

Sul Ross State University
English 2323
British Literature II

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Meeting Times: T, Th 11:00-12:15, via Zoom

Required Materials

Greenblatt, Stephen, et al. *The Norton Anthology of British Literature*, Tenth Edition, Vols D, E, F.
Shelley, Mary. *Frankenstein* (any good edition)

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.

Student 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 and punctuation rules of standard written English

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

ADA (Americans With Disabilities Act)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Grading

Quizzes/Responses	15%
Participation	15%
Presentations	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%

Expectations of Students

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction both within this classroom and in the larger learning community. All students need to have access to a computer. If you do not have one, computer labs are available on campus. **Students must access the course materials and grades via Blackboard, and should therefore check Blackboard regularly (at least once per day) as course changes will always be announced and recorded on the course site. There will also be periodic small assignments announced only through Blackboard. Interacting with Blackboard is also part of your course participation.**

Class Policies/Attendance Practices

This course will require that students regularly prepare for, attend and actively participate in class. The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component to building an effective learning community. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments. Students are expected to be present at every class session. Many writing and revision exercises are completed in class and dependent upon students supporting their group activities. Only those on university officially sanctioned absences will be allowed to make up missing items. Students should attend all classes. Much of our exam material will be drawn from in-class lectures, activities, discussion etc.

Communication Policy

I prefer that you contact me initially via email for most situations. In most circumstances, you can expect me to respond within a reasonable amount of time. Please make sure you mention the course name, course meeting time, and a brief explanation when you email me. Communications received after 5:00 p.m. will usually be returned the next day. On the weekend or when I'm away from campus (i.e. at a conference, etc.), my response will be irregular. When corresponding by email, I will communicate with you using ONLY your Sul Ross email account. You should check your email account

Assignment Submission Policy

This class centers on writing. ALL written assignments composed outside of class, unless otherwise indicated, MUST BE TYPED. They will need to be formatted according to the assignment requirements which will, in most cases, be according to the conventions of the MLA Handbook for Writers of Research Papers. ALL written assignments composed outside of class, unless otherwise indicated, must be submitted through Blackboard. No assignment will be assessed or evaluated unless the above policies are followed. **Do not email papers to me. All blank emails with attachments will be deleted without exception. Students must use Sulross.edu email as FERPA laws will apply.**

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.**

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).

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.

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.

1/12 Course introduction

1/14 Assessment exercise

1/19 Introduction (3-28)

- 1/26 The Romantic Age: Revolution, Freedom, and Rights: "The Revolution Controversy and the 'Spirit of the Age'" (193-213).
- 1/28 The Slave Trade and the Literature of Abolition (88-112); *Frankenstein*, lecture One
- 2/2 *Frankenstein*; Robert Burns, "Song: For a' That and 'a' That" (190); Wordsworth, "To Toussaint l'Ouverture" (356), "September 1st 1802" (357), "The Solitary Reaper" (352)
- 2/4 Mary Wollstonecraft, *A Vindication of the Rights of Woman* (221-241)
- 2/9 Shelley "The Mask of Anarchy" (794); "England in 1819" (805)
- 2/11 The Victorian Age: Poverty, Unrest, Social Criticism. Introduction 1017-1034.
- 2/16 Barrett Browning, "The Cry of the Children" (110); Tennyson, "The Charge of the Light Brigade" (221)
- 2/18 Child's Employment Commission, Engels, Kingsley Dickens, Anonymous, Mayhew, Beasant, Chew (635-653)
- 2/23 Empire, War, and Society: Macaulay: "Minute on Indian Education" (686); Kipling, "Danny Deever," "The Widow at Windsor," "Recessional," "The White Man's Burden," "If" (941)
- 2/25 Twentieth Century: "Introduction" (3-31); Brooke, "The Soldier" (139); Sassoon, all poems (148)
- 3/2 Rosenberg "Break of Day in the Trenches" (156), Owen, all work (161)
- 3/4 WWI Poetry continued
- 3/9 Spring Break: No Class
- 3/11 Spring Break: No Class
- 3/16 Exam Review
- 3/18 Mid-Term Exam
- 3/23 Paper Due: peer review
- 3/25 D.H. Lawrence, "Odour of Chrysanthemums" (611)
- 3/30 D.H. Lawrence, "The Horse Dealer's Daughter" (626)
- 4/1 Modernism. Eliot, "The Love Song of J. Alfred Prufrock" (654)

- 4/6 Eliot, "The Hollow Men" (673); "The Waste Land" (659)
- 4/8 Eliot, "The Waste Land" (659)
- 4/13 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" (807)
- 4/15 McKay, "Old England," "If We Must Die," (854); M. Nourbese Philip, "Discourse on the Logic of Language" (872); Ngugi Wa Thiong'o, "Decolonising the Mind," (867); Louise Bennett, "Colonialism in Reverse" (855)
- 4/20 Grace Nichols, "The Fat Black Woman Goes Shopping," "Epilogue," "Wherever I Hang" (2751-2754); Hanif Kureishi, "You Will Always Be a Paki" (2754-2757); Johnson "Inglan is a Bitch"(855)
- 4/22 Heaney, "Digging," "The Forge," "The Grauballe Man," "Punishment," "Casualty," "The Skunk," (2951-2960)
- 4/27 Last Class day. Review