

English 2323.WB

British Literature

Instructor Information:

Instructor: Ashley Arroyo

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Course Description: ENGL 2323 focuses on reading and thinking critically about significant works of British literature from the Romantic period to the present day. In ENGL 2323, students will use analytical techniques to develop written interpretations of assigned literary works. Requirements include reading assignments, analytical papers, a final exam, and other assignments as determined by the instructor. This course is required of all English majors.

Course Prerequisites:

English 1302 passed with a "C" or better

ICOs 1, 2, 3, 4, 5, 6,

Required Course Materials:

Textbook: The Longman Anthology of British Literature Volume 2. 4th ed.



It would also be beneficial to either own or have unlimited access to a handbook that includes MLA style guidelines. A reliable online source for this information is the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/557/01/>.

You will also need access to a computer that is compatible with OC's Blackboard servers, as well as, a word processing software (such as Microsoft Word).

ENGL 2322: British Literature I**Learning Outcomes:**

Upon successful completion of this course, students will:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in British literature from the Middle Ages to the 18th century;
- Analyze literary works from the Middle Ages to the 18th century as expressions of individual or communal values within the social, political, cultural, or religious contexts;
- Demonstrate knowledge of the development of characteristic forms or styles of expression in British literature from the Middle Ages to the 18th century;

- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities during these periods of British literature;
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Grading Policy:

While this class is online, it is not self-paced. You will be responsible for checking the course daily to make note of any changes and adhere to the due dates.

Due Dates: Your course will be broken up into weeks. You will have a folder of readings and assignments opened to you each week on Monday. All of the assignments within that folder will be due by the Saturday of that week, unless otherwise specified. (Sometimes I will introduce a major essay/assignment a week or two before it will be due). I will not accept late work for daily assignments. If you must turn in a major assignment late, you will receive 5 points off per day that it is past the due date (that includes weekends). I will not accept late work 5 days after the due date.

Cheating/Academic Dishonesty: Any work that is proven plagiarized will receive a zero. Any recurring situations will be reported to the appropriate personnel.

(Including Short Answer/Essay Responses on Tests and Any Stand-Alone Writing Assignments)

“A” work: Excellent / outstanding / fluent / thought-provoking / original

Follows all instructions / addresses question asked, carefully organized, contains an effective thesis, fluent style, clear and concise writing, few if any mechanical errors, shows thought and analysis, present original insights, independent of the teacher / text, in-depth and detailed, goes well beyond what was expected

“B” work: Good / above average / clear / well-organized

Follows instructions / addressed question asked, contains a thesis, mechanical errors are not distracting to the reader, contains some detail, shows little thought or analysis, dependent upon information given by teacher / text

“C” work: Average / adequate / competent / fair / unoriginal

Follows most of the instructions / addresses most of the question asked, weak thesis, lacks clarity, mechanical errors are obvious but do not interfere with reader's understanding of the work, little if no detail, thought or analysis; THIS IS AVERAGE WORK FOR ALL COLLEGE STUDENTS

“D” work: Below average / inadequate / ineffective / unclear / under-developed

Follows only the most basic assignment requirements / addresses question on a very general level, shows insufficient understanding of the material, significant mechanical errors make communication of ideas ineffective, no thesis, lacks organization

“F” work: Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly underdeveloped

Instructions were not followed / question was not addressed, no thesis, no organization, mechanical errors make work unreadable and/or incapable of being understood, some or all of the contents were plagiarized, fails to address the given topic, no detail, thought, or analysis

Helpful Hints:

1. Become familiar with the course at the very beginning of the semester. Spend some time clicking all the buttons to see how everything works in the Blackboard component. You will not break anything. If you don't understand how something works, let me know. I will be happy to answer all your questions. If necessary, you and I can arrange to work together over the phone or in person.

2. Keep up with the assignments by budgeting your time wisely. Set aside some distraction-free time to devote your full attention to the material.

3. Interact with the course materials; don't just read handouts, assignments, etc. on the computer screen or misplace the handouts which I provide for you. If a handout is in Blackboard, I suggest you make a copy of it to use as a reference as you write.

4. **Remember: There are NO stupid questions! If you don't understand something, please ask. Because we are not always working together in a classroom environment and I cannot see the puzzled look flash across your face, I rely on you to let me know when you need help.** However, don't wait until the end of the semester to let me know you need help. By then, it may be much too late to salvage that "A."

5. **Stay in contact with me and don't just disappear from the course without a word of explanation.** There may be some way that you and I can work through the problem, whatever it is. However, if you make the decision to stop attending class, please remember that it is your responsibility to drop the course to avoid an F at the end of the semester.

6. Keep track of all due dates. These will be clearly posted on assignments as well as in Blackboard.

a. Classroom Students: You will ALWAYS be notified of due dates/testing dates well in advance. The only exception to this rule is "pop quizzes," and I reserve the right to give them at any time in the course.

b. Online Students: I always include a flexible testing schedule (tests remain open several days) to allow you to fit the assignments/quizzes into your busy home, school and work schedules without creating unnecessary stress.

HINT: I suggest that you create a master semester calendar for all your college classes. On it, mark all the due dates for all tests, projects, speeches, essays, etc., for each class. I suggest using a different color ink for each class. After you finish recording all the information on the master calendar, you can tell at a glance where the "hot spots" are going to be in the semester and begin to budget your time appropriately.

7. Keep a copy of the essays which you submit to be graded either on the hard drive of your computer or on a movable device of some type: disk, CD, thumb drive, etc.

HINT: Plan to attach your thumb drive to something, such as your keychain or a necklace of some type, to avoid leaving it in the computer at the end of class. It's your work, and you don't want to lose it.

Classroom/Online Behavior: You will be participating in traditional and/or computer-based class discussions this semester.

Please remember that you are always free to express your opinion on any subject, but you are not free to:

1. Be disrespectful of another person's opinion or attack someone else on personal grounds, even as a joke.
2. Be disrespectful of any religion, race, gender, age group, sexual orientation, or political position, even as a joke.
3. Use language which may be classified as obscene or profane.

Here are some helpful hints from an expert:

1. Identify passages that you like as well as passages you dislike. Explain why you think the passage is effective or ineffective. A writer's successes are potentially as instructive as his or her failures.
2. Avoid comments such as "I like this!" Instead, be specific: "I like the way your words paint a vivid picture!"
3. Avoid writing "I don't understand this sentence!" Instead, try to be as specific as possible about the cause of your confusion: "In this sentence, I can't tell who the word is referring to."
4. If you dislike a passage, ask questions or offer the writer suggestions as to how you think it might be changed: "Could this paragraph offer evidence to support your recommendation?" or "I think it might help if this paragraph described the machine a bit before telling us how to operate it."
5. Avoid you-assertions such as "You've lost me here." Instead, offer I-assertions such as "I'm confused here." You-assertions accuse the writer, whereas I-assertions describe the reader's ability to interpret and appreciate the writing.
6. Direct positive comments to the writer and negative comments to the writing. For example, avoid writing "This is a clear explanation!" Instead, focus on the writer's success: "I think you've done a terrific job of explaining this difficult idea." Similarly, avoid comments such as "I think you need to include more examples." Instead, focus on the failure of the writing: "I think this passage would be easier for me to understand if it included more examples."

(from Gong, Gwendolyn, Dragga. **A Writer's Repertoire**. New York: HarperCollins, 1995)

Unit One: The Early Romantics

Discussion of the Early Romantic period; research essay assignment; culminates with test

Unit Two: The Later Romantics

Discussion and assigned readings for the Later Romantic period; possible short writing assignment topic; culminates with test

Unit Three: The Victorian Poets

Discussion and assigned readings for the Victorian Poets period; possible short writing assignment topic; culminates with test

Unit Four: Victorian Drama and Novella

Discussion and assigned readings for the Victorian Drama and Novella period; possible short writing assignment topic; culminates with test

Unit Five: The Twentieth Century

Discussion and assigned readings for The Twentieth Century period; possible short writing assignment topic; culminates with test

Final Exam:

Comprehensive final exam requires that students implement the various analytical skills which they have learned during the course of the semester.

I. Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

II. Learning Resource Center

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

III. Student Email

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence should be through your Odessa College email account.**

IV. Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

V. Important School Policies

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, etc., can be found in the [Odessa College Student Handbook](#).

VI. Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
 3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

VII. Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and

- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

