Literature in English I
Literature in English Prior to 1800

ENG 25001
SPRING 2019

COURSE SYLLABUS

Spring 2019 **First Day of Classes:** January 14, 2019 **Last Day to Add:** January 20, 2019 **Last Day to Drop:** January 27, 2019 **Martin Luther King, Jr. Day:** January 21, 2019 **Last Day to Withdraw ("W" grade):** March 24, 2019 **Midterm Grades Available:** March 6, 2019 **Spring Break:** March 25-31, 2019 **Last Day of Classes:** May 5, 2019 **Final Grades Available:** May 16, 2019	**Dr. Carol L. Robinson** **Email:** clrobins@kent.edu **Website:** http://www.cyberspacerobinson.org/ **Office Phone:** 330-675-8907 **Appointments for Online Real-time Text Conferences (KSU Google Chat):** • *Times vary and are strictly by appointment.* • *See the sign-up sheets available online in the course location in Blackboard.*

Required Course Materials

This course is 100% online.

- You *must* have consistent use of a **reliable computer. Computer technology issues are not a valid excuse for missed or delayed work.**
- You *must* have reliable **Internet access**. **Internet access issues are not a valid excuse for missed or delayed work.**
- This course makes use of the following:
  - KSU **Blackboard Learn**
  - KSU **Google Documents** (for all papers)
  - KSU **Google Chat** (for live text-chat conferences)
  - Lessons (which include reading materials) are located on my personal domain (linked to Blackboard Learn).
- You are not required to purchase any books; all materials have been provided for you (located at the top of each lesson).

Course Descriptions

Course Catalog Description: British literature written before 1800 studied within a broad historical context. Comprehensive introduction to knowledge and skills that serve as a foundation for further study in literature. *Pre/corequisite: ENG 11011 or ENG 11002 or HONR 10197.*

Specific Course Focus: This particular class will focus upon various works written prior to 1800 CE. Recognizing the historical origins and development of the English language, we will focus upon the various cultural, aesthetic, and linguistic influences of other languages upon this body of literature.

Course Goals

- Improve literary analysis skills.
- Improve critical thinking skills.
- Gain a solid appreciation for British English literature composed prior to 1800, in terms of:
  - language development
  - shifts in poetics
  - cultural shifts (such as political structures and social values)
  - technological shifts (from story telling to manuscript making to printing presses).

Learning Outcomes:
- Students will be able to demonstrate an understanding of and/or be able to apply:
- The historical and cultural context which produces British literature.
- Techniques used to analyze a text.
- Accurate critical reading, writing, and discussion of British authors and movements.
- Coverage of a substantial portion of the earlier period of British literature up to the early modern period.

Course Location and Management: This course is located fully online. This course is asynchronous; you may work on the lessons and assignments at any time of the day or night that you like. However, most of these lessons and assignments must be completed by certain dates. Furthermore, **the class is functioning on the time zone for Kent, Ohio.** If you are in a different time zone, you should check a web site (such as *The World Clock* at *http://www.timeanddate.com/worldclock/*) to make sure that you submit your work on time. We will be communicating via email, live text-chat, and in a forum setting. Everything is linked within the course site located on KSU Blackboard Learn. All of your essay and research project work will be submitted, evaluated via KSU Google Drive. In addition, you are required to meet with me at certain times (see the online Conference sign-up sheets) for a live text-chat conference via KSU Google Chat, about your writing and course progress.

Instructor Availability and Response Time

I'm here for you. If you work hard, I will work hard to help you.
- Feel free to email me whenever you have questions or concerns (clrobins@kent.edu). As a rule, I respond rather quickly to emails, often within the same hour. If you email me over the weekend (Friday afternoon to Sunday afternoon), I am likely to respond less quickly, but will do so by the end of the weekend. ***Please allow for at least 72 hours response time.***
- I am frequently available for online conferences (text-chat) via KSU Google Chat. Feel free to sign up for a conference appointment; you do not have to wait for your mandatory conference appointment.

Student Responsibilities
- Read this Course Syllabus and the Course Plan—carefully.
- Follow all directions completely.
- Complete all lessons, case studies, and writing assignments.
- Participate in the Course Forums
- Manage time wisely, including computer and Internet access.

Course Lessons

You are expected to learn each lesson! This course presents two units of lessons. Each lesson is contained within a web page that is hosted by my personal domain (*www.cyberspacerobinson.net)*. All lessons are password protected in order to prevent violations of both copyright and fair-use. Access, however, is very easy—the username and password is the same for everyone and will remain so for the entire semester. Please see the course Announcements page in Blackboard Learn for more information.

Course Assignments
Forum Work (15%)

- **Forum One (5%)**
- **Forum Three (5%)**
- **Forum Two (5%)**

The Forum Work is your class participation. It is your opportunity to discuss the Lessons. ***No forum work will be accepted after it ends; however, the forums will remain open so that you may re-examine their content throughout the semester.*** *More information will be made available in Blackboard Learn.*

Research Project (40%)

- **Part I—Proposal & Annotated Bibliography (10%):** This assignment must be submitted via [KSU Google Docs](); failure to submit it via [KSU Google Docs]() will result in a 2% point reduction of that assignment's grade. You must choose an English language work that was written prior to 1800 and not covered in class. You will analyze a literary aspect of that work. The proposal should state the literary work, and the intended focus. The annotated bibliography must list at least 15 quality sources (you are not required to use all of these works in the drafts of the paper). Each source must be provided with complete bibliographic information in MLA Style format. Just below each source entry, provide an annotation of 2-4 sentences: an explanation of what the source covers and how you might be able to use that source in your research.
- **Part II—First Draft (10%):** ***This first draft is a completed paper (not a rough draft).*** This assignment must be submitted via [KSU Google Docs](); failure to submit it via [KSU Google Docs]() will result in a 2% point reduction of that assignment's grade.
- **Part III—Final Draft (20%):** ***This final draft is a significantly improved paper***. This assignment must be submitted via [*KSU Google Docs*](); failure to submit it via [*KSU Google Docs*]() will result in a 2% point reduction of that assignment's grade.

More information will be made available in Blackboard Learn.

Exams (45%)

- **EXAM ONE (10%):** This exam will focus upon everything covered in class since the start of the semester. It will be a series of short essay questions.
- **EXAM TWO (15%):** This exam will focus upon everything covered in class since the previous exam. It will be a series of short essay questions.
- **FINAL EXAM (20%):** This **exam will focus upon everything** covered in class since the start of the semester, with emphasis of focus placed upon items covered during the last third of the semester. It will be a series of short essay questions.

Mandatory Conference

After the first five weeks of the semester, you are required to meet with me for an online, live text-chat conference via ***KSU Google Chat***.   During this conference, we will discuss your progress with the lessons and assignments and any questions or concerns you may have with the course.   These conferences are mandatory (required).   ***For each conference that you fail to hold with me, 10 points will be deducted from your Final Exam grade at the end of the semester.*** You may also meet with me to make up a missed conference, or for additional help, but the deducted points for failing to meet during that Mandatory Conference Week will not be regained.

A Note on Due Dates

All forum work for each week must be completed by 11:59pm (U.S. EST) of the Monday of that week. **No forum work for a particular week will be evaluated if it is posted after the Monday deadline.** Late work for essay and research project assignments will be accepted, but for each day that the work is late, the grade for that assignment will go down 3 points (with the lowest grade for submitted work being no lower than an F). **NOTE: *This point deduction is regardless of how much the assignment is worth!* Any work submitted more than 10 days after the deadline, or any work submitted at any time after the final due date of the semester (even if it is less than 10 days after), will not be counted (will receive a ZERO for the grade).**

A Note on Plagiarism

Plagiarism is the act of using someone else's thoughts, words, drawings,... without giving that person due credit. Even if you use only a tiny part of that person's expression, you must give credit for that expression. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the university. For more information, see Administrative policy regarding student cheating and plagiarism (*http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779*).

Students with Disabilities

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit *www.kent.edu/sas* for more information on registration procedures).

Special Registration and Withdrawal Notices:

*The official registration deadline for this course is **January 20, 2019**. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to withdraw, receiving a W for a grade), is **March 24, 2019**.*

Course Grades

All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

LETTER GRADE	200 Point Scale	150 Point Scale	100 Point Scale	50 Point Scale	FINAL GRADE Conversion
A	200-188	150-143	100-95	50	4.0
A-	187-180	142-135	94-90	46	3.7
B+	179-173	134-131	89-87	44	3.3
B	172-169	130-128	86-85	42	3.0
B-	168-159	127-120	84-80	41	2.7
C+	158-153	119-116	79-77	39	2.3
C	152-149	115-113	76-75	37	2.0
C-	148-139	112-105	74-70	36	1.7
D+	138-133	104-101	69-67	34	1.3
D	132-129	100-98	66-65	33	1.0
D-	128-119	97-90	64-60	31	***
F	110	83	55	27	0.0

NOTES: *No grade ever goes above 100; likewise, no graded work ever goes below 55 points; however, if an assignment is never submitted, or is submitted too late to be graded, it will receive ZERO points.* **If your final course score is 63 or 62, you will earn a D for the course; if your final course score is 61 or 60, you will earn an F for the course.**

GRADING RUBRIC FOR FORUM WORK

Forum entries will be graded holistically for the nature of their claims, warrants and support (depth of thought, logic, development, coherence, and proof in the form of either quality reasoning, cited quality reasoning, or cited facts). ***Chatty comments are permitted but do not count as forum work.*** *Comments such as "I agree" or that wander off-topic are "chatty" and, while they are permitted, they will not count as relevant toward your forum work grade.* Each week's work is evaluated and assigned a grade.

A Level Work (150-135 points): The work has **significantly more** than 4 entries posted each week; posts are spread out over more than 2 separate days; significantly more than 400 words have been posted each week; genuine dialogue is being held with other participants of the forum. The posts demonstrate evidence of having read the works and studied the lessons, as well as a genuine effort at understanding the lessons.

B level work (134-120 points): The work has slightly more than 4 entries posted each week; posts are spread out over at least 2 separate days; slightly more than 400 words have been posted each week; genuine dialogue is being held with other participants of the forum. The posts demonstrate evidence of having read the works and studied the lessons, as well as a genuine effort at understanding the lessons.

C level work (119-105 points): The work has at least 4 entries posted each week; posts are spread out over at least 2 separate days; at least 400 words have been posted each week; some sense of dialogue is being held with other participants of the forum. The posts demonstrate evidence of having at least skimmed the works and skimmed the lessons, as well as some marginal effort at understanding the lessons.

D level work (104-90 points): The work has at least 2 entries posted each week; posts may or may not have been spread over 2 separate days; more than 200 words have been posted each week; there may or may not be any sense of dialogue being held with other participants of the forum. The posts demonstrate evidence of having at least skimmed the works and skimmed the lessons, as well as some marginal effort at understanding the lessons.

F level work (83 points): The work has less than 2 entries posted each week; posts may or may not have been spread over 2 separate days; less than 200 words have been posted each week; there is no real sense of dialogue being held with other participants of the forum (or the dialogue being held is *chatty* and does not count). The posts do not really demonstrate evidence of having even thoroughly skimmed the works and the lessons, and there appears to be little effort at understanding the lessons.

0 level work (0 points): Nothing more than simple, irrelevant *chatter* was posted, if anything at all.

GRADING RUBRIC for EXAM ESSAYS and RESEARCHED ESSAY DRAFTS

NOTE: A paper may fall between the below described levels of quality—it may, for example, have a clearly stated central claim (thesis) but lack sufficient support, or it may be tightly organized and well supported, but full of grammatical and/or mechanical errors. In such instances, the paper will be evaluated in terms of its strongest qualities as set against its weakest qualities. Feedback will always be provided.

A Level Paper

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper's central claim (thesis) is clearly stated. The paper is tightly organized, well developed, and coherent. The paper is well supported by other claims/points, reasoning, and documented sources (cited quotes, facts, and/or paraphrases). The paper has a professional tone, avoiding second person ("you" or "we") completely and using first person singular ("I") sparingly. The paper is virtually free of grammatical and mechanical errors. The paper demonstrates an excellent understanding of the lessons and incorporates knowledge (not quotes or paraphrases, but digested knowledge) from these lessons into the paper, whenever appropriate.

B Level Paper

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper's central claim (thesis) is clearly stated. The paper is mostly organized, sufficiently developed, and mostly coherent. The paper is sufficiently supported by other claims/points, reasoning, and documented sources (cited quotes, facts, and/or paraphrases). The paper has a mostly professional tone, avoiding second person ("you" or "we") completely and using first person singular ("I") sparingly. The paper is mostly free of grammatical and mechanical errors. The paper demonstrates a very good understanding of the lessons and incorporates knowledge (not quotes or paraphrases, but digested knowledge) from these lessons into the paper, whenever appropriate.

C Level Paper

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper's central claim (thesis) is stated, but not very clearly. The paper is somewhat organized, loosely developed, and mostly coherent. The paper is marginally supported by other claims/points, reasoning, and documented sources (cited quotes, facts, and/or paraphrases). The paper has a professional tone, avoiding second person ("you" or "we") completely and using first person singular ("I") sparingly. The paper is mostly free of grammatical and mechanical errors. The paper demonstrates

an adequate understanding of the lessons and incorporates knowledge (not quotes or paraphrases, but digested knowledge) from these lessons into the paper, whenever appropriate.

D Level Paper

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper's central claim (thesis) is stated, but not very clearly. The paper is loosely organized, marginally developed, and barely coherent. The paper is not well supported by other claims/points, reasoning, and documented sources (cited quotes, facts, and/or paraphrases). The paper lacks a professional tone, avoiding second person ("you" or "we") completely and using first person singular ("I") sparingly. The paper contains several grammatical and mechanical errors. The paper demonstrates an insufficient understanding of the lessons and incorporates knowledge (not quotes or paraphrases, but digested knowledge) from these lessons into the paper, whenever appropriate.

F Level Paper

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper's central claim (thesis) is not clearly stated. The paper is suffers from a lack of organization, development and/or coherence. The paper lacks any sort of genuine support made by other claims/points, reasoning, and documented sources (cited quotes, facts, and/or paraphrases). The paper lacks a professional tone, avoiding second person ("you") completely and using first person singular ("I") sparingly. The paper is cluttered by grammatical and mechanical errors. The paper demonstrates very little understanding of the lessons and incorporates knowledge (not quotes or paraphrases, but digested knowledge) from these lessons into the paper, whenever appropriate.