

English Literature I
ENGL 2813 169 – Fall 2023

Midwestern State University
Dual Credit with Founders Classical Academy of Flower Mound

Instructor: Mrs. Amanda Dubek

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Office Hours: MWF 7:30-7:55 am or by appointment

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Course Description: A survey of English Literature from its seventh century beginnings through the neoclassical era. Emphasis is on the works of principal authors as they reflect literary and historical backgrounds.

Prerequisites: None.

Course Objectives:

- Write thoughtful “argument” styled essays in support of a point that answers the question of a prompt;
- Write papers of five to six pages long that address our primary texts with relevant secondary sources. The paper addresses the significance of a text in regard to its historical context and what it means to be a person in Western culture.
- Develop and demonstrate a thoughtful appreciation for the diction, syntax, and themes of *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer’s *The Canterbury Tales*, selections from the metaphysical poets, and Milton’s *Paradise Lost*.

Assessment of THECB core objectives for Language, Philosophy, and Culture:

- Critical Thinking
 - To assess a student’s critical thinking, the Research Project rubric will be applied to the Research paper.
- Communication
 - To assess a student’s communication, the Research Project rubric will be applied to the Research paper.
- Personal Responsibility
 - To assess a student’s personal responsibility, the Research Project rubric will be applied to the Research paper.
- Social Responsibility
 - To assess a student’s social responsibility, the Research Project rubric will be applied to the Research paper.

Required Texts (All texts are supplied by the teacher, but students are encouraged to purchase their own copies for the purpose of annotating and building a personal collection of great texts.):

- *Sir Gawain and the Green Knight*, translated by J.R.R. Tolkien (ISBN: 978-0-261-10259-0)
- *Beowulf*, translated by Seamus Heaney (ISBN: 978-0393320978)
- Selections from *The Canterbury Tales* of Geoffrey Chaucer (ISBN: 978-0-140-42438-6)

- Selections from metaphysical poets (packet provided by teacher)
- *Paradise Lost* by John Milton (ISBN: 978-0140424393)

Assignments and Grade Distribution:

Homework/Short Writing Assignments/Annotations & Notes – 15%

Quizzes – 20%

Essays – 30%

Final Research Paper – 15%

Midterm/Final Exams - 10% each

Homework: A typical day's homework will typically include a reading from the assigned text, along with a small group of study questions addressing the reading. Study questions are meant to get students to think about the reading and should always be answered in complete sentences. Homework may also include a grammar practice, a review for a test, or work on a writing assignment.

Annotations/Note-checks: Students are required to use either annotations, including marginalia, and/or written notes to engage with the text. I will check these notes on a regular basis.

Short Writing Assignments: In order to become a great writer, one must practice. Students will be asked to write a thoughtful response paragraph each week, arguing a single thesis and offering text-based evidence for their conclusion.

Quizzes: There will be occasional quizzes over the readings. Reading quizzes are not announced beforehand but will occur once or twice a week.

Essays: In order to grapple with a text and to show the results of that struggle, students will be required to write a number of papers throughout the year to consider deeper questions posed by the texts.

Final Research Paper: The typed paper is about 5-6 pages. Sources must be acknowledged by MLA in-body citing and Works Cited. Students will interpret English texts from the medieval (10th through the 15th century) and early modern (16th through 18th century) periods in regard to the religious, social, philosophical, and political controversies of their times. Students will express those ideas from a standpoint of a cultural criticism model. Their synthesis should be original but also express a profound insight into the significance of a text in regard to the historical development of ethics, human rights, religion, courtship, marriage, political ideology, class, and, in general, what it means to be a person in Western culture.

Quality of Work: All assignments (classwork, homework, assessments, and papers) must be written neatly and legibly. Ripped, torn, crumpled, or scribbled-on paper will not be accepted. Paper torn out of a spiral notebook is not acceptable. Lined loose-leaf paper is required for all assignments unless specifically directed by the teacher. Homework must be completed in black or blue ink. Work done in other colors will not be accepted.

In addition, all written work reflect the fundamentals of correct English grammar and syntax. Any writing assignment demonstrating a failure to proofread or serious misunderstandings of grammar may be returned with a zero. Students may revise the assignment by the next school day for a 20% reduction in the earned grade. Examples of errors that may lead to such a rating include the following:

1. Basic spelling errors (e.g. misspelling “where,” confusing “there,” “their,” and “they’re,” or misspelling the author’s name);

2. Capitalization errors (e.g. not capitalizing the beginning of a sentence, “I,” proper names, titles of books, or your own name);
3. Sentence fragments
4. Comma splices or run-ons (i.e. independent clauses are joined together with either a semicolon or a coordinating conjunction and a comma).

Late Work Policy: Students are expected to complete and turn in assignments in good order and on time. Assignments that are one day late will receive 25% off of the final grade earned. Assignments that are two days late will receive an automatic zero. Major assignments worth larger grades will be penalized 20% for each day late and will only be accepted within the next two school days.

Major Course Assignments & Examinations:

Paper 1 – 500+ word analysis from *Sir Gawain and the Green Knight*

Paper 2 – 750+ word comparison from *Beowulf*

Paper 3 – 1000+ word analysis from *The Canterbury Tales*

Midterm exam – quote identification, short answer, and long answer questions about *Gawain and the Green Knight*, *Beowulf*, and *The Canterbury Tales*

Final Research paper – 1250+ word research paper on a poet or author from the semester, incorporating secondary sources

Final exam – quote identification, short answer, and long answer questions from all texts read over the course of the semester

Course Overview:

N.B. All dates are subject to change. Any changes will be conveyed to students as soon as possible.

<p>Before MSU Semester Begins (August 9-25): Reading: <i>Sir Gawain and the Green Knight</i>; <i>Beowulf</i> (lines 1-490)</p>
<p>Week 1 (August 28-September 1): Reading: <i>Beowulf</i> (lines 491-1650) Begin reading critical essay selections packet</p> <p>Assessments: 1-2 page analysis due</p>
<p>Week 2 (September 4-8): Reading: <i>Beowulf</i> (lines 1651-2820) Continue reading packet</p>
<p>Week 3 (September 11-15): Reading: <i>Beowulf</i> (lines 2821-3182); <i>The Canterbury Tales</i> (pg. 1-18) Begin reading critical essay selections packet</p>
<p>Week 4 (September 18-22): Reading <i>The Canterbury Tales</i> (pg. 19-26, 258-292) Continue reading packet</p> <p>Assessments: 3-5 page comparison paper due</p>
<p>Week 5 (September 25-29): Reading <i>The Canterbury Tales</i> (pg. 320-356, 408-416)</p>

Continue reading packet
<p>Week 6 (October 2-6): Reading <i>The Canterbury Tales</i> (pg. 417-433); poetic selections from Chaucer Continue reading packet</p> <p>Assessments: Midterm Exam - to cover <i>Gawain and the Green Knight</i>, <i>Beowulf</i>, and <i>The Canterbury Tales</i></p>
<p>Week 7 (October 9-13): Reading selected metaphysical poetry (including John Donne, George Herbert, Richard Creshaw)</p>
<p>Week 8 (October 16-20): Reading selections from the Old Testament (including Genesis 1-11)</p>
<p>Week 9 (October 23-27): Reading <i>Paradise Lost</i> (pg. 16-58)</p> <p>Assessments: 4-6 page analysis due</p>
<p>Week 10 (October 30-November 3): Reading <i>Paradise Lost</i> (pg. 58-98)</p>
<p>Week 11 (November 6-10): Reading <i>Paradise Lost</i> (pg. 98-124, 185-201)</p>
<p>Week 12 (November 13-17): Reading <i>Paradise Lost</i> (pg. 201-241)</p>
<p>Thanksgiving Break (November 20-24) - No School</p>
<p>Week 13 (November 27-December 1): Reading <i>Paradise Lost</i> (pg. 242-288)</p> <p>Assessment: 5-6 page Final Research paper</p>
<p>Week 14 (December 4-8): Reading <i>Paradise Lost</i> (pg. 289-330)</p>
<p>MSU Finals Week (December 10-15) - Final Exam - administered on Wednesday, December 13</p>

Attendance Policy: Ten (10) absences from class (excused or not) will result in an automatic F for the semester grade.

Plagiarism and Proper Documentation: Any use of a non-documented source as if it were a student's original work is considered plagiarism and academic dishonesty. Submitting any text generated by an AI-text generator as one's own is also dishonest and will be identified as plagiarism. Plagiarism can be ideas; it can be of exact phrasing. In either or both cases, if the student has failed to acknowledge the source in the body of the essay and to document it in the Works Cited, the grade will be a "0" (no points) for the assignment even if the rest of the assignment is original and use of other sources properly documented.

Upon being informed of the plagiarism, the student is no longer welcome in the class. The student may withdraw from the course with a penalty-free “W” if available; if not, the student must cease attending and the grade will be whatever points the student has accumulated minus the plagiarized document and any other tests and assignments as yet not completed (which are forfeit).

Phrasing that is too close to the student’s own documented sources: Students who reproduce the phrasing of their documented source(s) as if it were their own phrasing will be penalized for language that is *too close to the source*. Students can use terminology they find in their documented sources, but *four words in a row are too much without quoting*. Verbatim use of a documented source must be confined to quotes set off with quotation marks or ten extra spaces on the left if the verbatim passage works out to be five or more lines of student typing. All such quoting requires parenthetical page numbers if provided in the source. Even if page numbers are not provided, the language must be clearly attributed to the author and set off by quotation marks or an extra ten spaces on the left.

Email Policy: I will respond to student emails in 1 to 2 business days. I may not respond to emails after 5 pm or on weekends.

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) guarantees reasonable accommodation. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, (940) 397-4140.

ENGL 2813 Research Project Rubric

Criterion	EXCELLENT	GOOD	SATISFACTORY	POOR	FAILING
<p>Context <i>(Social Responsibility)</i> Does the essay establish connections between contemporary society and early literary traditions? Does the essay discuss how the primary texts demonstrate not just the respective aesthetic concerns of the author(s), but civic and social engagement as well?</p>					
<p><i>(Personal Responsibility)</i> Does the essay name and evaluate how social, cultural, and/or political ideologies informed authors' ethical perspectives as expressed through published writings?</p>					
<p>Content Development <i>(Critical Thinking Skills)</i> Does the essay present a clear position and provide a thorough analysis of the issue/problem?</p>					
<p>Genre and Disciplinary Conventions <i>(Communication Skills)</i> Structure Does the essay assert a position with a thesis statement placed at the end of the introduction? Does the essay provide body paragraphs that focus on one idea and support it with several examples and details? Does the essay present an organized discussion?</p>					
<p>Documentation Does the essay follow MLA for in-text citations and the Works Cited page? Does the essay use sources in ethical and contextually appropriate ways?</p>					
<p>Sources and Evidence <i>(Communication Skills)</i> Does the essay provide specific examples and/or explanation?</p>					
<p>Control of Syntax and Mechanics <i>(Communication Skills)</i> Is it stylistically appropriate for an academic reader? Does the essay demonstrate proficiency in standard written English?</p>					
Additional comments on back of page					