*\*\*Instructors, remove all italicized directions after adding the information required. The syllabus below follows the standardized syllabus for all Hinds classes. It also includes Hinds English policies new Hinds teachers often have questions about. You may reformat the information and add additional materials including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for example(s) if available.*

**ENG 2323 British Literature I**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided.*

**Instructor Information:**
Instructor’s name:
Office building and number: \*\**(if applicable)*
Office phone number or other contact number: \*\**(if applicable)*
Hinds email address:
Office hours:

**Course Information:**British Literature I: ENG 2323: Three credit hours
Section:
Meeting day, time and location: \*\**(if applicable)*
Prerequisite level: ENG 1123
Literature courses are not sequential. This means you can take a literature two before a literature one, or any combination of literature courses. However, some transfer colleges and degrees may prefer or require certain courses.
Co-Requisite level: none
Course Description: ENG 2323 British Literature from the Anglo-Saxon Period through the Restoration and Eighteenth Century

Student Learning Outcomes:

A. Read representative works from various genres

B. Identify characteristics of literary periods

C. Demonstrate an understanding of the significance of genres, works, and writers

D. Analyze and interpret literary texts

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:

Additional materials/supplies:
Online Resources: HCC Canvas course shell

**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*\*\*Give information on the number and types of assignments and the weight of categories. District English Requirements are as follows:
For each unit of study, students must be evaluated by a test. Furthermore, students must write at least one paper requiring research and/or critical thinking OR students must be required to write critical responses to essay questions on all unit tests. Additional assessment tools may be reading logs, oral presentations, homework assignments, additional papers, reading quizzes, or collaborative activities. Students will take a comprehensive final exam which must include essay questions. Major assessments including the final exam must total at least 70% of the final grade.*

***UNITS OF STUDY—units may be broken into more than one testing period:***

* *Anglo-Saxon (Old English) (450-1066)*
* *Medieval (Middle English) (1066-1485)*
* *Renaissance (Early Modern) (1485-1660)*
* *Restoration and Enlightenment (1660-1798)*

*One Example of a student version that meets the requirements above:*

*Four Unit tests 60% (15% each test)*

*One essay 10%
“Daily” work 10%
Comprehensive Final Exam (20%)*

**Grading and Grammar Proficiency Requirements:** Students should use appropriate, standard American English through their submissions for this course. They should always be mindful that the classroom is a formal setting, and their writing should demonstrate that awareness and meet that standard unless the assignment specifically asks for a different tone or presentation.

*\*\*A note on grading: Complete grading consistency for subjective materials will never be possible. However, it is the intent of the Hinds English Department to develop consistent and fair grading practices, and this is only possible to the extent that everyone follows established policies. The English department has standard rubrics for grading composition course paragraphs and essays, and these rubrics may also be used as a guide for grading literature essays. However, though students should be held to an appropriate standard for both content and grammatical correctness, strict adherence to the mandatory grammatical deductions required for composition courses is not required for literature courses in order to reward higher levels of critical thinking that may be present.*

*Extra credit, if any, should be limited to small rewards for exemplary work and not used to bolster a student’s grade to a passing level. An opportunity given to one must be given to all who meet the same criteria. This includes both retakes of exams or acceptance of late work.*

*\*\*Include the following plagiarism policy in your syllabus as part of this section.*

**English Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating, as defined here and by Hinds policy, on a major assignment or for a second offense on any assignment in an English class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100
**B** 80-89 **C** 70-79
**D** 60-69
**F** Below 60

**Make-up work and exam policy:***\*\*Give these policies as they apply to your class. English department policy is that make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances. English department policy states final exam exemptions are only allowed for students who are on the Hinds graduation list for the semester they are enrolled in the course and who have a B or better average in the course. Alternatively, instructors may also choose to give no exemptions in a course. Please check with your department chair to verify this information on your campus.*

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students. This should also include a list of readings and page numbers or other source locations for them. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that after you have completed this, you still have one more section of required information to copy into your syllabus.*

*\*\*Below is information about units of study and objectives for British Literature I as decided by the Hinds English Department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students in this format, but should be incorporated into your assignment materials and used as the basis for any assignments you include in your course.*

*Hinds courses are required to assign work and submit data for measuring a Student Learning Outcome. The English department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

**UNIT 1: ANGLO-SAXON PERIOD (450-1066)**

**ENGLISH 2323: BRITISH LITERATURE I**

**UNIT OBJECTIVE:** The student will explain the geographical, historical, and philosophical influences that shaped the literature of the early Middle Ages and have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. explain the development of the English language (Old to Middle)
2. analyze the historical background of the Anglo-Saxon period, which may include a discussion of the following:

|  |  |  |
| --- | --- | --- |
| warrior society | emphasis on community | social structure |

1. learn facts about the background of the *Beowulf* text
2. define “epic” and identify epic conventions as found in *Beowulf*
3. cite references in *Beowulf* that reveal the character Beowulf as the ideal Anglo-Saxon

 Warrior

1. define and illustrate common characteristics of Old English poetry
2. identify the juxtaposition of Christian and pagan elements in the poem
3. understand the role of the church in the development of medieval literature
4. read additional selections of Anglo-Saxon literature, which may include

|  |  |
| --- | --- |
| selections from Bede’s *Ecclesiastical History*, such as *Caedmon’s Hymn* | *The Dream on the Rood* |
| *The Wanderer* | Various riddles |

**UNIT 2: MEDIEVAL PERIOD (1066-1485)**

**ENGLISH 2323: BRITISH LITERATURE I**

**UNIT OBJECTIVE:** The student will explain the geographical, historical, and philosophical influences that shaped the literature of the late Middle Ages and have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. explain the effects of the Norman Conquest on the English language, literature,

and societal structure as well as on the church

2. explain the features of the medieval romance

3. will become familiar with important facts about the time of Geoffrey Chaucer

 4. identify types of 14th-century literature used in the *Canterbury Tales*

5. identify pilgrims described in the *Canterbury Tales* and group them into the major

 social classes (estates) of Chaucer’s time

6. explain the relationship of each tale to the social, religious, and/or historical life of

 14th-century England

7. identify characters, plot, theme, and narrator of each assigned tale

8. read additional selections of Middle English literature, which may include

|  |  |  |
| --- | --- | --- |
| *Everyman* | *The Second Shepherd’s Play* | *Gawain and the Green Knight* |
| Malory’s *Morte D’arthur* | various ballads |  |

**UNIT 3: THE RENAISSANCE (1485-1660)**

**ENGLISH 2323: BRITISH LITERATURE I**

**UNIT OBJECTIVE:** The student will explain the geographical, historical, and philosophical influences that shaped the literature of the English Renaissance and have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. define “Renaissance”
2. demonstrate an understanding of the Reformation, of the Tudor dynasty’s impact on society and the church, and of the growth of the middle class
3. demonstrate an understanding of patronage
4. examine the philosophy of the Great Chain of Being
5. define “Humanism”
6. cite examples of a new spirit of English nationalism
7. explain the development of the English drama during the Renaissance
8. read one Shakespearean play
9. define “sonnet”
10. define “Puritan” and “Cavalier”
11. define “metaphysical poetry” and “Cavalier poetry”
12. read *Paradise Lost* and additional selected works by John Milton
13. identify epic conventions in *Paradise Lost*
14. demonstrate an understanding of *Paradise Lost’s* impact on the epic as a poetic form as well as its impact on the ideology of English society (such as Christianity, humanism, etc.)
15. read additional selections of Renaissance literature, which may include selections from the following authors:

|  |  |  |  |
| --- | --- | --- | --- |
| Sir Thomas More | Edmund Spenser | Sir Walter Raleigh | Christopher Marlowe |
| Sir Philip Sidney | Sir Thomas Wyatt | Queen Elizabeth I  | Ben Jonson |
| Robert Herrick | Richard Lovelace | Andrew Marvell | John Donne |
| George Herbert | Thomas Hobbes | Mary Wroth | Katherine Phillips |

**UNIT 4: THE RESTORATION AND THE ENLIGHTENMENT (1660-1798)**

**ENGLISH 2323: BRITISH LITERATURE I**

**UNIT OBJECTIVE:** The student will be able to explain the geographical, historical, and philosophical influences that shaped the literature in the period of transition from the Neoclassical Age to the Romantic Age and will have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. analyze the revolutionary spirit of this age as seen in politics, philosophy, economics, and literature
2. define and identify characteristics of Neo-classicism, the Augustan Age, and The Enlightenment
3. define “heroic couplet” and its characteristics
4. define “satire” and discuss its role during this period
5. discuss the development of newspapers and periodicals
6. discuss the development of the English novel
7. discuss the emerging significance of biography
8. identify changes in drama from the late Renaissance through the Restoration
9. read and study works by the following authors:

|  |  |
| --- | --- |
| John Dryden | Jonathan Swift |

1. read additional selections from other writers of the time period, which may include

|  |  |
| --- | --- |
| Aphra Behn | James Boswell |
| Frances Burney | Thomas Gray |

**Official Hinds Community College District Policy Statements:**

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled:* ***Information to be included in all Hinds syllabi****. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* *CTL@hindscc.edu*

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*