

Antioch University Los Angeles
B.A. Program in Liberal Studies
English 111: Literature and Composition (Old)
English 1110: Writing and Responding A Critical Dialogue (New)
3 semester units
Fall Semester 2015

Instructor: Darcey Whitmore, M.A.
Class Meetings: Tues/Thurs 10:45-12:25, Fri 12:50-1:30, Rm 502
Office Hours: Tues/Thurs 8:00 - 8:50 AM, and by appointment
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Course Description

This course surveys British literature from the 14th century to the early 19th century as a basis for literary analysis, research, and written composition. Students will read, analyze, discuss, and write about novels, poems, short stories, and plays from the Medieval through the Romantic periods.

The primary goals of the course are to help students develop as critical, analytical readers of literature and as writers who formulate and support their own original arguments using primary texts and supplementary research. Through writing and revising multiple drafts of essays, students will strengthen their academic writing skills and use of proper MLA format and documentation. This is a college level course that requires a significant amount of preparation for every class on the part of the student.

B.A. Program Learning Objectives

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social and intercultural awareness,
- Civic and community engagement;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Learning Objectives

Students successfully completing English 111 will be able to:

- Describe, analyze, and evaluate a work of 14th-19th century literature by considering genre, historical context, literary period, and author's craft.
- Critique the film version of a play, noting interpretive and stylistic choices.
- Write analytical essays that formulate, develop, and support original thesis statements using and citing textual evidence from primary sources as well as secondary research sources.
- Write a research-based argument essay that synthesizes information from multiple sources and cites sources correctly.
- Use correct language conventions and apply appropriate specialized vocabulary in oral and written assignments.
- Prepare for and participate actively in class discussions through personal reading, research, and note taking during lectures.

- Present information and ideas in engaging, professional presentations that effectively utilize technology.

Evaluation Criteria

The final evaluation will address the extent to which students have met the learning objectives listed above, as demonstrated in:

- Active contributions to classroom discussion and group assignments, demonstrating constructive dialogue and interaction with peers
- Proper use of language conventions and appropriate use of specialized vocabulary in assignments
- Depth and critical perspective in essays, exams, projects, and other assignments
- Development of understanding of the selected texts and concepts over the course of the term, including in essays, tests, and quizzes

The specific components of the course grade will be assessed approximately as follows (subject to change):

Reading tests and quizzes	20%
Essays and real-world projects	60%
Homework and classwork (accountability)	10%
Participation (discussions, Socratic seminars, presentations)	10%

All student work and participation will be assessed based on specific Da Vinci Essential Knowledge and Skills (EKS), and rubrics with expectations will be provided. For each assignment, students must demonstrate mastery of the particular Da Vinci Essential Knowledge and Skills being assessed. The EKSs are:

Essential Knowledge and Skills

Conventions and Grammar (Sentence Structure): I can write with advanced sentence structures, including parallel structure, correct punctuation and proper flow, appositive phrases, introductory phrases and clauses, essential/non-essential phrases and clauses. (Da Vinci EKS 1)
Conventions and Grammar (Vocabulary): I can learn advanced vocabulary and specialized vocabulary related to a variety of topics in reading, writing and speaking. (Da Vinci EKS 4)
Writing (Thesis): I can craft a sophisticated thesis that includes the topic, assertion, and significance of an in depth argument. (Da Vinci EKS 5)
Writing (Organization): I can compose multi-page papers around a thesis that drives the organization of the essay. (Da Vinci EKS 6)
Writing (Evidence): I can consistently support my ideas and claims with well-chosen evidence and examples by: *Using evidence to come to my own original conclusions *Analyzing evidence and critically evaluating sources *Intelligently addressing counter-claims and alternative suggestions (Da Vinci EKS 7)
Writing (Commentary): I can explain how textual evidence supports my thesis, integrating summaries, paraphrases and quotes. (Da Vinci EKS 8)
Writing (Formatting): I can format a paper using proper MLA formatting. (Da Vinci EKS 9)
Reading Analysis (Literary Devices / Fiction): I can interpret literature by analyzing literary devices to determine the overall purpose and the central idea(s) or theme(s). (Da Vinci EKS 11)
Speaking and Listening (Presentation Skills): *I can be organized, prepared and composed in all presentations and practice strong voice, good posture, and eye contact *I can use academic language *I can use effective media when applicable

Speaking and Listening (Discussion Skills):

- *I can come to discussions prepared, having read and researched the material under study
- *I can listen and respond to and communicate ideas relevant to the text in a clear, mature, thoughtful and respectful manner (Da Vinci EKS 13)

Habits of Mind:

- ***Integrity:** I am consistently ethical and accurate in my work. I submit my own work and give proper credit to my sources.
- ***Accountability:** I consistently meet all deadlines, both small and large. I follow directions carefully and accept full responsibility for my work. I acknowledge and honor the established standards of respect, behavior, participation, and professionalism in this class.

Required Texts*

Anonymous. *Sir Gawain and the Green Knight*. Signet Classics, 2009. (ISBN: 978-0-451-53119)
Shakespeare, William. *Othello*. Simon & Schuster, 2003. (ISBN: 978-074-347-7550)
Shakespeare, William. *The Tempest*. Signet Classics, 1998. (ISBN: 978-045-152-7127)
Shelley, Mary. *Frankenstein*. Dover Thrift Editions, 1994. (ISBN: 978-048-628-2114)
*Other readings not on this list will be provided in class by instructor.

Required Materials

Binder with loose paper and dividers
Composition book
Blue and black pens
Colored pen (red, green, etc.) for revisions
Highlighters
Notecards
Optional but helpful: small Post-it notes, correction tape, mini stapler

Course Outline

(Subject to change at instructor's discretion)

Unit I - The Hero's Quest - Weeks 1-5**Required Texts:**

Anonymous. *Sir Gawain and the Green Knight*. Signet Classics, 2009. (ISBN: 978-0-451-53119)
Provided by instructor:
Chaucer, Geoffrey. *The Canterbury Tales*: Prologue, The Wife of Bath's Tale, The Knight's Tale
Excerpts from *The Hero with a Thousand Faces*, by Joseph Campbell
"Mythological and Archetypal Approaches," *A Handbook of Critical Approaches to Literature*, Guerin, Ed.

Topics:

The medieval period, chivalric romance, courtly love, the hero in literature, "the quest" in literature, archetypes and myth, book publishing (project)

Assessments:

- Reading quizzes and tests
- Participation in discussions and Socratic seminars
- Journals and short writing assignments
- Final essay: the hero's quest in *SGGK* and *Canterbury Tales*
- Real-world project: Senior Quest Book

Weekly Topics and Readings:

Week 1

Introduction to course
Introduction to Medieval literature
Sir Gawain and the Green Knight, Part I
Begin personal quest story

Week 2

Sir Gawain and the Green Knight, Parts II-IV
Courtly love, chivalric romance
Campbell and the hero's journey
Personal quest story

Week 3

Canterbury Tales: Prologue and Wife of Bath's Tale
Personal quest story

Week 4

Canterbury Tales: The Knight's Tale
Final in-class essay on hero's quest in *SGGK* and *Canterbury Tales*
Personal quest story

Week 5

Personal quest story: revising and publication

Unit II – Studies in Shakespeare: Insiders and Outliers – Weeks 6-11

Texts:

Shakespeare, William. *Othello*. Simon & Schuster, 2003. (ISBN: 978-074-347-7550)
Shakespeare, William. *The Tempest*. Signet Classics, 1998. (ISBN: 978-045-152-7127)
Provided by instructor:
Shakespeare's Sonnets 18, 29, 73, 130
Excerpts from *Poetics*, by Aristotle
Excerpts from Plato's *Republic* and *Allegory of the Cave*

Unit Topics:

The tragic hero; fate and free will; reality and perceptions; race, culture, and identity; Shakespearean drama and poetry; the Renaissance; elements of drama; elements of film & theater interpretations (project)

Assessments:

- Reading quizzes and tests
- Journals and short writing assignments
- Participation in discussions and Socratic seminars
- In-class essay on themes in Shakespeare
- Final essay: critical film review
- Real-world project: "Making a Scene" group short film production

Weekly Topics & Readings:

Week 6

Introduction to Shakespeare and Renaissance
Shakespeare's sonnets
Othello Acts I & II

Week 7

Othello Acts III-V
The tragic hero
Excerpts from *Poetics*, by Aristotle
Launch “Making a Scene” project

Week 8

Review & Test on *Othello*
The Tempest Acts I-III
Excerpts from Plato’s *Republic* and *Allegory of the Cave*
“Making a Scene” Project

Week 9

The Tempest Acts IV-V
Film Reviews - drafting
“Making a Scene” Project

Week 10

Review & Test on *The Tempest*
Film Reviews – revising and publishing
“Making a Scene” project

Week 11

“Making a Scene” film screenings & panel discussions

Unit III – Progress and Personal Responsibility– Weeks 12-16

Texts:

Shelley, Mary. *Frankenstein*. Dover Thrift Editions, 1994. (ISBN: 978-0486282114)

Provided by instructor:

Wordsworth, “The World is Too Much with Us,” “I Wandered Lonely as a Cloud”

The Myth of Prometheus

Miller, Walter James, "The Future of Frankenstein." Foreword to *Frankenstein*, First Signet Printing, 2000.

Handouts on topics in science and technology

Topics:

The Romantic Period, Mary Shelley, gothic novel, frame story, epistolary novel, the doppelganger concept, Locke’s *tabula rasa*, Rousseau, society and the individual, guilt and responsibility, human communication and connection, current issues in technology, elements of mock trial (project)

Assessments:

- Reading quizzes and tests
- Journals and short writing assignments
- Participation in discussions and Socratic seminars
- *Frankenstein* background topics: Research-based presentations
- *Frankenstein* background topics: Research-based argument paper
- Real-world project: “The Trial of Victor Frankenstein”

Weekly Topics and Readings:

Week 13

Introduction to Shelley and the Romantic Period
Wordsworth, “The World is Too Much with Us,” “I Wandered Lonely as a Cloud”
Frankenstein: Introduction & Walton’s Letters, Chapters 1-3

Background topics: Research

Week 14

Frankenstein Chapters 4-15

The Myth of Prometheus

Background topics: Presentations

Week 15

Frankenstein Chapters 16-end

“The Future of Frankenstein” by Miller

Research-based argument essays – Planning and drafting

The Trial of Victor Frankenstein – Preparation

Week 16

Research-based argument essays – Revising, editing, publishing

The Trial of Victor Frankenstein

Weeks 17-18

Final self-assessments

Presentations of Learning (POLs)

Course and University Policies:

Application and Registration

All students new to AULA courses must apply online to AULA to receive a username and password and must register for all courses for the semester on myAntioch. Guidelines and procedures to be discussed in class beginning Week 2 of the course. **Registration is to be completed by Week 3 of the course. Failure to register for the course will result in the student losing the opportunity to earn college credit for the course through Antioch University Los Angeles.**

Attendance Policy

Students are expected to attend all class sessions and participate as required. Students missing more than 4 class sessions must make up the missed time by completing assignments per instructor’s direction. Students missing more than 10 class sessions will not receive credit for the course. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/> for university policy.

Incomplete Policy

Per university policy, students must complete all course work by the deadlines stated in the syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/> for university policy.

Information Literacy and Research Requirements

All students are expected to develop an understanding of how to find and use resources appropriate for academic inquiry and scholarship. General instruction and guidance will be provided in class; students are also encouraged to attend office hours for help and support with research and for information literacy instruction.

Academic Integrity & Plagiarism Policy

AULA and DaVinci Schools expect all students to adhere to the highest standards of academic honesty. In all academic activities—including, but not limited to papers, oral presentations, and reports—students must submit their own original work accompanied by citations acknowledging words, facts, or ideas borrowed from any other source, including electronic sources.

Plagiarism – that is, the intentional or unintentional borrowing of another person’s ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. University policy describes plagiarism as “the representation of someone else’s writing, graphics, research, or ideas as one’s own. Paraphrasing an author’s ideas or quoting even limited portions of the work of others without proper citation are also plagiarism, as is cutting and pasting materials from the Internet into one’s academic papers. Extreme forms of plagiarism include submitting a paper written by another person or purchased from a commercial source. Students should be aware that AULA has access to software for detecting plagiarism.

Please consult the Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/589/01/> for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. For history courses, additional information will be provided for citations using the Chicago/Turabian format.

Students committing plagiarism or academic dishonesty will also be subject to disciplinary action from DaVinci Schools as well as from the university.

Reasonable Accommodation for Students with Disabilities

Antioch University and Da Vinci schools are committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution’s programs and services. Students who need to request disability accommodations should email studentaffairs.aula@antioch.edu at the outset of their enrollment, if possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

Student Conduct and Class Policies

- All students are expected to be on time to every class and bring all necessary materials.
- Students are expected to conduct themselves professionally and interact respectfully with instructor and peers at all times.
- Students must turn in all assignments on time (on Edmodo by the due date, or at the beginning of the class period they are due *unless* other arrangements are made with the instructor *in advance*).
- Late work, including projects, are only accepted at the instructor’s discretion. Late work and lack of preparation for class will also lead to a reduction in a student’s accountability grade.
- Essays and projects may be revised and re-submitted with instructor consent; students must attend office hours to discuss the work and re-submit within two weeks of receiving the initial grade.
- If a student is going to be absent on the day of a quiz or exam, it is his or her responsibility to arrange a date to make up the exam. If a student does not make arrangements *in advance*, the instructor may not be able to accommodate the request.
- If a student misses class, all material covered during the student’s absence and work assigned remain the student’s responsibility.

- Students who miss class are expected to attend office hours as soon as possible.
- Important announcements and assignments will be communicated via Edmodo.com. All students must have a username and password, and log in regularly. (Instructions and access code will be given the first week of the semester.)

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog*, <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/studentconduct/> for further details re: Antioch University Los Angeles policy. Students are expected to respect and adhere to all Da Vinci Science rules and policies at all times as well.

Sexual Harassment Policy

The Undergraduate Studies Division is firmly committed to each student's dignity and to eliminating all forms of sex discrimination and harassment of students. No student should have her or his learning experience at AULA contaminated by the experience of being treated as a sexual object by an instructor or any other employee. We strongly urge any student who believes that an Antioch employee has crossed the line to speak to your advisor, to the Undergraduate Studies Division leadership, the Provost, the Director of Human Resources, or the President about your concerns.

Antioch University's policy "Title IX, Sex Discrimination, Sexual Harassment, and Sexual Violence" provides definitions of prohibited and inappropriate behaviors, the process for reporting and investigating complaints, and the sanctions levied against those employees or students found to be in violation of these policies. This policy can be found in the Antioch University Resource Archive at http://aura.antioch.edu/policies_400_6x/12/.

Additionally, please see the *AULA General Catalog* for the policy on dual relationships: <http://aulacatalog.antioch.edu/policiesregulationsandprocedures/universitypolicies/relationshipsintheworkplace/>.

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom.

To access academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/