



RANGER COLLEGE
RANGER, TEXAS

COURSE SYLLABUS

British Literature I

ENGL 2322

**“So many of the loveliest things in England are melancholy.”
-Dodie Smith**

3 credit hours

INSTRUCTOR: Dr. Jonathan Villalobos

INSTRUCTOR: Jonathan Villalobos, Ph.D.
EMAIL: jvillalobos@rangercollege.edu
OFFICE: Jamison C, Ranger Campus
PHONE: (254) 647-3234 ext. 7162
HOURS: M/W 11:00-12:00, T/R 9:15-10:45, 12:30-1:30

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% (11 @ 1% apiece, lowest dropped)
Participation:	20%
Paper:	20%
Midterm exam:	20%
<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. No late papers will be accepted for any reason. Your acceptance of this syllabus indicates understanding of and agreement with this policy.

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. Do not contact me and ask whether you missed anything when you were absent; you will have missed something and it is your responsibility to learn what you missed.

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.

It is a fundamental principle of rhetoric to respect the right of others to speak. When no one else is holding the floor, you are welcome to make a contribution without raising your hand. If someone else is holding the floor, please raise your hand and wait for me to acknowledge you before you chime in. You may not talk to students around you while another student is speaking, disrespect the speaker, or surf on your phone. Infringement of these floor rules will result in a warning; repeat infringement will result in immediate dismissal from that class session and marking an unauthorized 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.

All phones must be shut off throughout class. No laptop computers, smart phones, or anything similar may be used during class without express instructor permission. No technological recordings are allowed during class time, whether auditory, visual, or anything else. Repeated studies demonstrate that students benefit and learn more from handwritten notes than they do from notes taken using a computer, phone, or other electronic source.

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 (this is a fairly common occurrence). A key responsibility in the world of the 21st century is developing the ability to appraise, verify, and otherwise vet any internet resource or tool.

XI. Course Outline/Schedule

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

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

Week fifteen	Slavery and the New World Begin watching <i>Gulliver's Travels</i>	Continue watching <i>Gulliver's Travels</i>
Week sixteen	Finish watching <i>Gulliver's Travels</i> Britain on the verge of empire HW: STUDY FOR FINAL EXAM	Final Exam

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.