

Comprehensive Course Syllabus

Literary Explorations III

Course Description:

Students continue to develop their skills in reading, writing, discussion, and performance. Juniors will explore readings of aesthetic and cultural significance from British literature, focusing in particular on their thematic and historical connections. Commonly taught works include a Shakespearean play, John Milton's *Paradise Lost*, and Mary Shelley's *Frankenstein*.

INSTRUCTOR:

- Dr. Michael Hancock
- Office Number: A136B
- Office Hours: A, B, D: Mods 2, 4 (9:00-9:55, 11:00-11:55);
C: Mods 2-4 (9:00-11:55);
I: 1-4 PM;
also by appointment.
- Office phone: (630) 907-5981
- E-mail: mhanc@imsa.edu

Meeting Days, Times, and Room:

Section 5 (A-B, D): Mod 5 (12:20-1:15), A113
Section 7 (A, C-D): Mod 6 (1:20-2:15), A113

Text(s) / Materials:

Margaret Atwood, *Hag-Seed* (2016); David Damrosch, ed., *The Longman Anthology of British Literature—Compact 2nd Ed.*; William Shakespeare, *The Tempest*; Mary Shelley, *Frankenstein*; Jonathan Swift, “A Modest Proposal” and/or selections from *Gulliver’s Travels*; other works TBA

Essential Content:

- Students will understand conventions of poetry, drama, and fiction as genres and be able to explain their uses and effects [English A.1, B.4].
- Students will evaluate the influence of historical context on form, style, and point of view [English A.5].
- Students will work collaboratively to come to an understanding of readings [English E.1-2, E.4-5].
- Students will develop greater autonomy as readers and writers by generating and responding to their own substantive questions about authors and literary works [English A.3-7, B.1, C.1, D.1].
- Students will experience writing as an incremental and recursive process by drafting, critiquing, and revising expository works [English B.2-3, C.3-5, D.2, D.4, E.3].
- Students will use research to provide an historical perspective on readings and to relate readings to contemporary issues [English A.8-9, C.2, D.1-4].
- Students will reflect upon literacy learning as a lifelong endeavor and set goals for themselves as literacy learners based on their strengths, needs, and aspirations [English C.1, D.1, E.3, E.5].

SSLs and Outcomes:

- I.A: Develop automaticity in skills, concepts, and processes that support and enable complex thought.
- I.B: Construct questions which further understanding, forge connections, and deepen meaning.
- II.B: Find and analyze ambiguities inherent within any set of textual, social, physical, or theoretical circumstances.
- III.A: Use appropriate technologies as extensions of the mind.
- III.B: Recognize, pursue, and explain substantive connections within and among areas of knowledge.
- III.C: Recreate the beautiful conceptions that give coherence to structures of thought.
- IV.A: Construct and support judgments based on evidence.

- IV.B: Write and speak with power, economy, and elegance.
- IV.D: Develop an aesthetic awareness and capability.
- V.B: Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions.

Instructional Design and Approach:

In this course, we will further develop the critical thinking and critical reading skills introduced in sophomore year. We will examine a variety of genres within foundational British literature, including poetry, drama, and fiction. Research-based student presentations will complement our readings and explore a range of historical topics related to the course. Everyone's full participation in regular collaborative work is integral to the course.

Language is a central concept of the course, both as it is embodied in the texts we read and as we use it as a vehicle for response, analysis, and self-expression. We will practice various forms of writing, formal and informal, critical and creative. Students will produce creative work using conventions and techniques modeled after our readings. Other writing assignments will focus on literary analysis and the creation of clear, unique thesis statements. Students will have the opportunity to revise their first three papers for a higher grade.

Laptop Policy:

The default position for your laptop in this class is closed. This means, from the moment class starts, unless I ask you to use it, I don't expect to see it open. We will use laptops frequently for in-class work and research and even for online readings, but to the greatest extent possible, this will be a laptop-free class. I will let you know when you need to use your laptop, but otherwise, your screen should be closed. Research shows that taking notes by hand is more effective than doing so on a laptop, as it improves comprehension and recall and minimizes distractions for yourself and others around you, so get some practice doing that. If you have a special need that requires accommodation in this area, please see me. Facebook, e-mail, games, texting, phones, etc.: don't.

Academic Honesty:

Any work you turn in should be yours alone and should not have been previously submitted for another class or assignment. Acknowledge your indebtedness for what you borrow from others, and cite your sources consistently and appropriately using MLA format. Do not copy from other sources, published or unpublished, or present others' work, partial or whole, as your own. Students suspected of academic dishonesty will be

referred for formal discipline, with possible sanctions including, but not limited to, loss of credit for an assignment and academic suspension. For more details, please see the *Student/Parent Handbook* for IMSA's academic behavior code, which applies to all of our assignments: <https://www.imsa.edu/wp-content/uploads/2019/07/2019-2020-Student-Parent-HandookPDF.pdf>.

Assessment Practices, Procedures, and Processes:

The work of the course is assessed on a percentage basis: A=100-93; A-=92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-=72-70; D=69 or lower. **It is the English department's policy not to round up quarter or semester grades.**

Grades are calculated according to the following category weights:

Papers: 60%
Projects and presentations: 20%
Homework and quizzes: 10%
Ownership of learning (self-assessed): 10%

Grades are to be interpreted in the following manner:

A=Exceeds course requirements
B=Meets course requirements
C=Needs improvement
D=Does not meet course requirements

For written work, "A" work is eloquent, cogent, and sometimes profound; "B" work is committed but a bit prosaic, clunky, or off-the-mark; "C" work suffers from serious writing and/or comprehension errors. More detailed guidelines are available on Moodle. Students are encouraged to confer with me before and after assignments are due so that they understand their strengths and areas for improvement.

You may revise papers (A- or below) within a week of their return for a higher grade; unless otherwise specified, the revision grade will be averaged with the original grade. For revisions, include the original (graded, with comments) and revised copies of your paper, along with a brief typed synopsis of your changes (bullet points are fine). The revision policy is intended to help you improve your writing and encourage significant changes, so **revision will not hurt your grade**. If a revised version is less successful than the original, its grade will not count towards the average.

All assignments should be turned in by the day and time and in the format specified in class or on Moodle. **Late papers and projects will be lowered by half a letter grade (five percentage points) for each weekday (Monday-Friday) they are late, and late papers are not revisable. Papers that are more than a week late will receive no credit.** Late homework and missed quizzes cannot be made up, except in the case of excused absences.

WHAT YOU CAN EXPECT FROM ME

RESPECT: I expect that my students have ideas to contribute to our discussions and to the world. Even when students have difficulties in class, I believe in their capacity to improve their thinking, writing, and communication. I will strive to take your ideas seriously and to fully acknowledge you as a person with a complex life.

HELP AND GUIDANCE: I want you to succeed in my class, and I have chosen this profession because I want to work with you inside and outside of class to make that happen. If you are confused by an assignment or are struggling with something we are doing in class, stop by my office so we can talk about it. If you are having trouble understanding something, contact me early and often. Plan ahead so if you need help, you have time to get it.

AVAILABILITY: I will respond to clear, self-contained questions direct to my IMSA e-mail within 24 hours. I will make myself available during office hours and by appointment.

ENTHUSIASM FOR YOUR IDEAS: As a teacher, I am interested in helping you understand my ideas and the ideas of authors. I'm even more interested, however, in helping you hone and communicate your own ideas. If you're having trouble connecting the content of the course with the things that interest and concern you most, please come see me during office hours so I can help you find the connections.

USEFUL FEEDBACK: I will spend a lot of time crafting comments and feedback on your assignments. It is important to me that you do your best to understand that feedback and produce work that responds to it. If you have trouble understanding my comments on your work, please see me during office hours.

HIGH STANDARDS: A high level of quality work is expected in English courses. IMSA students, past and present, have demonstrated the capacity to think critically, speak cogently, and write with power and elegance. I believe that writing and literature are serious, important pursuits that will be crucial to your life, education, and career, whether you end up being a biologist, a mathematician, a doctor, an engineer, a teacher, or a novelist. Grades in my class are not "given," and points in my class are not "lost" from some arbitrary beginning point. Instead, grades in my class are earned through hard work and the difficult process of completing challenging assignments and projects.

WHAT I EXPECT FROM YOU

CONSISTENT ATTENDANCE AND SIGNIFICANT PARTICIPATION: At the scheduled start time of class, you should be in your seat and ready for a conversation. Come prepared with questions and observations about our readings, and be willing to share those questions and observations in small groups and in the large-group conversation.

RESPECTFUL ENGAGEMENT WITH CLASSMATES' IDEAS: Discussions of literature—and contemporary ways of thinking about literature—can involve challenging, contentious topics. Even when you disagree with your classmates, it is absolutely crucial to the success of our

conversations that you treat them with respect. I will treat you like adults, and I expect you to treat your classmates like adults engaged in a respectful conversation.

HONESTY: I assume that you will tell me the truth and that your work represents your own effort. Please match my respect with your honesty.

COMMITMENT TO PROCESS: You will probably enjoy many of the texts we read in this class, but there are some you may not enjoy. Even if you realize a certain text is not your cup of tea, work through it and try to find what's interesting about it, even if it's hard. Similarly, commit to improving your writing, whether or not you believe you are a strong writer. All of us, including me, still have lots to learn when it comes to writing.

WILLINGNESS TO SEEK HELP: I love nothing more than helping students improve their work. I can only do so, however, if students seek out my help. Taking advantage of my help—and, as importantly, the help of tutors at the writing center—will help you become a stronger writer, thinker, and communicator.

Sequence of Topics and Activities (subject to change):

Quarter 1:

- Atwood, *Hag-Seed*, and Shakespeare, *The Tempest* (2-3 weeks)
 - **Paper #1**
 - **Tempest Maker Project**
- *Beowulf* (1 week): selections TBA
 - Homework assignment: Boast
- Chaucer, *The Canterbury Tales*, “Prologue” and “The Miller’s Tale” (1 week)
 - **Paper #2**
- Sonnets and/or Metaphysical and Cavalier poets (1 week)

Quarter 2:

- **17th-century presentations** (1 week) (late October)
- Milton, selections from *Paradise Lost* (1 week)
- Swift, “A Modest Proposal” and/or selections from *Gulliver’s Travels* (1 week)
- Romantic prose: Shelley, *Frankenstein* (2 weeks)
 - **Paper #3: Frankenstein essay (around Thanksgiving)**
- Romantic poetry (e.g., selected odes and Coleridge, *The Rime of the Ancient Mariner*) (1 week)
- Victorian poetry and fiction (1-2 weeks)
 - **Paper #4**
- Writing college app. essays (1 class)