

ENG 2323  
 Spring 2026  
 Dr. Xinyuan Qiu  
[xinyuan.qiu@sulross.edu](mailto:xinyuan.qiu@sulross.edu)  
 Office hours: Monday 12:30-2:30 (by appointment)

## **British Literature II**

### **Description**

This course introduces you to major authors and literary texts written between c. 1700 and 20<sup>th</sup> century. We will read texts written in a variety of genres including poetry, allegory, tale, play, satire, novel, epistle, etc. You will be introduced to concepts related to the themes of the texts and discuss the writing style of each genre and author. By comparison and contrast diachronically, you will learn to find connections between different authors and media.

### **Course Learning Objectives**

After taking this course, you will be able to

- Name the major periods and authors between 1700 and 2000
- Comprehend key concepts related to literary genre and writing style
- Draw connections between various periods, genres, and media
- Interpret literature actively and creatively

### **English (Undergraduate) Student Learning Outcomes**

Graduating students will demonstrate that they can

- SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.
- SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

### **Core Curriculum Student Learning Outcomes**

- Personal Responsibility. Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Social Responsibility. Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

### **Marketable Skills**

- Students will communicate effectively in writing and speaking.

➤ Students will recognize how social and cultural contexts shape meaning and language.

### **Texts**

- *The Broadview Anthology of British Literature*, One-Volume Compact Edition (Second Edition)

### **Assignments**

- Creative projects 1-4
- Mid-term report (200-250 words)
- Final reflections (250 words)

### **Grading**

Attendance: 10%

Participation and Engagement: 25%

Creative project 1: 5%

Creative project 2: 10%

Creative project 3: 10%

Creative project 4: 15%

Mid-term report: 10%

Final reflections: 15%

### **Policies For Attendance and Participation**

#### Attendance

To engage in this course, you are supposed to attend classes. Attendance will be taken at the start of each class. Though some laxity will be granted during the pandemic, you are supposed to email me beforehand with justifiable reasons if you are going to be absent.

#### Participation

Attending and sitting in classes silently will not give you credit for participation. To obtain credit, you are supposed to engage actively in class and group discussions. There will be sessions that start with a go-round-classroom discussion. This is a good opportunity for you to make contributions.

#### AI Policy

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools, without prior permission, to complete any aspect of assignments

for this course is not allowed and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

### Schedule

Week 2	Jan 19	Martin Luther King Jr. Holiday – no classes
	Jan 21	<ul style="list-style-type: none"> <li>Shakespeare, “Shall I compare thee to a summer’s day?”</li> <li>Milton, From <i>Paradise Lost</i>, “The Verse,” “Argument to Book I,” “Book I”</li> </ul>
Week 3	Jan 26	Wycherley, <i>The Country Wife</i>
	Jan 28	<ul style="list-style-type: none"> <li>Behn, <i>Oroonoko</i></li> <li>Wilmot, “The Imperfect Enjoyment”</li> </ul>
Week 4	Feb 2	<ul style="list-style-type: none"> <li>Defoe, From <i>A Journal of the Plague Year</i></li> <li>Pepys, From <i>The Diary</i></li> </ul>
	Feb 4	<ul style="list-style-type: none"> <li>Swift, “The Lady’s Dressing Room”</li> <li>Pope, “The Rape of the Lock”</li> </ul>
Week 5	Feb 9	Lady Mary Wortley Montagu <ul style="list-style-type: none"> <li>“The Reasons that Induced Dr. S to Write a Poem Called The Lady’s Dressing Room”</li> <li>From <i>The Turkish Embassy Letters</i></li> </ul>
	Feb 11	Haywood, <i>Fantomina: or, Love in a Maze</i>
Week 6	Feb 16	Johnson, From <i>A Dictionary of the English Language</i>
	Feb 18	Sheridan, <i>The School for Scandal</i>
Week 7	Feb 23	<ul style="list-style-type: none"> <li>Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, from Chapter 1 and Chapter 2</li> <li>Wheatley, “On Being Brought from Africa to America”</li> </ul>
	<b>Feb 24</b>	<b>Creative project 1 due</b>
	Feb 25	<ul style="list-style-type: none"> <li>Barbauld, “Washing Day”</li> <li>Smith, “Written in the Church-yard at Middleton in Sussex,” “The Winter Night”</li> </ul>
Week 8	Mar 2	<ul style="list-style-type: none"> <li>Burke, “Reflections on the Revolution in France”</li> <li>Wollstonecraft, From <i>A Vindication of the Rights of Women</i></li> </ul>
	Mar 4	<ul style="list-style-type: none"> <li>Macaulay, From <i>Letters on Education</i></li> <li>Burns, “To a Mouse, On Turning Her Up in Her Nest with the Plough,” “A Red, Red Rose”</li> </ul>
Week 9	No classes (spring break)	
	<b>Mar 15</b>	<b>Mid-term report due</b>
Week 10	Mar 16	<ul style="list-style-type: none"> <li>Blake, From <i>Songs of Innocence</i></li> <li>Wordsworth, <i>Lyrical Ballads</i>, from Preface</li> </ul>
	Mar 18	<ul style="list-style-type: none"> <li>Coleridge, “Frost at Midnight,” “This Lime-Tree Bower My Prison,” “Kubla Khan, Or, A Vision in a Dream. A Fragment”</li> <li>Gothic literature: Radcliffe, Walpole, Austen</li> </ul>
Week 11	Mar 23	Austen, <i>Pride and Prejudice</i> , excerpts from Chapters 1 – 4

	Mar 25	<ul style="list-style-type: none"> <li>• Prince, <i>The History of Mary Prince, A West Indian Slave: Related by Herself</i></li> <li>• More, “Slavery: A Poem”</li> <li>• Barbault, “Epistle to William Wilberforce”</li> </ul>
	<b>March 29</b>	<b>Creative project 2 due</b>
Week 12	Mar 30	<ul style="list-style-type: none"> <li>• Lord Byron, “Sun of the Sleepless,” “She walks in beauty,” “Prometheus”</li> <li>• Keats, “Ode to a Nightingale,” “Ode to a Grecian Urn,” “Ode on Melancholy”</li> </ul>
	Apr 1	<ul style="list-style-type: none"> <li>• Percy Bysshe Shelley, “Ode to the West Wind,” “To Wordsworth,” “Adonais, An Elegy on the Death of John Keats”</li> <li>• Mary Shelley, From <i>Frankenstein</i>, from Chapters 3 and 4</li> </ul>
Week 13	Apr 6	<ul style="list-style-type: none"> <li>• Gaskell, From <i>Mary Barton</i>, Chapter 6</li> <li>• Dickens, From <i>Hard Times</i>, Chapter 5</li> </ul>
	Apr 8	<ul style="list-style-type: none"> <li>• Lord Tennyson, “Mariana,” “The Loto-Easters,” “Ulysses”</li> <li>• E.B. Browning, “The Cry of the Children”</li> </ul>
	<b>Apr 12</b>	<b>Creative project 3 due</b>
Week 14	Apr 13	<ul style="list-style-type: none"> <li>• Robert Browning, “Porphyria’s Lover,” “My Last Duchess”</li> <li>• Arnold, “The Buried Life,” “Dover Beach”</li> </ul>
	Apr 15	<ul style="list-style-type: none"> <li>• Rossetti, <i>Goblin Market</i></li> <li>• Hardy, “The Ruined Maid,” “During Wind and Rain”</li> </ul>
Week 15	Apr 20	<ul style="list-style-type: none"> <li>• Excerpts from <i>The Importance of Being Earnest</i></li> <li>• Yeats, “Leda and the Swan”</li> <li>• Auden, “Musee des Beaux Arts,” “In Memory of W.B. Yeats”</li> </ul>
	Apr 22	T.S. Eliot, <i>The Waste Land</i>
Week 16	Apr 27	<ul style="list-style-type: none"> <li>• Thomas, “The Force That Through the Green Fuse Drives the Flower,” “Do Not Go Gentle into That Good Night”</li> <li>• Heaney, “Digging,” “Thatcher,” “The Wife’s Tale”</li> </ul>
	Apr 29	<ul style="list-style-type: none"> <li>• Carter, “The Werewolf”</li> </ul>
	<b>Apr 30</b>	<b>Creative project 4 due</b>
Final week	<b>May 6</b>	<b>Final report due</b>

### ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU’s Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first

floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Student Responsibilities**

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, **students are responsible for checking their Sul Ross email as an official form of communication from the university**. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

### **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 a 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.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack.

No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Helpful Resources on Campus**

#### Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

**Mike Fernandez**, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact:

- [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)
- [srsuarchives@sulross.edu](mailto:srsuarchives@sulross.edu)
- Eagle Pass (D-129) Front Desk: 830-758-5035

#### Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/). The SR Counseling and Accessibility Services office will continue to offer

in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

#### Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726. Looking for additional support?
- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed