

**British Literature I: Anglo-Saxon Through 18th Century**  
**Austin Community College - English 2322**  
DIL: Distance Learning Asynchronous - Blackboard (online)  
Summer 2021: July 6 - August 8 (5 Weeks)  
Syn. 24391, Sec. 004

**Colin Shanafelt**

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Office Hours: Virtual (Th 4:30pm-5:00pm) \*Email for phone or Zoom callback.

Campus Voicemail: 512-223-1790 ext. 22399 (*Email for faster response.*)

**Prerequisites**

Enrollment in any literature course requires credit for both ENGL 1301 and ENGL 1302 or their equivalents. The grade in ENGL 1302 must be at least "C." Professor will verify.

**Course Description**

English 2322, British Literature: Anglo-Saxon through 18th Century, is a survey of English literature from Anglo-Saxon times through the 18th Century.

- (Credit Hours: 3, Classroom Contact Hours per week: 3, Laboratory Contact Hours per week: 0)
- Sophomore literature courses are a study of literature in the context of historical and cultural perspectives.
- Students who plan to transfer should check with their transferring institution for literature requirements in their degree plans.

British Literature I (ENGL 2322) is offered via Distance Learning, which gives ACC students the opportunity to earn credit through non-traditional means such as online and hybrid classes. Course content and transferability are identical to classes offered on campus. *This class requires zero face-to-face, scheduled, or virtual meetings (100% online).*

**Course Objectives / Rationale**

The goals of sophomore literature courses are

- To provide a working knowledge of the characteristics of various literary genres.
- To develop analytical skills and critical thinking through reading, discussion, and written assignments.
- To broaden a student's intercultural reading experience.
- To deepen a student's awareness of the universal human concerns that are the basis for literary works.
- To stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works.
- To understand literature as an expression of human values within an historical and social context.

**Materials Required**

1. *The Norton Anthology of English Literature*, 10th edition. Volumes A, B, C  
ISBN: 9780393603125

2. Computer, laptop, or tablet, with working mic/camera and reliable internet access.

*\*\* Real-time live virtual attendance is NOT required, but students may want to meet virtually for office hours. \*\**

**MLA Reference**

For details regarding MLA documentation students may wish to use one of the following resources:

- *MLA Handbook* 8th (*optional*) ISBN - 9781603292627
- *Owl at Purdue* website: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

**Instructional Methodology**

Course material will be delivered via asynchronous instruction through ACC's Blackboard system. It is the student's responsibility to acquire texts and materials. Coursework is retained for one semester following enrollment. Students must copy/retain any personal documents desired. Assessment and content delivery methods include the following:

- |                                    |                                |   |
|------------------------------------|--------------------------------|---|
| • Assigned reading                 | • Essays & written assessments | • Web links & applications              |
| • Video, audio, & written lectures | • Reading quizzes (objective)  | • Discussion forums ( <i>optional</i> ) |
| • Electronic media presentations   | • Exam (objective & essay)     | • Extra credit ( <i>optional</i> )      |

The Blackboard platform (<https://www.austincc.edu>) will be used to complete coursework and to access content:

- |                             |                                 |                                  |
|-----------------------------|---------------------------------|----------------------------------|
| • Course syllabus & grades  | • Document downloads & links    | • Essay & assignment submissions |
| • Lectures & course content | • Assignment details & examples | • Quiz & exam completion         |

### Distance Education (DIL, ONL, DLS)

Students who are new to distance education are encouraged to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> and read the pointers and insight below.

### Distance Learning (Strategies for Success)

When students fail to succeed online, it is usually for one or more of the following reasons:

1. The student refuses to take an active role in his/her learning. In online work, you are more responsible for finding answers and learning actively, rather than just being passively told everything in formal lectures.
2. A student refuses to "be his or her own boss" and/or does not practice effective time management. Procrastination is the online student's greatest enemy. With limited time to complete assignments, students really need to be attentive and manage their time wisely.
3. The student does not access, read, and understand course content posted in the Blackboard learning management system. Online students have a tendency to blow-off course documents. This is not a wise move, for much communication between professor and student is accomplished through posted documents and announcements. *The first step to completing any assignment is to read its requirements and instructions.*

### Technology (EdTech)

The following applications will be used to deliver instruction, take tests, submit assignments, store course documents, and view course materials.

- **Blackboard** - <https://acconline.austincc.edu/>  
Students will use the Blackboard learning management system for assignment instructions, quizzes, exams, submitting assignments, reading announcements, viewing course materials, and downloading documents.
- **Zoom** - <https://zoom.us/> *Optional*. Used to meet during office hours at student's discretion. Alternately, students may meet Professor Shanafelt during office hours via telephone if preferred.  
*\* No course content will be delivered via synchronous class meetings on Zoom or any other platform.*

### Technology Support Services

In response to COVID-19-related campus closures, Austin Community College now provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/coronavirus/drive-up-wifi>

- Students who submit the **Student Technology Access Form** and indicate they need help accessing their online learning environment to successfully complete their courses are eligible to check out an ACC iPad for use during the semester. You must be registered for a credit course, Adult Education, or Continuing Education course.

## COURSE POLICIES

### Grading System

Students' mastery of course content will be assessed with reading quizzes, an objective Midterm Exam with one or more essays, two literary analysis essays requiring multiple outside sources, and a final exam in essay format. Grades for due dates, participation, writing process, and other minor assessments will be recorded as quiz grades.

### Categories & Weights

- |                      |                             |
|----------------------|-----------------------------|
| • Quizzes - 15%      | • Analysis Essays (2) - 50% |
| • Midterm Exam - 17% | • Final Exam - 18%          |

### Course Requirements/Grading

- Writing assignments, including analytical essays and tests, will constitute at least two-thirds of the student's final grade. There will be at least three graded assignments (tests and essays), including at least two analytical papers. The two or more analytical papers in the course must total a **minimum of 2000 words**. Prof. Shanafelt will provide specific written guidelines for each analytical paper.
- The instructor may count other types of class activities which might affect a student's final grade. Activities might include quizzes, readings, dramatizations, journal writing, brief literary writing exercises, oral book readings, reports on authors, or other activities.
- The instructor will provide in writing at the beginning of the semester more specific information about the requirements and grading system of the course.

### Writing Assignments (68%)

Three major writing assignments make 68% of the final grade and total a minimum of 3500 words plus exam essays.

Analysis Essay 1 – 25%	Analysis Essay 2 – 25%	Final Exam (Essay) – 18%
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## Grading Details

- **Assessments:** Quizzes, extra credit, Literary Analysis Essays (x2), Midterm Exam, & Final Exam.
- **Posting Grades:** Grades will be posted in Blackboard's Grade Center.
- **Essay Grading:** Professor Shanafelt will assign a letter grade to each Analysis Essay & provide comments.  
*\*\* Students will not receive comments on the Midterm Exam or Final Exam, only letter grades. \*\**
- **File Format (Assignment Docs):** PDF document format is required for all assignment submissions.
- **Style Format (Assignment Docs):** MLA essay document style format is required for all assignment submissions. MLA essay document format requirements are found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)  
*\*\* Essay document formatting affects the score a paper receives. Follow the guidelines carefully. \*\**
- **Extra Credit:** Students have the opportunity to receive three additional (extra credit) quiz grades of 100.  
*\*\* See the Extra Credit Assignments in this syllabus for full details. \*\**
- **Grading Scale:** A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60
- **Grading Key:** (A+ = 98, A = 95, A- = 92, 90 = 90, etc.)
- **Rounding:** The following course grades are rounded up to the next letter (*when appropriate*): 59, 69, 79, & 89.

## Reading Quizzes (15%)

Quizzes cover the reading, viewing, and other content assigned for that day. Quizzes consist of 5-10 multiple choice, matching, true/false, and quote identification questions. Quizzes are averaged in the 15% grade category with extra credit and other minor assignments. One or more quiz score may be dropped as the course ends.

- ♦ **Classroom & Online (Synchronous):** Reading assignments are due at the beginning of class on the day they are listed on the Course Calendar in this syllabus. Be prepared to take a Blackboard reading quiz *before* each class meeting. *Quizzes are random and not scheduled or posted before they are given.* Students must complete all assignments and reading and be ready for a quiz each class day.  
*\*\* If a student misses a quiz for any reason, a zero will be recorded. There is no way to make up quizzes. \*\**
- ♦ **Online (Asynchronous):** Reading assignments are due @ 11:55 pm on the last day of the unit in which they are listed in the Course Calendar (*usually* Sunday). However, students may complete a unit's required quizzes and activities any time between a unit's opening and closing dates. Do not procrastinate! Students must complete each unit's reading and assignments well before the quiz is due on the last day.  
*\*\* Missed quizzes cannot be made-up or attempted after their unit ends. Missed quizzes will receive grades of zero. \*\**

## Midterm Exam (17%)

Students will take a timed (90 min) Midterm Exam that includes 50-70 objective questions and one or more essays. The midterm will cover all content and material taught during the Anglo-Saxon and Medieval periods. The test will be timed, administered through Blackboard and comprised of at least one essay prompt and 50-70 multiple-choice, true/false, matching, and quote identification questions.

- ♦ **Classroom & Online (Synchronous):** Midterm is taken in class (campus courses) or on Blackboard (online synchronous) during one regular class meeting and timed to the normal 90-minute class period.
- ♦ **Online (Asynchronous):** Midterm is timed (90-min), on Blackboard, & taken anytime in a testing window.

## Literary Analysis Essays (50%)

Students will write two **1250-word** literary analysis essay in response to their choice of several prompts. The first essay will cover Anglo-Saxon, Medieval, & Renaissance writers and the second essay will cover 17<sup>th</sup> century Metaphysical Poets and 18<sup>th</sup> century Reformation writers. These essays require extensive research and must demonstrate mastery of *MLA 8th edition* essay documentation style. All source material must be properly cited with an in-text citation and a "Works Cited" entry. Students must cite evidence from their primary source(s), *several peer-reviewed journal articles from JSTOR*, and at least *one credible book (eBook)* other than the primary source. Students are encouraged to read, study, and understand the "Shanafelt Research & Writing Guide" to refresh their writing knowledge, understand specific requirements, and achieve a top score. *Other than reading the assigned literature, the most important thing you can do to make and "A" is study, understand, and employ the content and techniques in the "Shanafelt Research & Writing Guide."*

## Paper Format Requirements

Students are required to format their essays in accordance with the guidelines set out in the *MLA Handbook* 8th edition, which are found at following link: <https://owl.english.purdue.edu/owl/resource/747/24/>.

### Submitting Essays & Documents (essays, documents, & written assignments)

- All essays must be turned in (submitted/uploaded) to their Blackboard assignment page in *PDF format*.
- All essays must be typed and properly formatted using *MLA (8th edition) document formatting*.
- Essays turned in after their due date will be counted late and points will be deducted.
- *No papers will be accepted via email. All essays must be turned in to Blackboard in PDF format.*

**Final Exam (18%)**

The course will culminate with a comprehensive Final Exam. The Final Exam will cover the entire scope of the course, including all material taught during the semester. The objective portion of the exam is timed to **90 minutes** and administered through Blackboard consisting of **70 questions** (multiple choice, matching, & true/false; 1 point each) and **2 essay questions**. Essay prompts will be given before the test so students may write their responses early. The exam may be completed at any time during a flexible testing window at the end of the course. The Final Exam will *NOT require research or outside sources*, but all source material used—including primary sources—must be properly cited with MLA (8th edition) documentation.

**Attendance**

Regular and timely class participation and completion of assigned work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, Professor Shanafelt may withdraw students from the class.

- ◆ **Classroom & Online (Synchronous):** Attendance is mandatory. Professor Shanafelt will track student attendance via Blackboard's Qwickly attendance app.
  - **Number Allowed:** Students may miss **3** classes without penalty. Upon a student's **4th** absence, Professor Shanafelt may withdraw him/her from the course or assign an "F" as the final grade.
  - **Due Dates:** Absences do not affect the due dates of quizzes, tests, assignments, revisions, and essays. Students will not be given "extra time" to complete work they missed.
  - **Quizzes:** Students who are absent on the day of a quiz, due date, or in-class activity will receive a zero for that quiz or assignment. There is no way to make up missed quizzes.
  - **Excused Absences:** There are none. From going to a concert, to undergoing surgery, to attending a funeral, all absences count toward the 3 allowed.
  - **Doctors' Notes:** A doctor's note may provide a *reason* for an absence but *not an excuse*. All count.
  - **Attendance Criteria:** In order to be marked present, students must satisfy each of the following:
    - Enter the classroom or meeting on-time and actively participate in class discussions and activities
    - Refrain from using cellphones, laptops, and other devices during class
    - Remain present and attentive until the very end of the normal class meeting time period
    - Keep webcams on and remain visible throughout class, except bathroom visits & breaks (5 min).
  - **Prior Approval:** Students may tell Professor Shanafelt of an absence beforehand, but it still counts.
  - **Make-up Session:** None offered. Content is not repeated; students are responsible for missed content.
  - **College Closures:** Students are responsible for communicating with Prof. Shanafelt during any closure.
  - **DC/ECHS:** attendance may be shared with the assigned HS Programs Coordinator or contact person.
  - **Webcams:** Students must be visible on webcam and engaged during the entire class to be counted present.
- ◆ **Online (Asynchronous):** Regular, timely class participation and completion of assignments is mandatory.
  - **Makeup/Missing/Late Quizzes:** Quizzes and assignments in the 15% "Quiz" category may not be attempted, completed, or submitted after their unit closes. Minor assignments close with their units.
  - **Attendance Criteria:** Online asynchronous attendance is tracked using the "Lack of Progress" criteria.

**Withdrawal Policy**

It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. It is the student's responsibility to track his/her own progress in the course. In rare cases, however, Professor Shanafelt does reserve the right to drop a student when necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date listed below. The student is also strongly encouraged to keep any paperwork in case a problem arises.

Reference the "Lack of Progress" section for details regarding the criteria Professor Shanafelt may use to withdraw a student from this course. Professor Shanafelt may withdraw students based on those established guidelines. If a student meets one or more "Lack of Progress" criteria, he/she is subject to withdrawal without notice.

- **Census Date:** The last day to drop or withdraw **without** a grade or "W": **9 July 2021 (Fri.)**
- **Withdrawal Date:** The last day to withdraw from this semester with a "W": **2 Aug 2021 (Mon.)**

**Lack of Progress**

Each of the following conditions indicates "lack of progress" and constitutes grounds for student withdrawal:

- A grade of zero on 4 or more quizzes
- Failure to take Midterm Exam at scheduled time
- A grade of zero on any essay assignment
- Failure to submit any essay within 5 days of due
- Failure to submit the Final Exam by its due date
- Four or more class absences

**Confidentiality of Student Essays**

Generally, the content of student essays is confidential. However, *Professor Shanafelt is legally required to report any instance in which a student writes about suicide, self-harm, abuse, or the intent to harm others*. Be very careful.



## Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

- Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely on BlackBoard Collaborate or another platform.
- Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.
- For DLS (online synchronous) classes administered through Zoom, Professor Shanafelt may post recorded lecture videos on Blackboard, YouTube, and/or the web to benefit future classes, students, and others. However, all student content will be deleted prior to publication. Posted videos will be scrubbed of all student images, student voices, and references to students. Professor Shanafelt will be the only person who appears in any posted videos.

## Late Work

Essays submitted after their due dates are accepted for partial credit. Quizzes and "Quiz" category assignments are not accepted after they are due. Note the following policies regarding late assignments:

**Essays (50%)** - In some cases, late essays may be accepted.

- **Late Penalty:** Essays turned in after their due date will be counted late and points will be deducted.
- **Absences:** Students absent on the day an essay is due still need to upload their essay to Blackboard. If an essay is uploaded before the due date and time, there is no penalty. Otherwise, the essay is late.

**Quizzes & Assignments (15%)** - No late quizzes will be accepted. Students absent for a quiz receive a zero.

- **Missed Quizzes** (*Classroom & Online Synchronous*): There is no way to make up missed quizzes or grades in the 15% quiz category. Students who do not take a quiz before it is due receive a zero on that quiz.
- **Make-up/Missing/Late Quizzes** (*Online Asynchronous*): Quizzes and assignments in the 15% "Quiz" category may not be attempted, completed, or submitted after their content unit closes. Minor assignments close with their units. No quizzes or minor assignments may bleed into future units.

## Incompletes (Awarding a Course Grade of "I" )

Professor Shanafelt *very rarely* awards a grade of "I" (Incomplete). He may, however, if a student is unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent term. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.

1. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
2. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
3. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
4. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.
5. If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

**\*\* Professor Shanafelt almost never awards final grades of "I" or "Incomplete." \*\***

## COLLEGE POLICIES

### Campus Operations

To limit spread of COVID-19, ACC campuses remain closed to normal operations. Face-to-face classes & services are limited.

### Academic Misconduct And Plagiarism

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty (e.g., cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work). Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as (but not limited to) tests and quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

### On-Campus Protocols

- Wash and sanitize your hands prior to entering a classroom, office, or facility. Hand sanitizing stations, disinfecting wipes, soap, and water are readily available.
- Continue to practice good hygiene by washing your hands frequently for 20 seconds.
- Practice social distancing with all individuals by maintaining at least six feet of separation.
- Follow floor stickers that are placed throughout the campus to help guide social distancing in high traffic areas.
- A maximum of two people at a time will be allowed in elevators.
- Facial coverings/masks must remain on at all times. A facial covering may only be removed as allowed by the course safety plan (i.e., when alone in private spaces such as an individual office).
- For the safety of all who are on-campus, water fountains will be turned off, vending machines will have limited services, all food services will be suspended, and common area furniture will be removed. Please plan accordingly.

### Classroom Protocols

- Schedules are staggered and courses have been divided into smaller sections to minimize contact with individuals.
- Seating for standard classrooms is limited to nine students and one instructor unless the classroom is deemed large enough to handle more by the Safety & Operations Office.
- Faculty will assign seats to students to keep them at a safe distance from one another. It's imperative that students follow seat assignments in order to track any contamination or the possible spread of COVID-19.
- Plexiguards are installed on faculty desks if there is not at least nine-feet between the desk and the first row of students.
- Once inside the classroom, facial coverings must continue to be worn.
- ACC encourages students to wipe down their desks before class begins. Supplies will be provided in each classroom.\

### Illness & Travel Protocols

- If you feel sick, feverish, or unwell, please do *not* come to campus or office.
- You will need to get tested for COVID-19 and report the results (positive or negative) to ACC's COVID-19 Liaison (see below).
- If you become ill in the classroom or inside an ACC facility, you will be asked to go into an isolation room to take the state's online self-assessment.
- Isolation rooms are available on each campus and center with resources and information to help you learn about the next steps and where to go for a COVID-19 test.
- All areas used by anyone who is sick or tests positive for COVID-19 will be immediately closed, waiting for the appropriate period of time before it is thoroughly deep cleaned, disinfected, and deemed safe to reopen.
- If you have been in contact with someone who tested positive for COVID-19 within the last 14 days, you must self-report. ACC's [Self-Report form](#) is available online.
- ACC has identified a primary COVID-19 Liaison responsible for communicating and coordinating with local health departments. Our liaison is Michael Garcia, Executive Director of Regulatory Affairs, [sem-helpdesk@austincc.edu](mailto:sem-helpdesk@austincc.edu).
- A training video is available here at: <https://www.austincc.edu/coronavirus/health-and-safety-protocols>

### Deep Cleaning Protocols

- ACC's Campus Operations Quality Control staff will regularly and frequently disinfect any and all high touch surfaces such as door knobs, tables, chairs, and restrooms.
- Staff will disinfect classrooms as soon as classes are over.
- Students and employees will be reminded to disinfect personal electronics on a regular basis.
- Hand sanitizer will be available in or near every classroom.
- Sufficient disinfecting supplies are available to maintain hygienic standards throughout the day.
- These disinfectant procedures will occur after each class and at the end of every day.
- Schedules are staggered and courses have been divided into smaller sections to minimize contact with individuals.
- Seating for standard classrooms is limited to nine students and one instructor unless the classroom is deemed large enough to handle more by the Safety & Operations Office.
- Faculty will assign seats to students to keep them at a safe distance from one another. It's imperative that students follow seat assignments in order to track any contamination or the possible spread of COVID-19.
- Plexiguards are installed on faculty desks if there is not at least nine-feet between the desk and the first row of students.
- Once inside the classroom, facial coverings must continue to be worn.
- ACC encourages students to wipe down their desks before class begins. Supplies will be provided in each classroom.

### Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved. Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

### Illness

Any ACC student or employee with symptoms or exposure to the COVID-19 virus should inform their professor(s) or supervisor and complete the college's self reporting form: [https://cm.maxient.com/reportingform.php?AustinCC&layout\\_id=124](https://cm.maxient.com/reportingform.php?AustinCC&layout_id=124)

## Health & Safety Protocols

All ACC campuses and centers have one entrance for students and employees. The college is limiting facility access to faculty, essential staff, and students who are enrolled in Career and Technical Education courses. Each person is required to take the following steps:

1. **Self-screen for COVID-19 symptoms** using the ACC Health Screening App. There are three secure ways to use the app — **1)** download it on your phone (recommended), **2)** download the web link, or **3)** you may use an iPad that is available at the door. It is easy to download and use. Answer a series of quick questions and the app will give you results. Save the results to show at the door upon entry. Get app [here](https://www.austincc.edu/coronavirus/acc-health-screening-app) at: <https://www.austincc.edu/coronavirus/acc-health-screening-app>
2. **ACC ID badges or Student ID cards** will be required for all employees and students upon entry. Employees and students must display their I.D. at all times.
3. **Temperature checks** will be conducted with a no-touch thermometer. If you have a fever 100 degrees Fahrenheit or greater, you will not be admitted to the building.
4. **ACC Health Screen App results** will be requested at the door. If you are unable to download the app, an iPad will be provided at the door so that you may answer a series of questions to determine if you have COVID-19 symptoms which include:
 

• Cough	• Shaking w/ chills	• Loss of taste or smell
• Chills	• Muscle pain	• Diarrhea
• Shortness of breath	• Headache	• Fever
• Difficulty breathing	• Sore throat	• Covid contact (14 days)

**\*\*Have you come into contact with anyone who tested positive for COVID-19 with 14 days?**

5. If you do not pass the pre-screening, you will receive specific information on healthcare procedures and instructions for what you need to know to be able to return to campus.
6. **Facial coverings/masks** are required for anyone entering an ACC building. You must wear a facial covering/mask at all times. In private spaces such as an individual office, your facial covering may be removed if you are alone. These guidelines are consistent with [guidance from the Centers for Disease Control and Prevention](#), which makes clear that facial coverings and social distancing are among the most effective measures for limiting the spread of COVID-19.

*TIP—Students should arrive to campus early to ensure enough time to get through the screening line.*

## Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements, and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at <https://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process>

**Plagiarism** can be defined as using the words and ideas of another writer without acknowledging the debt. Plagiarism takes many forms, including the omission of parenthetical citations, the failure to place quotation marks around direct or modified content taken from another source, and another person writing the essay for the student. It is of utmost importance for students to understand that in academic and professional life, plagiarism of any kind is absolutely unacceptable. Therefore, acts of plagiarism, major or minor, may have serious repercussions, which could include a failing grade, expulsion from the class, and/or disciplinary action on the part of the College. Specific policies can be found in individual faculty syllabi; College policies can be found in the [ACC Student Handbook](#).

## Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

## Student Support Services

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

## Student Freedom of Expression

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others both when expressed in classroom discussions or class-related writing.

## Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state and federal laws. [www.austincc.edu/srr](http://www.austincc.edu/srr)

- As a student of Austin Community College you are expected to abide by the Student Standards of Conduct. <https://www.austincc.edu/students/students-rights-and-responsibilities/student-standards-of-conduct>

## Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of sex- and gender-based discrimination and sexual misconduct. This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.

- If you would like to talk with someone confidentially, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online: <https://www.austincc.edu/students/counseling>.
- While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; [compliance@austincc.edu](mailto:compliance@austincc.edu).
- If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up. Further information about the complaints process, including the form used to submit complaints, is available at: <http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures>

## Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at <http://www.austincc.edu/emergency>

- Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.
- In the event of disruption of normal classroom activities due to an emergency situation or a continuing illness outbreak, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

## Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

- It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-7999. Please refer to the concealed handgun policy online at <http://austincc.edu/campuscarry>

## Use of the Testing Center

All testing is currently online. While campuses are closed, exams for courses will be online tests that students can take from home. For more information about online testing at ACC, visit the Online Testing resource page: <https://www.austincc.edu/academic-and-career-programs/acconline/testing>. *Assignments & tests for online classes are accomplished through Blackboard.*

## Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at: <http://www.austincc.edu/help/accmail/questions-and-answers>

## Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at: <https://www.austincc.edu/coronavirus/remote-student-support>



## Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

- Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.
- Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide available at: <https://drive.google.com/file/d/1o55xINAWNvTYgI-fs-JbDyuaMFDNvAjz/view>

## Student Accessibility Services

Students with documented disabilities who need academic or other accommodations must request them through the office Student Accessibility Services (SAS). SAS offices are located at each major campus. Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester; otherwise, the provision of accommodations may be delayed. Students who have received approval for accommodations from SAS for this course must provide the instructor with the document titled "Notice of Approved Accommodations" from SAS before accommodations will be provided. Accommodations will not be provided retroactively.

- Arrangements by the instructor for academic accommodations can only be made after he or she receives the "Notice of Approved Accommodations" from the student.
- Additional information about Student Accessibility Services is available at <https://www.austincc.edu/offices/student-accessibility-services-and-assistive-technology>

## Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

- Online tutor request: <https://de.austincc.edu/bbsupport/online-tutoring-request/>
- Additional tutoring information: [austincc.edu/onlinetutoring](http://austincc.edu/onlinetutoring)

## Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at <http://sites.austincc.edu/sl/>.

## Library Services

ACC Library Services is operating online while campuses are closed during the current pandemic. Libraries continue to support ACC courses and programs and provide students with research and assignment assistance from expert faculty librarians. ACC students have full rights and privileges to access Library Services online 24/7 via the ACC Library website, and students must use their ACCeID logins to access all online materials, including ebooks, articles from library databases, and streaming videos. ACC Libraries provide the "Ask a Librarian" service, which allows students to reach a librarian 24/7 through online chat or complete an online form for in-depth questions. Faculty librarians are available via email and virtually to meet with you by appointment seven days a week. Students can also contact the Library for questions about their library account, registration holds, and technology/device distribution options.

- Library Website: <http://library.austincc.edu>
- Library Information & Services during COVID-19: <https://researchguides.austincc.edu/LSinfoCOVID19>
- Ask a Librarian 24/7 chat and form: <https://library.austincc.edu/help/ask.php>
- Library Hours of Operation by Location: <https://library.austincc.edu/loc/>
- Email: [library@austincc.edu](mailto:library@austincc.edu)

## Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here: <https://www.centraltexasfoodbank.org/food-assistance/get-food-now>
- Assistance with childcare or utility bills is available at any campus Support Center: <http://www.austincc.edu/students/support-center>
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: <http://www.austincc.edu/SEF>
- Help with budgeting for college and family life is available through the Student Money Management Office: <http://sites.austincc.edu/money/>
- A full listing of services for student parents is available at: <https://www.austincc.edu/students/child-care>
- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19: <https://www.austincc.edu/coronavirus/cares-act-student-aid>
- Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns: <http://www.austincc.edu/students/counseling>

**Mental Health Resources**

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24 hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24 hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text "home" to 741741**
- Substance Abuse and Mental Health Services Admin. (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

**Student Organizations**

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**COURSE OUTCOMES****Course Objectives / Rationale**

The goals of sophomore literature courses are

- To provide a working knowledge of the characteristics of various literary genres.
- To develop analytical skills and critical thinking through reading, discussion, and written assignments.
- To broaden a student's intercultural reading experience.
- To deepen a student's awareness of the universal human concerns that are the basis for literary works.
- To stimulate greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works.
- To understand literature as an expression of human values within an historical and social context.

**English Department Student Learning Outcomes**

The following outcomes are developed in all sophomore literature students regardless of student age or course location:

- Write clearly, coherently and effectively about various genres in literature
- In discussions and writing, address the culture and context of the work of literature
- Write about and discuss elements of literary texts and relate these to the work as a whole.

**Core Curriculum Learning Outcomes**

- Content – Uses compelling and relevant content to illustrate mastery of the subject.
- Organization – Presents information in a unified and coherent manner with thesis clearly stated and supported.
- Sources and Evidence – Effectively utilizes a wide variety of relevant and credible materials with citations (when required).
- Writing Conventions (grammar/spelling/usage/punctuation/formatting) – Uses language that communicates meaning to readers with clarity and fluency.

**General Education Learning Outcomes**

Upon completion of the general education component of an associate's degree, students will demonstrate competence in:

- **Civil and Cultural Awareness** – Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, & interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices.
- **Critical Thinking** – Gathering, analyzing, synthesizing, evaluating and applying information.
- **Personal Responsibility** – Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility.
- **Written, Oral and Visual Communication** – Communicating effectively, adapting to purpose, structure, audience, and medium.

## Grading Rubric

A major portion of the course grade is based on writing assignments. Consult the following rubric for essay grading details.

### A

For a paper to receive an A, it must have a clearly defined main idea, which is thoughtfully and thoroughly developed with sufficient evidence and plenty of scholarly analysis. Logical development and clear, precise phrasing must be evident. Superior understanding of the subject matter must be apparent. The assignment's length and source requirements must be satisfied. An A paper must be turned in on-time and as required (i.e. a PDF document submitted to the essay's online assignment page). An A paper must adhere to the required MLA document format found on the Owl at Purdue website under the heading "[MLA General Format](#)." An A paper must be almost completely free of spelling and punctuation errors.

**\*\* An A paper must be almost completely free of format, grammar, source, and MLA documentation errors. \*\***

- **Style** - Sentences in an A essay should be correctly constructed with no major grammatical or mechanical errors (such as sentence fragments, run-on sentences, or lack of agreement between subjects and verbs). An A paper must be formatted with the required font type, font size, margin width, character spacing, line spacing, alignment, etc. as defined by the Owl at Purdue "[MLA General Format](#)" and the "[Shanafelt Research & Writing Guide](#)."
- **Structure** - An A paper should open with an imaginative title and an effective hook. The introductory paragraph should lead up to a strong thesis statement as its last sentence. Content paragraph structures should approximate the following pattern: TS, (EV-AN-AN), (EV-AN-AN), (EV-AN-AN). In other words, each paragraph should contain at least three articles of evidence with ample scholarly analysis supporting the topic sentence. The A paper closes with a thoughtful summation of what the essay has proven and often builds to a general reflection which connects its main idea to our world exposing some larger, important, and overlooked truth about life.

*Key: TS = topic sentence, EV = evidence, AN = analysis*

**Content** - For a paper to receive an A, it must be on-topic. Its assertions, analysis, evidence, and main idea must directly respond to one of the prompts listed in the essay assignment or to an instructor-approved topic determined well in advance. Its arguments must be well supported with ample textual evidence and peer-reviewed source data. Each article of evidence must be developed and supported with scholarly analysis appropriate to the level of this college course. The argument an A paper makes should be convincing, interesting, and somewhat original. If the paper concludes with a general reflection, that reflection should be a direct result of the essay's rhetorical inertia without obvious breaks in logic (i.e. free from non sequiturs and broken links). An A essay must answer the question "*How* do the elements of literature create meaning in this piece?" not "*What* happens in this story?"

- **Documentation** - An A paper must be almost completely free of MLA paper format and documentation errors, which includes the spacing and alignment of the "Works Cited" page. All sources must be appropriate, reliable, at least college-level, and scholarly in nature. An A paper's peer-reviewed journal article sources must be cited from either JSTOR or *Academic Search Complete* and accessed through our college's library.

Marked Letter Grades: (A+ = 98, A = 95, A- = 92, 90 = 90)

### B

In the B paper, the main idea must be developed with some real depth. Ordinarily, a B paper will be completely free of major grammatical errors, and it will show a superior level of thought and expression. The B paper must be relatively free of errors in spelling and punctuation. A small number format, grammar, and MLA documentation errors may be present. (B+ = 88, B = 85, B- = 82, 80 = 80)

### C

The C paper is one that lacks brilliance but is, at least, logical in the way it develops its main idea. Its phrasing may not be high-level, but it must be reasonably clear and accurate. The C paper must be relatively free of major grammatical errors. It must also be relatively free of errors in spelling and punctuation. A significant number format, grammar, and MLA documentation errors may be present. (C+ = 78, C = 75, C- = 72, 70 = 70)

### D

The D paper indicates below average work. Such a paper usually has no clearly stated main idea, contains inadequately developed paragraphs, abounds with grammatical and mechanical errors, and/or reveals a serious lack of understanding of the subject matter. A significant number of format and MLA errors are likely present. (D+ = 68, D = 65, D- = 62, 60 = 60)

### F

The F paper reflects a complete lack of ability to state or develop a main idea in most instances. This paper may also reveal a total lack of comprehension, as well as major errors in grammar, sentence structure, spelling, punctuation, diction, paper format, and MLA documentation. (F = 0%-60%)

*\*\* This rubric is intended to be general in nature. The scoring of each assignment may vary. \*\**

### Extra Credit Assignments

(Optional Quiz Grades)

**Due Date:** See Syllabus "Course Calendar" or Blackboard "Calendar"

**Directions:** Each of the following assignments is worth one quiz grade. Successful completion of the assignment will earn a 100 in the grade book. Extra credit grades are recorded and averaged in the "Quiz" category (15%). You may complete all or none of the assignments as you please, but all extra credit must be completed before the due date. No exceptions!!

### Options & Details

1. **Museum (*virtual tour*):** Visit the museum of your choice virtually. Take a screenshot of you visiting the museum as proof. Show me something interesting in the screenshot (i.e. not the museum entryway). For example, here is a link to the [Sistine Chapel virtual tour at the Vatican](#). Visit the following link for ideas regarding which museums offer virtual tours, [Best Virtual Tours](#).
2. **Art Replica:** Replicate a famous piece of art with you as the subject. Save your final product as a single PDF file. In the PDF file, show the original art piece & your recreation side-by-side.
  - Your entire head must be visible in the replication, showing enough of your face to be recognizable.
  - You may use more than one person indoor replica.
  - Using computer imaging software such as Photoshop is okay, but keep digital alterations to a minimum.
  - Do NOT digitally copy anything from the original work, except perhaps the background.
  - Please indicate whether you *do* or *do not* grant permission for your replica to be shown to students.
3. **Sonnet:** Write an original sonnet. Your sonnet must be composed of 14 iambic pentameter lines and satisfy the Shakespearean sonnet rhyme scheme: **ABAB CDCD EFEF GG**
  - Include a rhetorical/tonal shift at the beginning of the couplet (the last two lines).
  - Your sonnet must make sense—no gibberish or arbitrary words used to fit the meter.
  - The subject matter of your sonnet is entirely open to your imagination.
  - For additional sonnet writing resources, visit our Blackboard "Poetry Analysis" folder.  
Location: /Resources/Literary Analysis/Poetry Analysis/. Download the files below.
 

1. Poetic Meter (.pdf)	3. Sonnet Writing Template (.pdf)
2. Sonnets (Details & Examples)	4. Sonnet Syllable Grid (.xlsx & .pdf)
4. **Wild Card:** Attend a *virtual* literary event. The event must be literary in nature. Bring photographic evidence as proof of attendance. A screen shot is fine.

*\*\* Students may substitute a wild-card for one of the above, but they may not receive credit for more than 3 EC assignments.*

### How To Submit:

- **Due Date:** See Syllabus "Course Calendar" or Blackboard "Calendar"
- Submit your PDF or JPG files to the Blackboard before the posted due date.
- In the Blackboard Extra Credit assignment folder, click on the title of the appropriate extra credit assignment and submit PDF or JPG files which prove completion.
  - Only PDF or JPG files will be accepted.
  - No emailed documents will be accepted.
  - No assignments will be accepted after the due date. **No Exceptions!!!**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
July 6 - July 11	July 11 - July 18	July 18 - July 25	July 25 - Aug 1	Aug 1- Aug 8
Anglo-Saxon Period (449-1066)	The Medieval Period (1066-1485)	English Renaissance (1485-1603)	Early 17th Century (1603-1660)	Restoration & 18th (1660- 1785)
Required Reading				
<b><u>Introductions &amp; Information</u></b>  <b>Textbook</b> <i>Norton Anthology of English Literature</i> vols. A,B,C (10th)  <b>Course Documents</b> 1. Course Syllabus 2. Shanafelt Research & Writing Guide 3. Owl at Purdue Website (link) 4. Literary Period Overview Notes 5. Extra Credit Assignmen Instructions  <b>Introduction Videos</b> 1. Introduction & Class Information 2. Allegory of the Cave by Plato 3. Literary Analysis Instruction  <b><u>Anglo-Saxon Period (449-1066)</u></b>  Anglo-Saxon Period 3-11;27-29 (vol. A) Anglo-Saxon Literature 30-33  Unknown Authors (Anglo-Saxon) - The Wanderer - The Seafarer (online) - <b>Beowulf</b>  <b>Notes:</b> 1. <i>Reading assignments and test questions pertain to the Norton textbook above (unless noted).</i> 2. <i>Graded assignments are due at the close to their unit (Sun @ 11:55 PM).</i> 3. Weekly assignments also include - Unit Discussion Forum - (optional) - Reading Quizzes -(unannounced)	<b>The Medieval Period</b> 11-26 (vol. A)  Author Unknown (Middle Ages) - <i>Sir Gawain and the Green Knight</i>  <b>Geoffrey Chaucer</b> 256 <i>The Canterbury Tales</i> - The General Prologue - Summary:TheKnight'sTale - The Miller's Prologue and Tale - The Wife of Bath's Prologue and Tale - The Pardoner's Prologue and Tale - The Nun's Priest's Tale - Close of The Canterbury Tales  <b>Julian of Norwich</b> 430 - A Book of Showings (432-42)  <b>Marie de France</b> 159 - <i>Lanval</i>  <b>Sir Thomas Malory</b> 534 <i>Morte d'Arthur</i> - Conspiracy against Lancelot & Guinevere - War Breaks out between Arthur & Lancelot - The Death of Arthur - The Deaths of Lancelot and Guinevere  <b>Midterm Exam Review Sheet</b> - Download review sheet (Blackboard). - Covers Anglo-Saxon & Medieval periods - Exam available during testing window - Answer 50 questions in 90 min - Window: <b>July 15 - July 18 (11:59 PM)</b>	<b>The English Renaissance</b> 3-16 (vol. B)  <b>William Shakespeare</b> 718 <i>Hamlet</i> - (Performance & Reading). - Sonnets: 12, 18, 19, 29, 30, 33, 35, 55, 71, 73, 93, 94, 98, 110, 116, 129, 130, 138,134, 27, & 104 (last three online)  <b>Christopher Marlowe</b> 658 <i>Doctor Faustus</i> - The Passionate Shepherd to His Love  <b>Sir Thomas Wyatt</b> (elder) 118 - Who list to hunt - They Flee From Me - Blame Not My Lute  <b>Queen Elizabeth I</b> 221 - The Golden Speech - The Doubt of Future Foes  <b>Edmund Spenser</b> 238 <i>Amoretti and Epithalamion</i> - Happy ye leaves! whenas those lily hands - Like as a huntsman after a very chace - One day I wrote her name upon the strand - Men call you fayre, and you doe credit it - Lyke a ship that through the Ocean wyde  <b>Sir Philip Sidney</b> 539 <i>Astrophil &amp; Stella</i> - I might (unhappy word!), O me, I might - Come Sleep,O Sleep, certain knot - Loving in truth, and fain in verse - With how sad steps, O moon, thou climb'st - Who will in book of fairest Nature know  <b>Sir Walter Raleigh</b> 526 - The Nymph's Reply to the Shepherd	<b>The Early 17th Century</b> 891-901 (vol. B)  <b>John Milton</b> 1447 <i>Paradise Lost</i> , (Books 1, 4, 9, & 12) - L'Allegro - When I Consider How My Light  <b>John Donne</b> 920 - The Flea - The Good-Morrow - The Canonization - A Nocturnal Upon St. Lucy's Day - A Valediction: Forbidding Mourning - The Ecstasy - Elegy 16. On His Mistress - Elegy 19. To His Mistress Going to Bed - At the round earth's imagin'd corners - Death, be not proud - What if this were the world's last night? - Batter my heart, three-personed God - Oh, to vex me, contraries meet in one  <b>George Herbert</b> 1255 - The Temple - Redemption - The Collar  <b>Robert Herrick</b> 1306 - Delight in Disorder - Corinna's Going A-Maying - To the Virgins, to Make Much of Time - The Night-Piece, to Julia - Upon Julia's Clothes  <b>Andrew Marvell</b> 1339 - To His Coy Mistress - The Definition of Love - The Mower to the Glow-worms - The Garden	<b>Restoration &amp; 18th Century</b> 3-19 vol.C  <b>John Dryden</b> 34 - An Essay of Dramatic Poesy - Two Sorts of Bad Poetry - The Wit of the Ancients - Shakespeare & Ben Jonson  <b>Jonathan Swift</b> 254 - A Modest Proposal  <b>Alexander Pope</b> 486 - The Rape of the Lock  <b>Samuel Johnson</b> 711 - Milton - Paradise Lost  <b>Final Exam Review Sheet</b> - Available during testing window - Answer 70 questions in 90 minutes - Submit 2 pre-written essays - <b>No late exams accepted!!</b> - Window: <b>Aug 2 - Aug 8 (11:59 PM)</b>
Lecture Videos				
1. Beowulf Analysis (Anglo-Saxons) 2. The Hero's Journey 3. The Wanderer Analysis 4. Sutton Hoo (Burial Treasures) 5. Commas (refresher)	1. The Canterbury Tales Analysis 2. Sir Gawain and the Green Knight 3. Carl Jung: What are Archetypes? 4. Quotation Marks (refresher) 5. Semicolons (refresher)	1. Shakespeare's Sonnets (Lecture 1) 2. Shakespeare's Sonnets (Lecture 2) 3. Astrophil & Stella Analysis 4. Doctor Faustus Analysis 5. The Nymph & Passionate Shepherd	1. A Valediction: Forbidding Mourning 2. To His Coy Mistress 3. To the Virgins, to Make Much of Time	1. A Modest Proposal Analysis 2. The Rape of the Lock Analysis
Assignments & Activities				
- Discussion Forum: (optional) - Reading Quizzes: (unannounced)	<b>Midterm Exam (17%)</b> - Due @ 11:59 PM July 18 (Sun)	<b>Literary Analysis Essay #1 Due (25%)</b> - Due @ 11:59 July 25 PM (Sun)	<b>Literary Analysis Essay #2 Due (25%)</b> - Due @ 11:59 PM (Sunday) <b>Extra Credit Due</b> - Due @ 11:59 PM Aug 1 (Sun)	<b>Final Exam Due (18%)</b> - Due @ 11:59 PM Aug 8 (Sun)