

SURVEY OF BRITISH LITERATURE I – FALL 2009

COURSE NAME AND NUMBER: ENGLISH LITERATURE I, ENG 2543/HUM 2543

Instructor: Kelli McBride **Office Information:** Scott #9; PH: 405-382-9274
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Office Hours in Scott #109-8 (unless noted):

WF: 9:00-11:30	Wed. only: 5:00-6:00
TR: 10:15-12:15	And by appointment

RATIONALE

Survey of English Literature I is an English and Humanities elective at Seminole State College. It is recommended for English and Humanities majors, and it also is offered as a lifelong learning course.

MISSION STATEMENT

Seminole State College's mission is to:

- Offer courses, provide programs, and confer associate degrees as authorized by the Oklahoma State Regents for Higher Education
- Enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society
- Prepare students to continue their education beyond the two-year level, to train students for careers and other educational opportunities, and to make available resources and services designed to benefit students and the community at large.

GENERAL EDUCATION OUTCOMES

SSC students are expected to achieve the following outcomes. This course addresses the outcome(s) **bolded** below.

Outcome 1: Demonstrate college level communication skills.

Outcome 2: Demonstrate an understanding and application of scientific principles.

Outcome 3: Demonstrate knowledge related to functioning in society.

Outcome 4: Demonstrate an understanding of the roles of history, culture and the arts within civilization.

DEGREE PROGRAM OUTCOMES

Program Outcomes for each SSC degree are listed in the document, *Degree Program Outcomes*, which is available in the Assessment Office.

COURSE OUTCOMES

Students in this course are expected to achieve the following Course Outcomes:

Gen Ed Outcomes

Outcome 4

Course Outcomes

A: Explain the aesthetic contributions of culturally varied groups

B: Evaluate the role of the arts in transmitting ideas

C: Explain the cultural contribution of diverse human opinions and perspectives

Outcome 1 A. Employ college level writing skills

LEARNING OBJECTIVES

Course Outcomes

Outcome 4: A - C

Learning Objectives

- Students will study genres of literature (e.g. poetry, short story, and drama) to understand the differences between them. Examples of literature will be taken from different time periods and authors.
- Students will study author backgrounds, time periods, and social and cultural issues relevant to course literature.
- Students will learn literary terms (e.g. metaphor, simile, hyperbole) to help them better analyze and understand a literary work's possible meaning and purpose.
- Students will actively participate in class (e.g. take notes, join class discussions, give presentations) building on their student skills and learning to verbally express and share their views.

Outcome 1: A

- Students will write an academic essay, class presentation, or other college-level writing assignment relevant to the course content.

COURSE-EMBEDDED ASSESSMENT

The General Education Outcomes, Degree Program Outcomes, Expected Learner Outcomes, and Enabling Objectives have been provided to inform students of the expectations for this course. To determine if those expectations have been met, the College assesses each these outcomes. Courses are evaluated through the course-embedded assessment process by using one or more of the following options: A: Pre- and Post-Tests; B: Pre- and Post-Writing Assignment; C: Pre- and Post-Performance Tests; D: Reading Assignment; E: Creative Assignment; F: Testing and Writing Assignment.

- This course uses the following option(s): A: Pre- and Post-Tests

STUDENT SUPPORT SERVICES:

Students are encouraged to make use of the Student Support Services located in Scott 104. Not only are these resources equipped with computers that students may use for researching and writing class assignments, but the labs also are staffed with tutors who are available for one-on-one guidance to help in the planning, writing, editing and revising of class assignments.

TEXTS:

Greenblatt, Stephen, et al., eds. The Norton Anthology of English Literature. 8th ed. Vol. A, B and C. New York: Norton, 2006. (ISBN: 0-393-92833-0)

TEACHING METHODS:

The styles of teaching will vary widely in this class. Lecture, demonstrations, class discussion, and small group discussion are examples of these various teaching styles that the students will encounter. Student's in-class participation will be evaluated as a part of their final grade.

GRADING METHOD:**Grading Scale: (for individual assignments)**

A+ = 98	A = 95	A- = 92	D+ = 68	D = 65	D- = 62
B+ = 88	B = 85	B- = 82	F+ = 58	F = 55	F- = 50
C+ = 78	C = 75	C- = 72	N/A = 0 (plagiarism, work that does not fulfill the assignment, etc.)		

Point Values

Assignment	Points
One Oral Presentation	25
Reading Response Journal (2-parts)	50
5 Take Home Quizzes	125
Two Take-Home Essay Exams	100
2 In-Class Exams	100
Final Exam	100
Discussion Participation	25
TOTAL POINTS POSSIBLE	525

Final course grades will be determined by dividing the total points by the total possible points.

Oral Presentations: Each student is required at the beginning of the semester to pick one topic to give a brief introductory presentation about on the date it is scheduled to be discussed in class (according to the course calendar). These presentations must be seven to ten minutes long and should inform the class about the topic. For authors, this includes a list of major works, brief biographical information, and the author's contribution to British literature and culture. For non-author topics, the presentation should define the issue and provide historical and social context to help us better understand the literature we are reading as it connects to this topic. This information is easily found in libraries and on the Internet. Students may not rely solely on the information supplied in the textbook. Students must follow the sample introduction handout but they may do more, including a Power Point presentation.

Reading Response Journals: All students are required to write responses to the works we read in class. These journals must be a minimum on 1 page, double-spaced typed, following the guidelines listed below for formatting papers. Each student is responsible for incorporating and exhibiting a critical and thoughtful perspective into the discussion. Students will turn in journals at mid-term and the end of the semester for a total of 50 pts. Students will receive a handout listing all required reading responses.

I grade all journals on content and length. You should not include summary but instead concentrate on expressing how you felt about the reading, any insights to the problems the author focuses on, any weaknesses you see in the work, and your thoughts on what we discussed in class, etc. Each separate entry should be clearly identified (your name, date of class meeting under discussion OR author and title of work). Put a cover page on your journal, and staple all entries together - do not turn in the journal in a folder or report cover. To pass the journal assignment, you need to follow these instructions and honestly respond to class content. The more detail and care you take in your journal entries, the higher your grade.

Take-Home Exams: Twice during the semester, students will receive a set of essay questions concerning material covered in class up to that point. Students will have one week from that day to complete their

essays and turn in, typed, at the beginning of class. Students must incorporate quotations from semester readings, including handouts, but no additional outside research is required. All use of quotes/summaries must be documented according to the rules of MLA and used only to support the student's original thoughts.

In-Class Exams: These two exams will involve multiple-choice, true/false, and matching questions. Questions come from quizzes, class discussion, handouts, and the text.

Take-Home Quizzes: Students will have 5 take-home quizzes to complete on the longest readings of the semester. Each quiz is worth 25 points.

Discussion Participation: Students will be expected to participate fully in class discussions, as this will make up a significant portion of their final grade for the course. All comments will be welcomed and fully considered. In order for all students to feel most comfortable with contributing to class discussions, students are expected to be respectful to both their fellow students and the instructor. Before coming to class, students should write down on a note card or piece of paper the line/page numbers of one passage from the day's reading that they felt drawn to and explain why they liked it. Students will turn these in to the instructor as part of their participation grade. They may be called on to share these passages with the class to promote discussion.

EVALUATION PROCEDURES

- A. Many assignments ask for your response to or feedback on reading assignments. Since most of these assignments, usually for your reading journal, do not have a "right" answer, they are graded by completeness and thoughtfulness of the answers. However, some questions will demand factual evidence from the readings to support the writer's response. Lack of such details, shortness of response, or obvious ignorance of the text will result in very low grades, perhaps even a zero.
- B. Quizzes will be mostly multiple choice, matching, and T/F. Quizzes serve to encourage students to keep up with readings and pay attention to them as well as in-class lecture.
- C. Participation is crucial in this class because we learn best when engaged in intelligent discussion with others. I keep track of students who consistently fail to join the discussion. I assign an overall participation grade that evaluates a student's semester performance. Discussion participation means that students ask questions, answer questions, share insights and opinions, turn in their favorite passages assignments, and other such activities during class time. These interactions, though, must deal with the subject at hand. Consistent comments that take the class off topic or have little to nothing to do with the discussion are not appropriate and will not count as class participation. Other marks for participation include preparedness, attentiveness, and punctuality.

ATTENDANCE POLICY:

- A. Students should not expect to pass the course if missing more than ten percent of the class meetings, no matter the reasons for the absences. I record absences and tardies from the first official day of class. Every three- (3) tardies equals one (1) absence. Students who come in more than ½ the class period late will receive an absence. Any student missing 4 or more unexcused hours risks failing the class.
- B. I will accept no homework late. Students who miss class for school approved functions, jury duty, or a major illness/hospital visit (must be documented), must hand in any work that is due

the day of their assignment unless they arrange otherwise with me. For assignments worth significant points, I may accept them late or reschedule under certain conditions. I will accept assignments submitted via email if the student cannot make class. These submissions will not be counted late if they meet the assigned deadline, usually the beginning of class.

- C. Students should make an appointment with me to discuss why they were unable to meet the deadline or attend class. Because students may leave messages for me on my voice mail or via email, there are very few reasons for not contacting me or submitting work. Remember, it is your responsibility as a student to meet the class requirements.

FORMAT FOR COURSE WORK:

Student Name

English Literature I

Kelli McBride

10 January 2008

Title of Journal, Essay Question or Author Introduction

Students must follow appropriate formatting guidelines for college-level assignments. Most assignments in this class must be double-spaced, typed, using Times New Roman 12-point font, with 1-inch margins on all sides. Every page after the first must have the student's last name followed by the page number in the upper right hand corner. Any information incorporated in assignments from outside sources, such as our textbook or handouts, must follow MLA documentation rules. Not doing so will result in an F for plagiarism.

ADDITIONAL INFORMATION:

ADA Statement: Under SSC policy and federal and state laws regarding Americans with Disabilities Act, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. Students who are in need of assistance in dealing with any special needs that affect their ability to deal with the physical and/or learning environment required in this course, or in the classroom setting, need to advise the instructor immediately after the first class. It is the student's responsibility to notify the instructor on the first day of class.

Tobacco and Food Policy: In order to protect the health of students, faculty, and staff of SSC, and to comply with HB 2529, the use of any tobacco product is prohibited in all campus buildings and on the grounds. The policy does allow for tobacco use only in parking areas and on campus roads. Also, food and drink may be consumed in the classroom during class time as long as it is not distracting or disruptive and students clean up after themselves.

Academic Honesty: The instructor and the instructor's academic superiors have final authority over the grades given to students or the lowering of grades because of cheating or plagiarism.

Plagiarism: As defined by Seminole State College, plagiarism is the use, without acknowledgement, of a person's ideas and/or materials, either in whole or in part, to fulfill course assignments. The purchase of any written material which is intended for presentations as one's own work in partial fulfillment of a course assignment will also be considered an act of plagiarism. Consequences of plagiarism will comply with those listed in the Seminole State College Handbook.

By formal definition, plagiarism is the use of someone else's ideas or language, presenting such material as one's own. If an interested, scholarly reader cannot distinguish which material is original and which material a writer took from another source, the result is plagiarism, regardless of whether the writer intended to deceive.

Civility: College is a community of scholars. College tradition demands a respect for others and their ideas. For many students, college represents a vital step toward the opportunity for financial and intellectual independence. Simply stated, rules for this class include the requirement that no one stand in the way of someone else trying to learn. This requirement includes some specific rules:

- ❖ Turn off all cell phones before entering class. If you forget, and your phone rings, do not answer it.
- ❖ Behave appropriately. This includes: listening when the teacher is talking; paying attention during lecture and discussion; attending to the business of class and not chatting with friends; speaking appropriately. Avoid language that might offend others. Speak your ideas forcefully and with passion, but also with respect for others.
- ❖ Take responsibility. Be on time for class, ready to learn. Don't whine about any failures, and accept correction gracefully; it is intended to help. Remember that the responsibility for learning rests primarily on the student. Learn for the sake of knowledge, not just to earn a grade.
- ❖ Remember that the teacher's office hours are for the use of the student. Seek help, and ask questions whenever you are unsure about the course material.