

RANGER COLLEGE
Syllabus
ENGL 2323

COURSE NUMBER AND TITLE: ENGLISH 2323-BRITISH LITERATURE from the Romantic Period to the Present

CREDIT HOURS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LAB/LEC COMB: 3

Name of Instructor: Kemberley D. Forbus

Office Location: Newcastle High School

Office Hours: Monday-Friday: 9:55-10:40

E-mail: kforbus@newcastleisd.net

I. CATALOG DESCRIPTION

Survey of British literature from the Anglo-Saxon period to 1800. Study of the principle authors, works, and trends in British literature with readings from an anthology. Further development of literary analysis and composition skills.

II. REQUIRED BACKGROUND/PREREQUISITES

Prerequisite: English 2322

III. REQUIRED TEXTBOOK

Greenblatt, Stephen ed. *The Norton Anthology of English Literature*. Ninth Edition. New York: W. W. Norton and Company, 2006. ISBN 9780393912487

Dictionary of your choice.

IV. METHODS OF INSTRUCTION

Lectures, discussions, videos, Blackboard

V. EXEMPLARY EDUCATIONAL OBJECTIVES

The purpose of the Exemplary Educational Objectives is intended to contribute to the students' intellectual and personal growth and to assist them in understanding and appreciating not only their heritage but also to prepare them for responsible citizenship and the ability to adapt to a rapidly changing and highly technological world.

Humanities and Visual and Performing Arts (H)

H1. To demonstrate an awareness of the scope and variety of works in the arts and humanities.

H2. To understand those works as expressions of individual and human values within an historical and social context.

H3. To respond critically to works in the arts and humanities.

H5. To articulate an informed personal reaction to works in the arts and humanities.

H6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.

H7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

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V. BASIC INTELLECTUAL COMPETENCIES

The Basic Intellectual Competencies listed below are the components of a process designed to assist and prepare students for becoming well-educated individuals who are intellectually flexible, articulate, and have the capacity to become responsible and creative members of society. These competencies are included in this course, and they are noted by the following numbering system:

B1: Reading- The ability to analyze and interpret a variety of printed materials, books, documents and articles above a 12th grade level.

B2: Writing-The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above a 12th grade level.

B3: Speaking-The ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience-above a 12th grade level.

B4: Listening-The ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading-above a 12th grade level.

B5: Critical Thinking-The ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

VI. COURSE OBJECTIVES

1. To demonstrate an understanding of the attitudes and philosophy of the Romantic, Victorian, Modern, and Postmodern periods.
2. To understand the characteristics of the Romantic, Victorian, Modern, and Postmodern periods.
3. To select and support personal judgment of works from the Romantic through the Postmodern period and evaluate a specific work (or works) based upon the characteristics of these time periods (philosophical, historical, etc.).
4. To effectively analyze various examples of literature from these periods in light of historical context, critical theories, and/or formal elements (creating essays which demonstrate analysis of literature).
5. To demonstrate an awareness that literature is a reflection of man's continuing search into the human experience regardless of the time or locale in which it is written. (H5) (H3) (H6) (B1) (B2) (B3) (B4) (B5)
6. To place the historical events in chronological sequence and correlate the philosophical and literacy activities with that history. (H2) (H3) (H6) (H7) (B1) (B2) (B3) (B4) (B5)

VII. COURSE/CLASSROOM POLICIES

1. Regular and punctual attendance is required of all students. If the student has the equivalence of three weeks of absences in a course in which he/she is currently enrolled, the instructor may drop the student from the course.”

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2. Students are expected to participate in class discussions and come to class having done the assigned readings.
3. Make-up tests should be completed within one week of the original due date. Any test not made up within one week of the original due date will receive a grade of zero.
4. Any assessment reflecting cheating, plagiarism or any other form of academic dishonesty will receive a grade of zero.
5. Adult behavior is expected of all students at all times. Misconduct and disruptive behavior, including sleeping in class, will result in immediate dismissal from class.
6. Tutoring is available in the room 210 at Newcastle High School.
7. ADA Statement: Ranger College provides a variety of services for learning and/or physical disabilities. The student is responsible for making the initial contact with the Ranger College Counselor. It is advisable to make this contact before or immediately after the semester begins.
8. All cell phones must be kept off during class.

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VIII. COURSE CALENDAR

See separate document.

IX. DISCUSSION BOARDS

Students will post in BlackBoard weekly reading responses. Initial blog posts are due by 11:59 pm on Sunday. These posts will be 1 short paragraph of at least 100 words, where you briefly (1) respond/answer the blog question for that week, (2) use text evidence to support your answer, and (3) convey a question that arose out of your reading. In addition, students must give each blog entry an original title. Students must fulfill all of these requirements to receive credit for their blog posts.

1 paragraph
100-1500 words
Answer the question
Provide text evidence
Convey question

In addition to blog posts, students will comment on one other's initial blog posts. Blog responses are due by 11:59 pm on Sundays. These responses will be at least 1 paragraph of at least 50 words in which the student offers a brief answer to the blogger's question. Responses must also refer to the week's reading, although responses do not need direct quotations. Students must fulfill all of these requirements to receive credit for their blog responses.

Initial blog posts are worth six (6) points and responses are worth two (4) points each.

X. ANALYTICAL PAPER

All essays will use the MLA heading and header.

Please read the syllabus for word count requirements and font type and size requirements.

All essays will be 3-5 paragraphs.

The introduction should be well developed with the thesis as the LAST sentence of the paragraph.

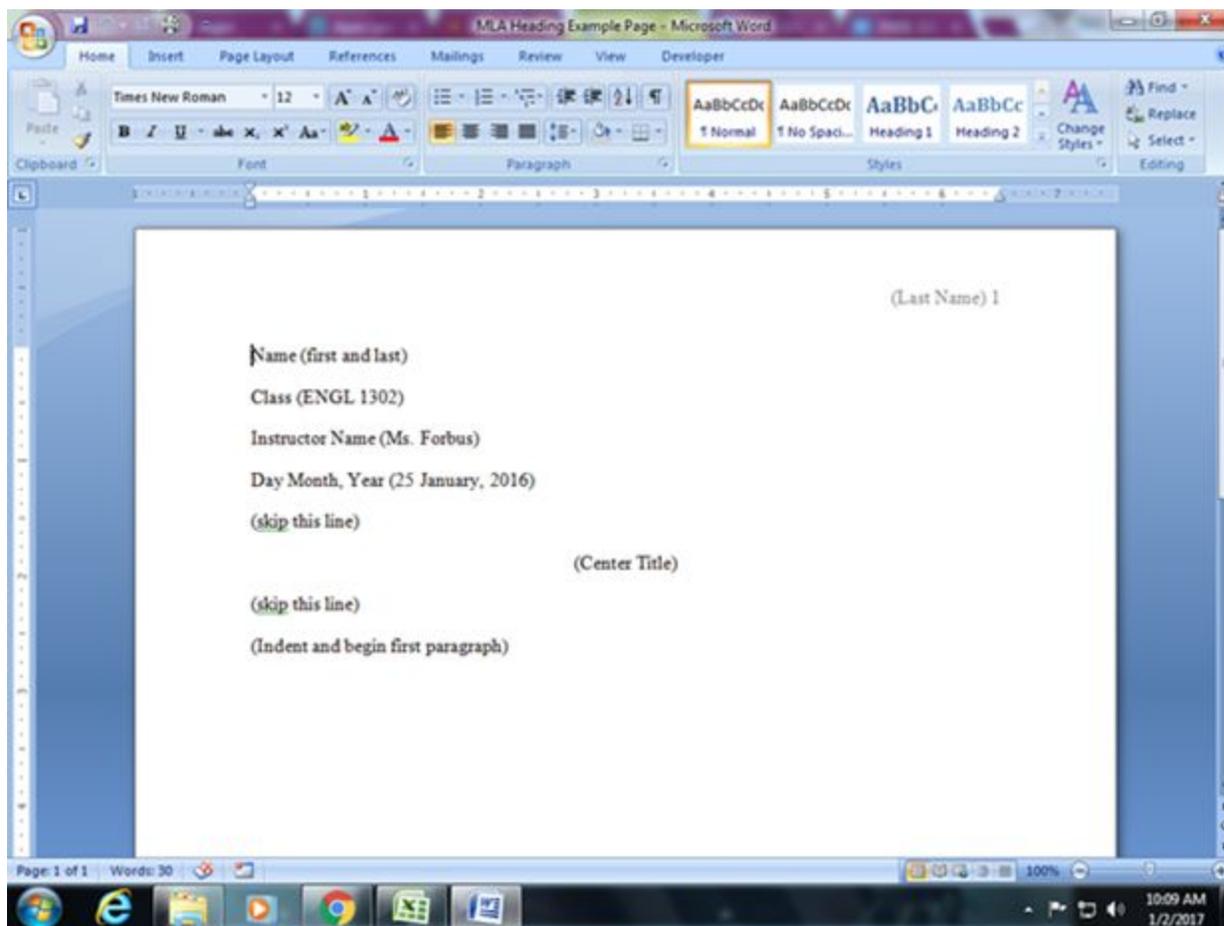
The body paragraphs will contain a topic sentence, support for the topic sentences, and a tie-up sentence to finish the paragraph.

The conclusion will restate the thesis, summarize the main points, and provide a closing thought or final sentence.

All essays will be given an original title.

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XI. EXAMPLE OF MLA FORMATTED PAPER (heading and header)



XII. ASSESSMENT

Tests will be given in class. They will include objective and short essay type questions. Students will do a research paper. The final grade will be determined as follows:

Daily work = 40%

Major Writing pieces and test = 40%

Final exam = 20%

A=90-100 B=80-89 C=70-79 D=60-69 Below 60=F

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Objective and short essay tests will determine the extent the student has read and grasped the major ideas in the assigned pieces of literature (Course Objective 1).

Objective and short essay tests will be used to determine the extent to which the student comprehends the relationship between the literature of the past and the lives of the people of that time period (Course Objective 2).

Objective and short essay tests will show the extent to which the student knows the historical sequence of events and relates the literature of that time period to those events (Course Objective 3).

ADMISSIONS, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NONDISCRIMINATORY IN REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY, AND NATIONAL ORIGIN.

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XIII. RECEIPT OF SYLLABUS

I HAVE RECEIVED AND UNDERSTAND THE INFORMATION IN THE SYLLABUS FOR ENGLISH 2322, AND I AGREE TO ABIDE BY THE STATED POLICIES.

Signed: _____

Legibly print the following information:

Name _____ Date _____

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Eng. 2323	Notes/Discussion	Reading	Assessment
Week 1 Romantic Period	Romantic Period p. 3 William Blake p. 112	"A Song of Liberty" p. 159 From "Songs of Innocence..." pp. 118 "The Chimney Sweeper" pp. 121 "Infant Joy" pp. 123	Discussion Topic 1
Week 2	William Wordsworth p. 270 Dorothy Wordsworth p. 402	"Lines Composed a Few Miles Above Tintern Abbey" pp. 288 "I Wandered Lonely as a Cloud" pp. 334 "Resolution and Independence" pp. 330 "Grasmere Journals" p. 406 Oct. 3, 1800 pp. 406-407; May 4, 7, 1802 pp. 411-412, 412-413	Discussion Topic 2
Week 3	Coleridge p. 437 Shelley p. 748	"The Lime-Tree Bower My Prison" pp. 44 "Ozymandias" p. 776 A Song: Men of England	Discussion Topic 3
Week 4	Shelley p. 748	"England in 1819" p. 790 "Ode to the West Wind" pp. 791 "Prometheus Unbound" pp. 793	Discussion Topic 4

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Week 5	Shelley p. 748 Keats p. 901 Introduce Romantic Analytical Essay	"On First Looking into Chapman's Homer" p. 904 "When I have Fears that I may Cease to be" p. 911 "Ode to a Nightingale" pp. 927 "Ode to a Grecian Urn" pp. 930 "To Percy Bysshe Shelley" p. 979	Discussion Topic 5 Romantic Analytical Essay Test 1-Romantic Period Test
Week 6 Victorian Period	Introduction of the Victorian Period p. 1017 Tennyson p. 1156 Elizabeth Barrett Browning p 1123 Robert Browning p 1275	"The Lady of Shalott" pp. 1161 Sonnets from the Portuguese pp. 1129 Sonnet 43 "How do I love thee? Let me count the ways" pp. 1130 "My Last Duchess" pp. 1282	Discussion Topic 6
Week 7	Oscar Wilde p. 1720	"The Importance of Being Earnest" p. 1733	Discussion Topic 7 Victorian Lit. Essay Test 2- Victorian Lit. Test
Week 8	Spring Break	Spring Break	Spring Break
Week 9 Modern Period	Introduction of Modern Period p. 1887 Joseph Conrad p. 1947 Intro to Research Project Paper Due April 12	Heart of Darkness pp. 1951-1975	Discussion Topic 8

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Week 10	Joseph Conrad p. 1947	Heart of Darkness pp. 1975-1993	Discussion Topic 9 Source List Due
Week 11	Joseph Conrad p. 1947	Heart of Darkness pp. 1993-2011	Discussion Topic 10 Outline Due
Week 12	Research Week	Research Week	Discussion Topic 11 Research Paper Due
Week 13	Virginia Woolf pp. 2143 D.H. Lawrence p. 2481	"The Mark on the Wall" pp. 2145 "Why the Novel Matters" pp. 2507	Discussion Topic 12
Week 14	Samuel Beckett pp. 2619	"Waiting for Godot" pp. 2621	Discussion Topic 13
Week 15	Dylan Thomas pp. 2697 Kiran Desai pp. 3046-3047	"Do Not Go Gentle Into That Goodnight" p. 2703 "The Sermon in the Guava Tree" pp. 3047-3056	Discussion Topic 14 Modern Lit. Essay Test 3-Modern Lit. Test
Week 16	Finals Week		Take Final