

COURSE AND CONTACT INFORMATION

Class Time	MON/WED 2:30-3:50	Please arrive on time
Class Location	10-4588	
Class Blog	http://blogs.unbc.ca/engl211	All assignments, messages from the instructor, announcements, and supplementary materials will be available here. Students are expected to check this blog regularly.
Dr. Dickson's Phone	250-960-5364	
Dr. Dickson's Email Address	Lisa.Dickson@unbc.ca	
Student Meeting Hours	<ul style="list-style-type: none"> • TUES: 10:00-1:00 by appointment • WED: 9:00-11:00 drop-in <p>Location: CMH (Charles McCaffray Hall) 3053</p>	<ul style="list-style-type: none"> • TUES: sign up sheet on my office door, 20-minute appointments. • WED: first come, first served. No appointment necessary for these hours.
ENGL Administrative Assistant	<p>Kathy Shaw Phone: 250-960-5712 Email: Kathy.Shaw@unbc.ca Office: 3rd fl. of CMH Hours: 8:30-4:30</p>	The Administrative Assistants on the 3 rd floor of CMH can help you if the instructor is unavailable.
Librarian, English	<p>Annelise Dowd Email: Annelise.Dowd@unbc.ca</p>	Annelise is our librarian. She holds office hours and is available for research consultation.

COURSE DESCRIPTION

Designed to provide students with a good grounding in English literary history, this course provides a survey of major British literary movements from the late Anglo-Saxon period to the end of the Eighteenth Century. We will be drawing on a selection of works and genres, including poetry, fiction, drama and the literary essay, exploring both their formal aspects and their aesthetic, social, and ideological contexts. There will be an emphasis on the four "big Rs" that shaped social and literary development of the period ("Renaissance," Reformation, Regicide, and Restoration).

Students are expected to have some grounding in English literary studies as we will be augmenting basic reading and interpretive skills with an emphasis on secondary research. A research essay will be a major component of the course evaluation. This course will form the basis of advanced literary studies. Students are expected to arrive in class having read and considered all materials. There will be an emphasis on student participation.

REQUIRED TEXT

The Norton Anthology of English Literature Vol.1 (A, B, C), 10th edition, Ed. Stephen Greedblatt.

- A) *The Middle Ages*;
- B) *The Sixteenth Century/The Early Seventeenth Century*;
- C) *The Restoration and the Eighteenth Century*.

LEARNING OUTCOMES

In terms of general design, the course is based on three global Learning Outcomes:

RELEVANCE

- **Identify** and **foster** explicit and real connections between intellectual labour and its **application** in the real world;
- **use** knowledge ethically to contribute to the well-being of the community.

SAFETY of the LEARNING ENVIRONMENT

- **Value diversity** of experience, culture and ideas as a legitimate source and basis of knowledge;
- **Engage** with difference in an open and respectful way;
- **Contribute** to a **supportive community** that promotes growth, compassion, empathy, critical thought and respectful engagement with peers and communities.

STUDENT OWNERSHIP OF LEARNING

- **Participate** in the production of knowledge;
- **Reflect**, not only about the content of learning, but also the processes of learning;
- **Share knowledge** through modeling, mentoring, peer-to-peer learning.

On a more detailed level, students who complete the course will have an opportunity to do the following:

- identify of the broad strokes of literary history from the late Medieval period to the 18th century
- identify some of the key artistic, intellectual, historical, political and technological changes in the British context over this period;
- apply contextual knowledge to the interpretation of texts;
- identify a range of genres and literary forms and apply formal knowledge to the interpretation of texts;
- practice detailed close reading;
- develop the ability to give and receive constructive feedback in a peer-to-peer learning environment;
- practice verbal communication through class participation and written communication through essay and exam writing;
- practice research methodologies and using bibliographic databases;

- formulate and clearly articulate an analytical or research question and a thesis;
- practice effective note-taking, record-keeping and time/information management practices
- reflect on your learning and practice learning strategies.

ASSESSMENT MODEL

The assessment model reflects the global learning outcomes in that it is designed to give students some choice in how you are to be assessed. Some assignments are mandatory for all students; others appear in menus.

Mandatory Assignments: 50%

Assignment Menu #1 Scholarly Skills: 2 x 20% = 40%

Assignment Menu #2 Metacognition/Reflection Skills: 1 x 10% = 10%

NOTE: Full assignment descriptions and criteria are available on the “Assignments” tab of the class blog. **Please save or print these documents and refer to them often while completing your assignments.**

MANDATORY ASSIGNMENTS: all students will do these assignments

Assignment Title	Description	Grade	DUE DATES
Homework and In-class exercises	These will be distributed in class or on the class blog	10%	First 8 weeks of the course. See Readings and Assignment Schedule
In-Class Sight Passage	A 40-minute individual silent exercise	10%	OCT 9
Research Essay	Choose Option A OR Option B <ul style="list-style-type: none"> • Option A: Essay • Option B: Essay Outline + Essay NOTE: If you choose Option B and miss the deadline for the Outline, you cannot switch to Option A. Rather, you will lose the 15% grade for the Outline.	Option A: 30% Option B: <ul style="list-style-type: none"> • Essay outline 15% • Essay 15% 	A: NOV 18 B: Outline, OCT 21 Essay, NOV 18

Assessment Model continues next page.

ASSIGNMENT MENU #1: SCHOLARLY SKILLS
CHOOSE TWO (2): 2 x 20% = 40% of Final Grade

From the list of assignments below, **you will choose TWO (2)** to complete this semester. All assignments entail similar levels of work, although they will focus your efforts in different ways. In Week 2 of the course, you will complete an assignment contract specifying your TWO (2) chosen assignments. Please be aware of DUE DATES for each assignment.

Assignment Title	Description	Grade	DUE DATES
Academic Article Mark-up, Map and Annotation	Choose ONE (1) academic journal article from a list provided by the instructor.	20%	SEPT 23
Reading Journal	For each of THREE (3) works selected from the course syllabus, write a 500-word reflection.	20%	OCT 28
Research Discussion Question	For ONE (1) text, follow the steps used to develop and refine an analytical research question. You will hand this assignment in TWICE for feedback and ONCE for grade.	20%	Draft 1: SEPT 23 Draft 2: OCT 7 Final: NOV 4
Final Exam	Covers all aspects of the course. Includes sight passages and an essay.	20%	During the exam period

ASSIGNMENT MENU #2: METACOGNITION/REFLECTION SKILLS:
CHOOSE ONE (1): 1 x 10%

Of the assignments listed below, **you will choose ONE (1)** to complete this semester. All assignments entail similar levels of work, although they will focus your efforts in different ways. In Week 2 of the course, you will complete an assignment contract specifying your chosen assignment. Please be aware of DUE DATES for each assignment.

Assignment Title	Description	Grade	DUE DATES
Learning Journal	THREE (3) weekly journal entries reflecting on your learning that week. Minimum 200 words each entry.	10%	SEPT 30
Revision	Substantial revision of ONE (1) graded assignment from the course based on feedback received.	10%	NOV 25
Weekly Participation and Checklist	THREE (3) weekly checklists and, for each, a 200-word reflection on your contributions to the class for that week and your strategies for meeting challenges moving forward.	10%	SEPT 30

COGS AND WHEELS

ASSIGNMENT DUE DATES

I do not accept late assignments.* Late assignments will receive a grade of ZERO.

All assignments are due AT THE BEGINNING OF CLASS. Any papers received after the collection process is complete on the due date will receive a grade of ZERO.

DO NOT put assignments under my office door or in the pockets beside it. Any assignments submitted in this fashion WILL NOT BE GRADED and you will receive a grade of ZERO. Keep copies of all assignments submitted for grade.

*NQA VOUCHER

Each student receives a “No Questions Asked” (NQA) Voucher at the beginning of term. You may hand in your NQA Voucher on the due date for an assignment in order to receive an extension until the **next class**. If you do not hand in your assignment on the extension date, you will receive a grade of ZERO. Each student is limited to ONE (1) Voucher per course.

*Medical Extensions

If you have a medical reason for a late assignment and require a longer extension than that provided by your NQA Voucher, contact the instructor immediately. You may be asked to provide official documentation.

ACADEMIC HONESTY

Students are required to adhere to the highest standards of academic honesty. Definitions of **PLAGIARISM** and the related penalties for this offence are available in the English Program Handbook and in the Undergraduate Calendar. Be sure to familiarize yourself with these as **ignorance of the rules is no excuse** and anyone caught committing an academic offence will face the severest penalties.

ACCESS and ACCOMMODATION

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach your instructor and/or the UNBC Access Resource Centre (ARC) as soon as possible. ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048. More information regarding registration can be found at www.unbc.ca/access-resource-centre. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca.