British Literature from 1800
English 222.001
Department of English, SFASU

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Description:
“Survey of major authors and literary movements/paradigms in British literature from Romanticism to the present, including the study of the Victorians and Moderns. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.
We will study four major periods of British literature from the beginning of the nineteenth-century to the present—the Romantic, the Victorian, the Modern, and the Contemporary. We will focus on significant works and important cultural developments that help to define and connect the writers and the works from those periods.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes
As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:
1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant
interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).

3. The student will demonstrate knowledge of literary history in regard to particular periods of world literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).

4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).

5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

**Student Learning Outcomes for ENG 222:**

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);

2. Students will demonstrate an understanding of periodization in British literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely an historical consideration, as defined by events, persons, or dates; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).
**Required Texts:**
Any electronic or hard copy dictionary.
Note that these texts are required, and it is further required that you bring the relevant volume of this text to class with you every time that we meet.

**Course Requirements:**
As noted before, this course is a fast-moving survey that requires your commitment to steady reading.
There will be daily assigned readings. You should plan on a reading assignment for each class period to be followed by a combination of lecture, questions and class discussion.

Students will write a core capstone essay on an aspect of world literature as defined by the instructor. Students will be graded based on their use of critical thinking skills; grammar, vocabulary, and written style; and the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with the modern world.

More information on the essay will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include identification, short answer, and essay formats.

**Grades:**
Final grades will be primarily based on four exams (one on each period), a “Capstone” essay and thoughtful class participation, possibly supplemented with occasional quizzes.

Exam: Romantics ..........................................................20%
Exam: Victorians ..............................................................20%
Exam: Moderns ...............................................................20%
Exam: Contemporary ..................................................... 20%
Participation ................................................................. 10%
“Capstone” Essay ........................................................... 10%
Grade Criteria and Policy for “Capstone” Essay:
To figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Grading Standard:
A: 90-100: Students earning the grade of an A on the “Capstone” essay will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose with minimal technical errors.

B: 80-89: Students earning the grade of a B on the “Capstone” essay will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose with a few technical errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on the “Capstone” essay will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose with several technical errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on the “Capstone” essay will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the
translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of F on the “Capstone” essay will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance/Participation: The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events.

Mere attendance is not participation. I will take attendance each day, but there is no attendance grade. Participation involves careful pre-class preparation and willingness to engage the ideas that you’ve developed with your professor and classmates. The best possible format for such a class is one that mixes lectures and class discussion. In order for this format to be successful we must all read each assignment, take active notes about the various readings and our responses to them, and be willing to both assert our opinions and conscientiously listen to the opinions of others. Do not be afraid to ask questions and to offer opinions about the reading assignments. A substantial part of your final grade is based upon class participation, so I encourage you to attend regularly, be on time, and respond thoughtfully.

Participation grades will be lowered by late arrival to class, by phones or other electronics going off in class, by net surfing, text messaging, sleeping, or any other disruption or discourtesy to the class. Quizzes will count toward your participation grade. I will not schedule quizzes but I may require one at any time. Missed quizzes may not be rescheduled.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional
forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity (A-9.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades Policy (A-54):** The following is taken from SFASU’s *Policy Manual* (2012), “Semester Grades Policy” (A-54): At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**I HAVE READ AND DISCUSSED THE ABOVE GUIDELINES. I UNDERSTAND AND WILL WORK WITHIN THESE GUIDELINES AS LONG AS I AM ENROLLED IN THIS SECTION OF ENGLISH 222.**

(Sign and Print your name here)
Tentative Class Plan English 222.001-Fall 2017

-Week 1: Aug 29-31
  T- Intro: Syllabus
  R- Poetic Terminology & Intro: Romanticism to Modernism

-Week 2: Sept 5-7
  T- Wordsworth Tintern Abbey
  R- Coleridge Frost at Midnight

-Week 3: Sept 12-14
  T- Shelley Mutability, Ozymandias
  R- Keats When I Have Fears

-Week 4: Sept 19-21
  T- Byron Darkness
  R- Romantic Exam

-Week 5: Sept 26-28
  T- Robert Browning Porphyria’s Lover
  R- Christina Rossetti Goblin Market

-Week 6: Oct 3-5
  T- Elizabeth Browning Aurora Leigh
  R- Kipling The Man Who Would Be King
-Week 7: Oct 10-12
  T- Kipling *The Man Who Would Be King*
  R- Victorian Exam

-Week 8: Oct 17-19
  T- Hardy *Neutral Tones, The Voice*
  R- Hopkins *Spring and Fall: to a young child, Carrion Comfort*

-Week 9: Oct 24-26
  T- Yeats Easter 1916
  R- Sassoon *New Mennin Gate, Owen Dulce Et Decorum Est*

-Week 10: Oct 31- Nov 2
  T- Joyce *Araby*
  R- Woolf *The Mark on the Wall*

-Week 11: Nov 7-9
  T- Modern Exam
  R- Auden *Musee des Beaux Arts*

-Week 12: Nov 14-16
  T- Thomas *Poem in October*
  R- Larkin *High Windows, Sad Steps*
-Week 13: Nov 21-23
  
  T- Thanksgiving
  
  R- Thanksgiving

-Week 14: Nov 28-30
  
  T- Gordimer *The Moment before the Gun Went Off*
  
  R- Heaney *Casualty*

-Week 15: Dec 5-7
  
  T-optional conferences (my office)
  
  R- **CAPSTONE ESSAY DUE**

Week 16: *(Date TBD)  Contemporary Exam*