

**English 5306**  
**British Literature: The Booker Prize**  
**Spring 2019**

Instructor: Dr. Laura Payne

Email: lbutler@sulross.edu

Office: MAB 114

Phone: 837.8744/837.8151

Office Hours: M/W 10:00-3:00 (and by appointment)

**Required Texts:**

*Something to Answer For* by P.H. Newby\*

*Saville* by David Storey

*Midnight's Children* by Salman Rushdie

*The Remains of the Day* by Kazuo Ishiguro

*Possession* by A.S. Bryant

*Wolf Hall* by Hillary Mantel

*Bring Up the Bodies* by Hillary Mantel

*Lincoln in the Bardo* by George Saunders

*Milkman* by Anna Burns\*

\*These books are optional reads; we will refer to them (they are the first and latest winners) but you are not required to read them for this course.

**Course Description:** English 5306 is an intense, graduate-level literature course. During the semester, we will explore the fifty-year history of the Mann Booker Prize by reading and discussing examples across the progression of the prize. These novels offer glimpses into the history and culture of the British empire, as well as varied examples of traditional and more experimental elements of fiction craft. The object of this course is to delve into the novels that have won the Booker, to understand and appreciate what makes contemporary British fiction both in terms of the cultures and authors that produce it and the elements of fiction techniques which illustrate it.

**Course Objectives/Student Learning Outcomes:** Students in English 5306 will:

- examine the historical development of British novels during the era of the Booker Prize;
- analyze pedagogical, research, and theoretical methodologies inherent in the literature;
- understand literary techniques used in the creation and presentation (uses) of this literature, especially those historically proven with both popular and critical audiences;
- prepare to enter the academic and professional markets with a full understanding of educational and professional expectations within this genre;
- develop the appropriate language for expert navigation of the genre and the academic discussion of British novels as a genre;
- prepare professional documents which reflect careful and successful rhetoric;
- communicate carefully, fully, and successfully via an online environment.

### **First Class and Beyond:**

On the first class day, I will post opening/welcoming remarks and suggestions for getting started in the course. On subsequent days, please check announcements for instructions on lectures and answers to class questions, which will be posted each class day (i.e. Monday-Friday) when necessary and/or appropriate. Much of my “lecturing” occurs in the announcements. I will be “off-line” on the weekends, which will begin by 12 p.m. Fridays and continue until 12 p.m. Mondays. Office hours follow those listed above. I will be “off-line” during the week after 3 p.m. daily (i.e. look for email responses within 48 hours—or check the announcements, as I often answer general course questions there).

### **Coursework**

**\*\*Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. Please contact Sandy Bogus at sbogus@sulross.edu (or 432.837.8523) if you have technical problems or questions.\*\***

**\*\*Blackboard only works best in Firefox, Chrome, or Safari (rather than Explorer).**

The vast majority of this course will be completed via the writing and “discussion” readings and concepts. We will read and write about selections from the required texts for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester’s work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write two essays. You will also complete a course journal that will hold course materials generated this semester. The course journal will consist of only assigned writings in the form of “elements.” You will participate in directed discussion boards, which will contain conversations about the assigned readings. These also serve as the class participation component of the course, as they include assigned

items such as and in particular analytic participation (i.e. comments and reactions to one another's writing) and will largely determine the course grade. You will, finally, write a final examination, which will synthesize the semester in analytic writing.

**\*\*I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend the approximately three hours a week working on this course, with additional time for the actual reading and writing of the manuscripts, etc. determined by your personal reading and writing pace—just as you would for an onsite course.**

### **Detailed Assignment Description:**

*Discussion Boards*—The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting around a seminar table with one another and talking about our readings, writings, thoughts and reactions to the coursework. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately **five hundred words**. Responses to posts should be approximately **two hundred words**. You will respond to two posts. Respond to posts which have not already received two responses yet. DO NOT respond to a post with two responses already unless you have no other options. The discussion boards will improve our communication skills and practice of methodologies/pedagogies of literature through improved abilities to articulate our growing knowledge-base and expertise in the field.

*Readings*—The readings for the course involve, naturally, novels representing the five decades of the Mann Booker Prize. Thus, we will be able to read great and varied examples of literature as a way to understand and critically appreciate the development and currency of British prose literature as represented in its various countries of the colonial period. I will also post lectures for you to read, in which I will impart ideas regarding the field, often tied to my own teaching life. This all allows us to increase confidence in our writing and analytic abilities as a way into teaching of reading and writing. The novels are quite heady, so please create a strict reading schedule and stick to it to ensure you do not fall behind.

*Primary Source Analysis Essay*—The essay will follow a detailed assignment which asks you to examine and critically analyze one or more of the novels in terms of its content, authorship, technical and literary elements, cultural significance, etc.. The essay will be 3-5 pages in length and formatted using MLA. Detailed assignment will be found in the course module under “assignments.”

*Research Essay*—This essay will further analyze the genre by writing a fully researched critical analysis of one or more of the pieces read this semester. Potential subjects might include movements, awards, pedagogical approaches, literary analysis, authorial intents, cultural criticism, etc. The essay will be 12-20 pages long and follow the MLA requirements

for formatting and citations. The detailed assignment will be found in the course module under ‘assignments.’”

*Annotated Bibliography*—The assignment will ask that you create a bibliography of five potential sources for the research essay. The annotations will be summary annotations and feature an abstract of the research essay with sources found credibly via library indexes. Consult the detailed assignment found under the assignments tab.

**Assignments:** Students in English 5306 will be required to follow the reading, writing, and discussion environment schedule as presented in the syllabus and be prepared to discuss assignments at the “class period” in which they are due. Students will be expected to write assignments consistently and timely, as this online course only works as well as the students completing the work. **Again, the online course works best if you do the work at the time it is assigned—I have found that the course works much, much better if we are all working in tandem.**

The formal assignments will be weighted as follows:

Primary Source Essay	20%
Research Essay	30%
Discussion Boards	20%
Annotated Bibliography	20%
Final Examination	10%
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Total	100%

**Grades:** English 5306 will be graded on a scale of 100 with an A=90-100, B=80-89, C=70-79, D=60-69, and F=59 and below.

**Attendance:** As this is a web-format course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the readings and writing assignments. *If you miss due dates, I will not expect others in the class to consider your work in arrears. If you fail to participate in a discussion board during the assigned timeline, you will miss out on a major component of your discussion board grade. If you see a zero attached to your discussion board, you may not make it up—move on to the next available discussion board. Late work on all assignments except discussion boards will result in an automatic ten points being taken off your grade; thus, if you received a B on an assignment, it will be reduced to a C. I do not accept any late work for this course after the final exam period has ended. If your manuscript is late, it will **not** be workshopped by the class, as this would disrupt the work schedule for the entire course.*

**\*\*Please note that this course necessitates that students complete discussion boards and major assignments on the day on which the assignments are made. Thus, discussion boards must be posted by 7 p.m. on Tuesdays and responses be posted by midnight on Thursdays. This will ensure that the course's discussions move forward timely and with minimum inconvenience to your fellow students. Thus, if you miss the assignment, you will not be able to make it up and will lose the credit. Please move on to the next one.**

**Late Work:** Assignments (with the exception of discussion boards as discussed above) that are turned in late receive a 10-point deduction, regardless of how late the work is. Thus, an assignment that is graded at a B will be automatically reduced to a C, if the assignment is late. Assignments are due as listed in the schedule. Assignments turned in at any time after the posted due date and time are considered late. Please let me know in advance if you are experiencing a problem. I will not accept any late work after the final examination period for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of late or missed work.

**The Learning Center:** The Learning Center is an academic support service available to all Sul Ross students. I strongly encourage you to make the center an integral part of your writing process by visiting the tutors frequently during the semester. The benefits of such visits are readily apparent in your work. The Center is located on the first floor of the library. For distance students, we offer online tutoring via Blackboard. Reserve 48 hours for the process.

**Disabilities Statement:** Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

**Academic Ethics:** Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

### **Miscellaneous yet Important:**

If, for any reason, you require accommodations for the successful completion of this course, please let me know as soon as possible so that we may make arrangements.

I require that all discussions of our work remain tactful, sincere, and highly ethical. Take the time with one another's ideas that you would wish taken with your own. If you do not feel up to this challenge, please find another course.

My office hours are, of course, “cyber” hours, although I will be available on campus at Sul Ross during above listed hours, as well. Please do not hesitate to call the office phone. Or, I can provide further numbers and arrange more convenient times to speak as necessary. I will answer emails within 48 hours of receiving them (with the exception of weekends), so please do not wait until the last moment to ask questions. Also, please check the announcements for the class each day—I often address course issues and give suggestions and directions there, as they affect all students.

*Distance Education Statement:* Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## Syllabus

<b>Date</b>	<b>Assignment</b>
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<b>Week One</b>	*read course introduction and policies
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Read: *Saville*

Discussion Board 1: Answer the prompt as listed in Blackboard. Respond to 2posts!

**\*\*Check Announcements!!**

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**Week Two**

Read: *Saville*

Discussion Board 2: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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**Week Three**      \*read detailed assignment for primary-source analysis essay

Read: *Midnight's Children*

Discussion Board 3: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

**\*\*Check Announcements!!**

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## **Week Four**

Read: *Midnight's Children*

Discussion Board 4: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Five**

Read: *Midnight's Children*

Discussion Board 5: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Six**

### **Analysis Essay Due!**

\*Read detailed assignment research essay and assignment for annotated bibliography

Read: *The Remains of the Day*

Discussion Board 6: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Seven**

Read: *The Remains of the Day*

Discussion Board 7: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Eight**

Read: *Possession*

Discussion Board 8: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Nine**

Read: *Possession*

Discussion Board 9: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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## **Week Ten**            **\*Annotated Bibliography Due**

Read: *Wolf Hall*

Discussion Board 10: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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### **Week Eleven**

Read: *Wolf Hall*

Discussion Board 11: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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### **Week Twelve**

Read: *Wolf Hall/Bring Up the Bodies*

Discussion Board 12: Answer the prompt as listed in Blackboard. Respond to 2 posts!

**\*\*Check Announcements!!**

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### **Week Thirteen      \*\*Research Essay Due!**

Read: *Bring Up the Bodies*

Discussion Boards 13: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

**\*\*Check Announcements!!**

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## **Week Fourteen**

Read:           Bring Up the Bodies

Discussion Boards 14: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

**\*\*Check Announcements!!**

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## **Week Fifteen**

### **Read assignment for final examination**

Read:           *Lincoln in the Bardo*

Discussion Board 15: Answer the prompt as listed in Blackboard. Respond to 2 posts!!

**\*\*Check Announcements!!**

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## **Week Sixteen**

**\*\*Final Examination Due Friday at 11:55 p.m..**