1000 CE*-----

Week 1: 22 Jan – 27 Jan

- 1) **Required Readings:**
 - a. Read all of the Old English epic poem *Beowulf* by either clicking on the PDF *Beowulf* text file in the Week 1 Module in Canvas. This version of the heroic poem is abridged from earlier published longer versions while still being faithful to the spirit of the original.
 - b. Read the Power Point presentation that provides excellent background and insights of the Anglo-Saxon period found in the Week 1 Module in Canvas.
- 2) **Weekly Reading Questions and Peer Reply-Threads:** Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

-----*Middle English Period: 1066-1480 CE*-----

Week 2: 28 Jan – 03 Feb

- 1) **Required Readings:**
 - a. Read all of the following tales and prologues of Geoffrey Chaucer's *The Canterbury Tales* (**starting page numbers correspond to the 9th edition of NAEL**):
 - i. The General Prologue to The Canterbury Tales—242
 - ii. The Wife of Bath's Prologue (282) and Tale (301)

- iii. The Pardoner's Introduction (311) Prologue (312) and Tale (315) and Epilogue (324)
 - b. Read the Power Point presentation of the background of the Anglo-Saxon period found in the Week 1 Module in Canvas.
- 2) **Weekly Reading Questions and Peer Reply-Threads:** Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 3: 04 Feb– 10 Feb

- 1) **Required Readings:**
- a. Read all of the following segments of Sir Thomas Malory's *Morte Darthur (Le Morte d'Arthur)* (**starting page numbers correspond to the ninth edition of NAEL**):
 - i. Conspiracy against Lancelot and Guinevere—482
 - ii. War Breaks Out between Arthur and Lancelot—487
 - iii. The Death of Arthur—491
 - iv. The Deaths of Lancelot and Guinevere--496
 - b. Read all of the mystery (mystere) play "The Second Shepherd's Play—449
 - c. Read the Power Point "Arthurian Legend" found in Week 3 Module.
- 2) **Weekly Reading Questions and Peer Reply-Threads:** Instructions for Weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 4: 11 Feb – 17 Feb

- 1) **Required Readings:**
- a. Read all of William Langland's *The Vision of Piers Plowman*, a religious and allegorical poem—370 – 394.
 - b. Peer reviews of Essay #1: instructions posted in Week 4 Module.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

>>>>> **Essay #1 submitted:** Submit your essay according to the published instructions in the designated weekly Module in Canvas.

-----*The Renaissance Period: 1480-1660 CE*-----

Week 5: 18 Feb – 24 Feb

1) **Required Readings:**

- a. **Read all of Shakespeare’s famous play *Hamlet*. This play is not printed in your NAEL; however, an excellent highly-readable version can be accessed at this web link: [Hamlet online](#) which will also can be accessed in the Week 5 Module as a web link.**
- b. Like most plays, hearing and viewing them makes for a complete dramatic experience. In addition to reading this online source, you should consider downloading audio versions of *Hamlet* (there are many!) that are searchable using Google. Most of the audio online versions, such as Libre Vox, are free.
- c. Optionally, you might want to check out these two versions: Kenneth Branagh’s *Hamlet* (available through online streaming) and Mel Gibson’s version are both mostly faithful to the text of the original. You will have to pay a couple of dollars to stream these versions through Google Play or other fee-based services.
- d. The Collin library’s electronic databases also have *Hamlet* in several film versions.
- e. Shakespearean actors usually speak about 1,000 lines of dialog in a hour; so to read *Hamlet*, which is 4,000 lines, it will require you approximately four hours.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

---*The Neoclassical Period (Age of Reason, The Enlightenment, The Restoration): 1660-1798 CE*---

Week 6: 25 Feb – 03 March

1.) **Required Readings:**

- a. Read John Dryden: “Annus Mirabilis” – 2210; “Mac Flecknoe” – 2236
- b. Read Samuel Pepys: “The Great Fire” – 2260
- c. John Locke: “An Essay Concerning Human Understanding” – 2280

- d. Addison & Steele: “The Periodical Essay”: Manners, Society, Gender – 2641
- e. Addison & Steele: “The Periodical Essay”: Ideas 2652; Addison: (Wit: True, False, Mixed): -- 2652
- f. Jonathan Swift: “A Modest Proposal” -- 2633

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 7: 04 March – 10 March

1) **Required Readings:**

- a. Read Alexander Pope’s “The Rape of the Lock” – 2685.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 8: 11 March – 17 March: Spring Break (No online assignments)

Week 9: 18 March – 24 March

1) **Required Readings:**

- a. Read William Congreve’s play “The Way of the World” -- 2360

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week

Week 9: 25 March – 31 March

1) **Required Readings:**

- a. Read Edmund Burke’s “Speech on the Conciliation with the American colonies – 3028.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 10: 01 April – 07 April

1) **Required Readings:**

- a. Read David Hume: “Of the Liberty of the Press” – 3024.
- b. Olaudah Equiano: “The Interesting Narrative of the Life of Olaudah Equiano” – 3033.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

1. Peer reviews of classmates’ Essay #2 (instructions posted in the Week 10 Module)

Week 11: 08 April – 14 April

1) **Required Readings:**

- a. Read John Gay’s play “The Beggar’s Opera” – 2789.

>>>> **Essay #2 submitted:** Submit your essay according to the published instructions in the designated weekly Module in Canvas.

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

-----*The Romantic Period: 1798 – 1850 CE*-----

Week 12: 15 -18: Abbreviated Week due to Spring Holiday

1) **Required Readings:**

- a. Mary Shelley’s novel Frankenstein: chapters 1-11.
- b. Book is accessed and downloaded as a pdf file at this web link: [Downloaded PDF of Frankenstein](#) (this pdf text can also be accessed at the web link posted in Week 14 Module).

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 13: 22 April – 28 April

1) **Required Readings:**

- a. Mary Shelley’s novel Frankenstein: chapters 12-24.

- b. Book is accessed and downloaded as a pdf file at this web link: [Downloaded PDF of Frankenstein](#) (this pdf text can also be accessed at the web link posted in Week 14 Module).

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 14: 29 April – 05 May

1) **Required Readings:**

- a. Read Sam Taylor Coleridge's "Kubla Khan"
- b. Read John Keats' "Ode on a Grecian Urn"
- c. Read William Blake's "The Chimney Sweeper"

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

Week 15: 06 May – 12 May

1) **Required Readings:** None

*Work on completing your Essay #3 (Research Essay)

Weekly Reading Questions and Peer Reply-Threads: Instructions for weekly reading questions and peer reply-threads are found in their respective weekly Modules in Canvas corresponding to the online week.

>>>>Essay #3 submitted: Submit your essay according to the published instructions in the designated weekly Module in Canvas.

Week 16: 7 May – 13 May: **Final Exam Week (see College Final Exam Schedule posted in Cougar Web)**

There is no final exam per se in this course. Your Essay #3 (research essay) constitutes your final writing assignment and research component.

Notes:

1. Students should call me immediately at my campus telephone number (469-365-1818) if they have questions about any of the assignments.
2. Students should write their essays in Microsoft Word so they will upload properly in Canvas. You must convert the Mac word processing software Pages into MS

Word before uploading. If you use Google Docs to write your essays, be sure to do the same. Formats will change in Google Docs if you upload directly to Canvas.

3. If your computer, smart device or home Internet Service Provides do not function properly, you should seek alternate resources (on-campus computers or even public libraries) to timely submit your assignments and thereby avoid late penalties. Malfunctioning computer systems do not excuse late work—use a computer that won't let you down!
4. **Purdue OWL online (<https://owl.english.purdue.edu/owl/resource/747/01/>)** is the best online resource to use when writing academic papers. I encourage all my students to use this website to focus and apply MLA requirements for essay formatting, documentation, syntax, and punctuation.