



RANGER COLLEGE  
RANGER, TEXAS

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COURSE SYLLABUS

**British Literature I**

**ENGL 2322**

**3 credit hours**

**INSTRUCTOR: Mary Newman, M.A.**

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EMAIL: [mnewman@rangercollege.edu](mailto:mnewman@rangercollege.edu)  
OFFICE:  
HOURS: by appointment

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

### **III. Required Background or Prerequisite**

Prerequisite: English 1301

### **IV. Required Textbook and Course Materials**

*The Norton Anthology of English Literature*, Vol. 1, Ninth Edition, editor Stephen Greenblatt, ISBN 978-0-393-91247-0

### **V. Course Purpose**

To explore the history of British literature from the Anglo-Saxon period to the year 1800. In the process, we will focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

### **VI. Learning Outcomes**

1.) Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.

- 2.) Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- 3.) Demonstrate knowledge of the development of characteristic forms and styles of expression during different historical periods or in different regions.
- 4.) Articulate aesthetic principles that guide the scope and variety of work in the arts and humanities.
- 5.) Write research-based critical papers about the assigned readings in clear and grammatically-correct prose, using various critical approaches to literature.

### **VII. Core Objectives**

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### **VIII. Methods of Instruction**

This is a multimedia class, and as such, it may include assigned readings, electronic documents, interactive lectures, discussions, videos, in-class examinations, group projects, etc. Students are expected to maintain access to both computer writing programs and email. Students will be expected to use Blackboard throughout the semester as part of their coursework.

### **IX. Methods of Assessment**

Major tests will be given in class. They will include both objective and short essay type questions (**CT, COM**). You will receive a daily grade based on your attendance, class participation, and performance on pop quizzes (**CT, COM, SR, PR**). A four-page paper will be

due in week 13 (**CT, COM, SR, PR**). There will be a comprehensive final exam (**CT, COM**). The breakdown of the grade scale is as follows:

Attendance:	5%
Reading quizzes:	10%
Participation:	10%
Paper:	25%
Midterm exam:	25%
<u>Final exam:</u>	<u>25%</u>
Total	100%

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

### **X. Course/Classroom Policies**

All outside assignments must be submitted through SafeAssign on Blackboard by the designated due date.

Essay final drafts are scored based on the following elements:

- Content (clearly stated main idea and thorough, logical support)
- Organization (clear introduction, orderly development, smooth transitions, sense of conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Audience (clear to and appropriate for intended audience)
- Mechanics (usage, punctuation, spelling)
- Format (based on MLA style guide)

All assigned essays in this class must follow MLA formatting guidelines, including when citing sources. **Note that in this class essays must be submitted in Times New Roman 12pt font.**

Late assignments will result in a penalty of 5 points per day that they are late for the first three days, followed 10 points per day for each day after that. (Example: 1 day late is 5 points off, 3 days late is 15 points off, 4 days late is 25 points off, etc.) If you believe you have extenuating circumstances, it is your responsibility to contact me.

Being absent does not excuse missed work or missed in-class quizzes or tests. If you know you will be absent in advance of a date where a quiz or test will be given, it is your responsibility to schedule a time to take the quiz or test in advance of that date. No make-up quizzes or tests will be given.

Ordinarily plagiarism will result in an automatic zero for the assignment. See the *Student Handbook* for more information.

Unauthorized absences are counted from the first day of class as listed in the College Calendar,

regardless of the date of the student's registration. If the student has six (6) unauthorized absences, the instructor may choose to drop the student with a grade of F.

If you are absent, it is entirely and exclusively your responsibility to obtain any notes, handouts, and other information and materials from the missed day's lecture and classroom experience. I highly recommend you make a friend in class whom you may contact in the event of such an absence.

Each individual student is entirely responsible for his or her own participation in the course. These responsibilities include individual participation; engaging other students and the instructor in relevant dialogue; in-class examinations, assigned readings, and other out-of-class preparations; Blackboard activities; and assigned papers. Neither technological difficulties nor shyness mitigate such responsibilities.

Students are entirely responsible for the quality of any and all tools they choose to make use of, including internet resources. If a student chooses to trust an internet or computer resource to aid with spelling, grammar, or citations, that student is fully responsible for the grade that results even if the internet or computer resource provided faulty information.

### XI. Course Outline/Schedule

	<b>Day one</b>	<b>Day two</b>
<b>Week one</b> 8/26-8/30	Intro to class Britain before Britain  <b>HW:</b> read Bede, Caedmon's Hymn & The Dream of the Rood (29-36)	Old English and Anglo-Saxon Preparing for <i>Beowulf</i>  <b>HW:</b> read <i>Beowulf</i> (36-55, end at "The Fight with Grendel")
<b>Week two</b> 9/3-9/6	<i>Beowulf</i> and the epic  <b>HW:</b> read <i>Beowulf</i> (55-72, end at "Beowulf fights Grendel's Mother")	A hero in a dark world  <b>HW:</b> finish <i>Beowulf</i> (72-108)
<b>Week three</b> 9/9-9/13	The birth of legends  <b>HW:</b> read Irish literature (122-129)	The Emerald Isle and Britain  <b>HW:</b> read Marie de France (142-169)
<b>Week four</b> 9/16-9/20	France and Britain: a sordid story  <b>HW:</b> read <i>Sir Gawain and the Green Knight FITT I</i> (183-196)	Arthurian legend and <i>Gawain</i>  <b>HW:</b> read <i>Sir Gawain and the Green Knight</i> (196-217, stop at "its grief; also its grace")
<b>Week five</b> 9/23-9/27	Honor and duty  <b>HW:</b> finish <i>Sir Gawain and the Green Knight</i> (217-238)	The test of purity  <b>HW:</b> read <i>The Canterbury Tales</i> General Prologue (243-264)

<b>Week six</b> 9/30-10/4	Chaucer, <i>The Canterbury Tales</i> , and Middle English  <b>HW:</b> Read <i>Canterbury Tales</i> The Miller's Prologue and Tale (264-280)	The importance of a pilgrimage  <b>HW:</b> Read <i>Canterbury Tales</i> The Wife of Bath's Prologue and Tale (282-310)
<b>Week seven</b> 10/7-10/11	A lady in the Dark Ages  <b>HW:</b> Read Margery Kempe (424-438)	Faith and the woman in the Dark Ages  <b>HW:</b> read Malory (480-500)
<b>Week eight</b> 10/14-10/18	<i>Morte Darthur</i> and the legacy of Camelot  <b>HW:</b> STUDY FOR MIDTERM EXAM	<b>Midterm Exam</b>  <b>HW:</b> read <b>Faith In Conflict</b> (671-688)
<b>Week nine</b> 10/21-10/25	Henry the VIII and religious panic  <b>HW:</b> read Elizabeth I (749-766)	The Elizabethan Age  <b>HW:</b> read <i>Astrophil and Stella</i> (1084-1101)
<b>Week ten</b> 10/28-11/1	The sonnet and star-crossed lovers  <b>HW:</b> read <i>Twelfth Night</i> Act I (1187-1204)	What You Will  <b>HW:</b> read <i>Twelfth Night</i> Act II-III (1204-1235)
<b>Week eleven</b> 11/4-11/8	A lady in breeches  <b>HW:</b> read <i>Twelfth Night</i> Act IV-V (1235-1250)	The tears of a clown  <b>HW:</b> read <b>Crisis of Authority</b> (1834-1867)
<b>Week twelve</b> 11/11-11/15	The monarchy crisis and the Restoration  <b>HW:</b> Read <i>The Pilgrim's Progress</i> (2269-2278) and Sir Isaac Newton (2283-2289)	Faith and science  <b>HW:</b> Read Swift "A Modest Proposal" (2633-2639) and "The Lady's Dressing Room" (2767-2770) and Montagu (2770-2772)
<b>Week thirteen</b> 11/18-11/22	The venom of satire  <b>HW:</b> Read Pope "The Rape of the Lock" (2685-2705)	Gender relations and such <b>Paper due today at 11:59 p.m.</b>  <b>HW:</b> read <b>Liberty</b> (3012-3044)
<b>Week fourteen</b> 11/25-11/29	<b>NO CLASS – THANKSGIVING BREAK</b>	<b>NO CLASS – THANKSGIVING BREAK</b>

<b>Week fifteen 12/2-12/6</b>	Slavery and the New World Begin watching <i>Gulliver's Travels</i>	Continue watching <i>Gulliver's Travels</i>  <b>HW: STUDY FOR THE FINAL</b>
<b>Week sixteen 12/10- 12/13</b>	<b>Final Exam- DATE AND TIME TBA</b>	

### **XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

### **XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.