

Sul Ross State University
English 2323
British Literature II

Instructor: Dr. Ian Peddie
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Office Hours: MTWT: 10:00-11:00
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Meeting Times: T, Th 11:00-12:15

Required Materials

Greenblatt, Stephen, et al. *The Norton Anthology of British Literature*, Ninth Edition, Vols D, E, F.

Related (free) resource you should use: <http://www.wwnorton.com/college/english/nael9/>

Course Description

Survey of a variety of literary modes and genres from different cultures and time periods.

Program Learning Outcomes
ENGLISH (UNDERGRADUATE)

Graduating students will demonstrate that they can

- Construct essays that demonstrate unity, organization, coherence, and development
- Analyze literary works by applying principles of literary criticism or theory
- Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
- Demonstrate creativity or originality of thought in written or multimedia projects
- Compare/contrast and analyze major works and periods within World, English, and American literature.
- Edit their writing to conform to the grammar, punctuation rules of standard written English

Attendance

Because this is a skills and discussion-based course, regular attendance and promptness are expected in this class. You may, however, miss three classes without penalty. After these absences, each class you miss will lower your final grade. I make no distinction between excused and unexcused absence (except for limited, university-approved situations). If you arrive more than ten minutes late, or leave early, you will be counted absent. If you miss more than six classes, you may not pass ENG 2323.

Deadlines

Submitting assignments on time means turning them in at the *beginning of class* on the day they are due. If you turn in late assignments, you will be penalized one half letter grade for every

class meeting late. Excuses for late work—including “computer problems” and “car trouble”—are always unacceptable. If you elect to use a free absence, your essays and other assignments are still due. I will grant extended deadlines only in the case of a *documented* personal illness, *documented* emergency, or *documented* conflicting university function. No exceptions! It is your responsibility to 1. Notify me before the class of your situation—either by e-mail or voice mail; 2. Have a friend deliver your work to me at class or at my office before 4:30 p.m. on the due date; OR 3. Set an alternative deadline with me; AND 4. Provide official documentation of your situation.

Participation

Active and appropriate class participation in group and individual activities is one step toward getting the most out of this class. Active participation will help your course grade; lack of or inappropriate participation may hurt your course grade. **Additionally, please turn off all mobile phones and other similar devices before you enter the classroom. Anyone using a mobile phone will be asked to leave and will incur an absence.**

Quizzes/Reading Responses

One ongoing part of this class will be weekly quizzes and reading responses. Think of them as a way to prepare for class discussion and to work through ideas for your essay/exams. All entries should be articulate and thoughtful. All quizzes and reading responses will be given in class and cannot be made up. I will drop your lowest three quiz scores.

Out-of-Class Essay Assignments

You will write one out-of-class essays for this class. All essays must be typed or word processed, with standard (1) margins and font size (12 point).

Grading

Quizzes/Responses	15%
Participation	15%
Presentation	10%
Paper One	20%
Mid-term exam	20%
Final exam	20%

Grade Distribution

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Plagiarism & Intellectual Honesty

All writing and quiz responses must be your own work. The sole exception applies to external material (ideas and quotes) appropriately incorporated and cited. Plagiarism or other forms of cheating will not be tolerated, and will be severely punished. They will result in a “0” for the assignment and may lead to failure of the class and disciplinary action by the university.

Explanation of Essay Grades

Essays must meet all criteria for a “good” or “satisfactory” essay to receive a C. This means good focus, unity, coherence, development, attention to purpose and audience, correct MLA style, and relatively few errors of spelling, punctuation, or mechanics. Only those essays that meet these criteria in an original, thought-provoking way, and contain virtually no major errors will receive grades higher than a C. While each assignment is singular in focus, the basic criteria by which each essay will be evaluated are as follows:

An “A” paper is surprising, unusual, or outstanding in its excellence. It contains a clear and focused thesis. An “A” paper is always original in its argument, use of language, and organization. Development is superb and extensive, but never excessive. Transitions are clear and fluid. The language matches not only the needs of the specific subject, but also meets the needs of the writer’s audience and purpose. Mistakes of spelling, punctuation, or mechanics are literally non-existent in an “A” paper.

A “B” paper contains a reasonable, occasionally complex argument, developed with effective examples using specific details that link appropriately to the thesis. Organization is likewise clear. Language and style are varied and appropriate to both the intended audience and purpose. There are only minor lapses in spelling, punctuation, or mechanics.

A “C” paper exhibits a style and approach of argument that are simple and expected. Structure and organization are also simple. A thesis may exist, but it may be unclear or lack sufficient focus. Perhaps the writer followed a model essay too closely (the five-paragraph format, for example). Language and sentence structure may be monotonous. Development is limited and treats the “basic” points of a given subject. Such a paper contains several errors of spelling, punctuation or mechanics. A “C” paper is considered average university-level writing.

A “D” paper contains an argument that deals with the essay’s subject on only the most basic level. It has no thesis, and evidence and examples are flawed or inappropriate. Organization is basic and perhaps choppy, while sentence structure and language are often simple or confusing, or both. Additionally, there are usually many errors of spelling, punctuation, and mechanics in a “D” paper.

A failing paper has an underdeveloped argument and often doesn’t address the subject. Examples are flawed, inappropriate and often unrelated to the subject or one another. Organization may be nonexistent or arbitrary. Sentence structure and language are confusing. Errors in grammar, punctuation and mechanics are frequent and often hinder understanding. A failing paper may demonstrate qualities of a C, B, or A paper but was turned in too late to receive one of these grades.

ADA (Americans With Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203. E-mail: mschwartz@sulross.edu .

Tentative Calendar

Assigned readings should be completed **before** class. Please bring the appropriate text to each class meeting. Readings, assignments, and due dates are subject to change.

- 1/19 Course introduction
- 1/21 ????
- 1/26 Introduction (3-28)
- 1/28 The Romantic Age: Revolution, Freedom, and Rights: "The Revolution Controversy and the 'Spirit of the Age'" (183-207).
- 2/2 The Slave Trade and the Literature of Abolition (88-112).
- 2/4 Robert Burns, "Song: For a' That and 'a' That" (181); Wordsworth, "To Toussaint l'Ouverture" and "September 1st 1802"
- 2/9 Mary Wollstonecraft, A Vindication of the Rights of Woman (208-211 and 232-239)
- 2/11 Shelley "The Mask of Anarchy" (779-790); "England in 1819" (790)
- 2/16 The Victorian Age: Poverty, Unrest, Social Criticism. Introduction 1017-1034.
- 2/18 Barrett Browning, "The Cry of the Children" (1124-1128); Tennyson, "The Charge of the Light Brigade" (1235)
- 2/23 Child's Employment Commission, Engels, Kingsley Dickens, Anonymous, Mayhew, Beasant, Chew (1588-1606)
- 2/25 Empire, War, and Society: Kipling, "Danny Deever," "The Widow at Windsor," "Recessional," "The White Man's Burden," "If" (1877-1883)
- 3/1 Twentieth Century: "Introduction" (1887-1896); Brooke, "The Soldier" (2019); Sassoon, all poems (2023-2028)
- 3/3 Owen, all work (2034-2042)
- 3/8 Mid-Term Exam
- 3/10 D.H. Lawrence, "Odour of Chrysanthemums" (2481-2496)
- 3/15 Spring Break: No Class
- 3/17 Spring Break: No Class
- 3/22 D.H. Lawrence, "The Horse Dealer's Daughter" (2496-2507)
- 3/24 Paper Due: peer review

- 3/29 Modernism. Eliot, "The Love Song of J. Alfred Prufrock" (2521-2525)
- 3/31 Eliot, "The Waste Land" (2529)
- 4/5 Eliot, "The Waste Land" (2529)
- 4/7 Auden, "Petition," "On This Island," "Lullaby," "Spain," "As I Walked Out One Evening," "Musee des Beaux Arts," "In Memory of W.B. Yeats," "The Unknown Citizen," "September 1, 1939" (2677-2691)
- 4/12 McKay, "Old England," "If We Must Die," (2721-2723); Wole Soyinka, "Telephone Conversation," (2735-2736); Ngugi Wa Thiong'o, "Decolonising the Mind," (2737-2740)
- 4/14 Grace Nichols, "The Fat Black Woman Goes Shopping," "Epilogue," "Wherever I Hang" (2751-2754); Hanif Kureishi, "You Will Always Be a Paki" (2754-2757)
- 4/19 Heaney, "Digging," "The Forge," "The Grauballe Man," "Punishment," "Casualty," "The Skunk," (2951-2960)
- 4/21 Presentations
- 4/26 Presentations
- 4/28 Presentations
- 5/3 Last Class day. Review