



Syllabus Communication and Creative and Performing Arts Division  
1400 Tanyard Road, Sewell, NJ 08080  
856-468-5000

## **ENG 243: The Freedom Papers: Britain's Other Literary Treasures**

Lecture Hours/Credits: 3/3

### **Catalog Description**

*Prerequisite: ENG101 or ENG 101E*

This course presents a survey of the written history of Britain. Students will follow the centuries-long struggle of the British people against despotism and oppression, and trace their development of the principles of individual freedom and the rule of law through the historical documents that first articulated and established these principles.

### **Textbook and Course Materials**

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Click here to see current textbook prices at [www.rcgc.bncollege.com](http://www.rcgc.bncollege.com).

Evaluation Assessment

### **Online Proctoring**

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit [rcsj.edu/elearning/online-proctoring](http://rcsj.edu/elearning/online-proctoring).

### **Grading Distribution**

- Exams
- Quizzes
- Assignments
- Research Paper
- Observation and Discussion
- Attendance and Participation

### **Grading Scale**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

## Rowan College South Jersey Core Competencies

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. Technological Competency: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. Humanistic Perspective: Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. Global and Cultural Awareness: Students will understand the importance of a global perspective and culturally diverse peoples.
9. Ethical Reasoning and Action: Students will understand ethical issues and situations.
10. Information Literacy: Students will address an information need by locating, evaluating, and effectively using information.

### ENG 243 Core Competencies

This course focuses on five RCSJ's Core Competencies:

- Written and Oral Communication
- Technological Competency
- Information Literacy
- Humanistic Perspective
- Historical Perspective

**Student Learning Outcomes: The Freedom Papers: Britain's Other Literary Treasures**

<b>Successful Completion of ENG243 will help students:</b>	<b>RCSJ Core Competencies</b>	<b>Evaluation / Assessment</b> (Additional means of evaluation may be included by individual instructors)
Identify the contributions of the British people to the development of specific institutions designed to establish and protect individual freedom	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> <li>- Information Literacy</li> <li>- Humanistic Perspective</li> </ul>	Exams Quizzes Research Paper - Evaluation Rubric Reading Response Sheets
Recognize and discuss the influence of British political traditions of the governmental practices and constitutional principles of the United States and other modern democracies	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> <li>- Information Literacy</li> <li>- Historical Perspective</li> </ul>	Research Paper - Evaluation Rubric Reading Response Sheets Observation and Discussion Attendance and Participation
Engage in informed civic discourse by utilizing the political concepts and historical perspective introduced in class	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> <li>- Information Literacy</li> <li>- Historical Perspective</li> </ul>	Research Paper - Evaluation Rubric Observation and Discussion Attendance and Participation
Employ critical reading and expository/persuasive writing techniques in analyzing and responding to selected course readings	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> <li>- Information Literacy</li> </ul>	Research Paper - Evaluation Rubric Reading Response Sheets
Think critically and develop their own views on the political and cultural issues discussed in class	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> <li>- Information Literacy</li> <li>- Humanistic Perspective</li> </ul>	Research Paper - Evaluation Rubric Reading Response Sheets Observation and Discussion Attendance and Participation
Use primary and secondary sources in their own writing and apply correct MLA citation form and Works Cited format	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Technological Competency</li> </ul>	Research Paper - Evaluation Rubric Reading Response Sheets

<b>Successful Completion of ENG243 will help students:</b>	<b>RCSJ Core Competencies</b>	<b>Evaluation / Assessment</b> (Additional means of evaluation may be included by individual instructors)
	- Information Literacy	
Identify and understand the cultural and social background of various historical periods through the music, literature, sculpture, and painting presented in class	- Written and Oral Communication - Humanistic Perspective	Observation and Discussion Attendance and Participation

## Topical Outline

### The Establishment of Principles:

*Dooms of Aethelbert*  
*Dooms of Alfred*  
*Ten Articles of William I*  
*Coronation Charter*  
*Assize of Clarendon*  
*Magna Carta*  
*Provisions of Oxford*

### The Battle for Principles:

*Declaration of Arbroath*  
*Proclamation of June 4, 1450*  
*Act in Restraint of Appeals*  
*Supremacy Act*  
*The Case of Peter Wentworth*  
*On the Divine Right of Kings*  
*The Apology of the Commons*  
*The Petition of Right*  
*Act Establishing the Commonwealth*

### The Application of Principles:

*The Bill of Rights*  
*Two Treatises of Government*  
*The Unanimous Declaration of Independence*  
*A Vindication of the Rights of Woman*  
*Roman Catholic Emancipation Act*  
*Act Abolishing Slavery*  
*The First National Petition (The Chartist program)*  
*On the Subjection of Women*  
*Irish Home Rule*  
*Parliament Act*  
*Representation of the People Act*  
*Address to the American Club*  
*Winston Churchill's Speeches to the House of Commons*  
*The Union of South Africa*  
*Scotland Act*  
*Human Rights Act*

### Assignment Instructions and Grading Rubrics

**Criteria for preparing and submitting essays and assignments**

- All written assignments must be word-processed, double-spaced, on one side of standard-sized paper (8.5 x 11 inches) with top/bottom margins of 1 inch and left/right margins of 1 inch.
- The student's name and date must be written in the upper left corner of the first page. Multiple pages must be numbered, and the pages must be fastened with a staple.
- When a paper incorporate sources, the paper must contain correct MLA parenthetical citations and a correct MLA works cited page.
- All assignments are due on the dates listed on the Instructor Outline. Class absences do not cancel this policy.
- Assignments must be submitted to your professor in the classroom. Papers placed in the instructor's mailbox will not be accepted.

**Research Paper Evaluation Rubric:**

- Superior: A paper demonstrating an exceptional use of support and excellent organization, mechanics, and formatting. (14-15 points)
- Proficient: A paper demonstrating a skillful use of the elements mentioned above. (12-13 points)
- Competent: A paper demonstrating a satisfactory use of the elements mentioned above. A paper at this level must still be an effective piece of college writing. (11 points)
- Deficient: A paper demonstrating a mishandling of the elements mentioned above. (10 points)
- Unacceptable: A seriously flawed paper that disregards the elements mentioned above and does not represent college-level writing. (Below 10 points)

**Class Preparation and Participation Rubric:**

- Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
- Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
- Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material
- Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
- Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

**Affirmative Action Statement**

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or [ajones@rcsj.edu](mailto:ajones@rcsj.edu) or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or [nalridge@rcsj.edu](mailto:nalridge@rcsj.edu). For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcsj.edu](mailto:dcook@rcsj.edu); or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or [mvicent1@rcsj.edu](mailto:mvicent1@rcsj.edu)

**Department of Special Services**

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at [RCSJ.edu/SpecialServices](http://RCSJ.edu/SpecialServices) or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, [cweinhar@rcsj.edu](mailto:cweinhar@rcsj.edu).

## Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
<b>Non-Confidential Reporting</b>  Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	<b>856-681-2200</b>  <b>856-845-2220</b>  <b>856-384-5500</b>  <b>856-384-5555</b>
<b>Non-Confidential Reporting 9-1-1 and Campus Security</b>	<b>9-1-1</b> Gloucester County Emergency Management Dispatch  Campus Security <b>Blue Light Emergency Phones OR ext. 4444 from any campus desk phone</b>	<b>9-1-1 or push RED button on Campus Blue Light Emergency Phones</b>   <b>856-681-6287</b>
<b>Non-Confidential On-Campus Reporting Support Services</b>	Almarie J. Jones Special Assistant to the President <b>Diversity and Equity/Title IX and Compliance</b>  John F. Ryder Director <b>Student and Veteran Affairs</b>	<b>856-415-2154</b> <b>College Center, Room 116</b> <a href="mailto:ajones@rcsj.edu">ajones@rcsj.edu</a>  <b>856-468-5000, ext. 6456</b> <b>College Center, room 202</b> <a href="mailto:jryder@rcsj.edu">jryder@rcsj.edu</a>
<b>Confidential On-Campus Counseling and Support Services</b>	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director <b>Counseling &amp; Wellness Services Center</b>  William Leonard, Ph.D. <b>Intervention Teams Consultant</b>  Crystal Noboa, LSW, MSW Director, The Center for <b>People in Transition (PIT)</b>  Diane Mussoline, EdS, LMFT <b>Director of Behavioral Services</b>	<b>856-464-5236</b> <a href="mailto:llawsonb@rcsj.edu">llawsonb@rcsj.edu</a> <b>College Center, Room 206</b>  <a href="mailto:wleonard@rcsj.edu">856-415-2119 wleonard@rcsj.edu</a> <b>College Center, STEM Office C-168</b>  <b>856-415-2264</b> <a href="mailto:cnoboa@rcsj.edu">cnoboa@rcsj.edu</a> <b>Workforce Development Bldg., room 809</b>  <b>856-494-5665</b> <a href="mailto:dmussoli@rcsj.edu">dmussoli@rcsj.edu</a> <b>College Center, Room 200A</b>
<b>Confidential Off-Campus Full-Service Support</b>	<b>Center for Family Services/ Services Empowering Rights of Victims (SERV)</b>	<b>1-866-295-7378</b> <b>Camden and Gloucester counties</b> <a href="http://centerffs.org/serv">centerffs.org/serv</a>
<b>Hospitals with Sexual Assault Nurse Examiners</b>	<b>Inspira Medical Center</b>  <b>Jefferson Washington Township Hospital</b>	<b>700 Mullica Hill Rd.</b> <b>Mullica Hill, NJ · 856-508-1000</b>  <b>435 Hurffville-Crosskeys Rd.,</b> <b>Turnersville, NJ · 856-582-2500</b>