

Sul Ross State University

Course Number: English 5306

Course Title: 19th Century British Literature

Term and Year: Fall 2021

Location: Online

Meeting Times: TBA

Professor: Dr. Ian Peddie
MAB 111

Open Door Times: by appt

Email: ian.peddie@sulross.edu

Phone: 432-837-8154

Required Text: The Broadview Anthology of British Literature, Volume B, Third edition
(9781554814374)

Dickens, Charles. *Hard Times* (Norton Critical Edition) (978-0393284386)

SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

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

Annotated bibliography	15%
Participation	15%
Presentations	10%
Paper	20%
Mid-term exam	20%
Final exam	20%

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.**

Academic Integrity

Sul Ross students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action

when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue. Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Sul Ross State University.

Academic Respect

Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

8/25 Course introduction.

9/1 The Victorian Era (580-626); "Reading Poetry" (1836- 1856); Barrett-Browning, "The Cry of the Children" (786); "How do I Love Thee" (795); "The Charge of the Light Brigade" (850; 854-57); Browning "Childe Roland to the Dark Tower Came" (916);

9/8 Women in Society: (757-781) and associated online items; Rossetti: "Goblin Market" (1050-1058); BBC Drama "Goblin Market," <https://www.bbc.co.uk/programmes/m000kwbs>; Tennyson: "The Lady of Shallot" (825); Robert Browning, "Women and Roses" (locate online); John Stuart Mill, "The Subjection of Women" (745-757); "Illustrating Goblin Market" (1057); "from W.R. Greg, "Prostitution," *Westminster Review* (January 1850); Patmore "The Angel in the House"

9/15 Women and Society cont, Items on disease and vice (Broadview online); Rossetti, "No, Thank you, John" (1060);

9/22 Urban Work and Poverty (723-741); Dickens, *Hard Times*, "The Quiet Poor"

9/29 Dickens, *Hard Times*

10/6 Dickens, *Hard Times*

10/13 Mid-Term Exam

10/20 Selected Poems: Arnold, "Dover Beach (1019); Browning, "The Pied Piper of Hamelin" (locate online) and "My Last Duchess" (912); Hopkins "Pied Beauty (1102) and "God's Grandeur" (1102)

10/27 Pre-Raphaelites. "Principles" (1046-47); entire contexts section on Pre-Raphaelites online at Broadview Press

11/3 Empire and National Identity (1243-1272); Kipling (1232-1243); Stanley, "In Darkest Africa" (Broadview online); Tennyson (850-858)

11/10 Empire and National Identity cont

11/17 Annotated bibliography; sources and Ideas for the Research Paper

11/24 Thanksgiving

12/1 Last Day of Class

Goblin Market Reading: <https://soundcloud.com/user-482922405/poetry-please-goblin-market>