Mountain View College

British Literature II
English 2323-63804
Spring 2020
January 21-May 14, 2020

Professor: Lisa Jackson
Email: LDJACKSON@DCCCD.EDU (Unless I have agreed ahead of time to accept it, any assignment sent to this e-mail address will be deleted without being read. I will respond quickly, however, to your questions and concerns.)
Office Phone Number: Let’s talk about this;-)
Office Number: W259
Office Hours: MW @ 1:30-4:00PM by appointment
Meeting Days & Time: TR@ 11:00-12:20
Room Number: W270
Credit Hours: 3 Lecture

Division: ARCO
Office Hours: 7:30AM-7:00PM
Office Phone: (214)860-8783
Office Location: E40

Course Description: This course is a study of works based on British authors writing in the 19th and 20th centuries. The genres will include science-fiction, horror, and fantasy. The focus is to examine not only the themes but also the socio-cultural context of those original works and, when appropriate, how contemporary adaptations have reinterpreted those notions. Students’ mastery of these concepts will be demonstrated by drafting argumentative essays.

Prerequisite: ENGL 1301 (Composition I) and ENGL1302 (Composition II)

Core Objectives:
• Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

• **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

• **Personal Responsibility Skills** – to include the ability to connect choices, actions and consequences to ethical decision-making

**Learning Outcomes**

After successful completion of this course the student should be able to

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 or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works 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.

**Course Materials/Supplies Needed**

- Earbuds—No, seriously. Bring them every day.
- **Recommended**: Merriam-Webster dictionary app (free) or paper copy
- All texts will be available digitally; nothing will be required for purchase.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Outlines (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Literary Analyses (4)</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Final Grade

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D (This grade does not transfer to most universities.)</td>
</tr>
<tr>
<td>0-59%</td>
<td>F (You will also fail high school English.)</td>
</tr>
</tbody>
</table>

### Description of Graded Work

**Frankenstein (Personal Responsibility) Analysis Guidelines**

Excellent Student

Professor Stellar

English 2323-63804

5 July 2019

Clever, Uniquely Titled Personal Responsibility Essay

Now that we have read and watched *Frankenstein*, you are going to write an argumentative essay of three full typed pages—with a line or two on the top of page 4—in MLA style (TNR font, size 12, double spacing, 1” margins, no cover page) that answers an ethical question about it. If you are already intimidated by trying to determine the question, just think about the primary conflict and the characters’ responses. If your brain seizes, you may ask me for guidance;-) In your essay, you must accomplish the following:

- **Decision Making**: Student states a position on the issue based on at least three points and offers an opposing view and counterargument supported with primary and secondary database sources. (This is your thesis/claim.)
• **Ethical Choices:** Student thoroughly discusses at least two sides of an ethical choice to be made. (This addresses the counterargument.)

• **Consequences:** Student identifies consequences and demonstrates a sophisticated understanding of the scope, complexity, and/or magnitude of the consequences. (This may be accomplished in any one of the body paragraphs.)

• **Evidence:** Student includes a Works Cited page that lists at least three database sources. The body of the essay includes a total of at least six quotations from the primary source and at least four citations from database sources.

Now is the time to begin asking questions☺

*Frankenstein (Personal Responsibility) Outline Template*

Excellent Student

Professor Jackson

ENGL 1301-63804

12 September 2016

*Frankenstein Essay Outline*

1. **Introduction**
   
   A. Broad statement about topic (I recommend that you leave this blank in the outline—*not* the essay.)
   
   B. More specific statement about the topic (Again, leave this blank in the outline but not the essay.)
   
   C. Transition sentence connecting opening statement to claim (This, too, may be left blank only in the outline.)
   
   D. You must type your clear, specific claim and three topics here: *In his essay “Shooting an Elephant” George Orwell proves that the practice of British*
colonization is unethical because it adversely affects the Burmese citizens, the animals there, and even the Imperial soldiers.

II. Topic Sentence of Body Paragraph One:
   A. Major Detail:
      1. Paraphrase from research source:
      2. Paraphrase from research source:
   B. Major Detail:
      1. Paraphrase research
      2. Paraphrase research

III. Topic Sentence of Body Paragraph Two:
   A.
      1.
      2.
   B.
      1.
      2.

IV. Topic Sentence of Body Paragraph Three:
   A.
      1.
      2.
   B. **Opposing View:** Colonized countries benefit from the intervention of the external government.

**Commented [L31]:** This claim has nothing to do with Frankenstein because I did not want to steal any ideas from you. What is does show, though, is that someone made an unethical decision and the three topics that support that point. You can also claim that an action or choice is ethical for three reasons.
1. Database paraphrase: At the time of Orwell’s writing, because of British rules that were admittedly not democratic or representative, the Burmese people experienced government that was orderly and usually fair (Windschuttle 19).
   a. Elaborate on the paraphrase.
   b. Elaborate more.

2. Rebuttal/Refutation: The benefits notwithstanding, the ability to choose—to make morally and ethically appropriate decisions—is often denied to both the natives and their oppressors in colonized countries.

V. Outcomes and Implications: Despite Orwell shooting the elephant, his relationship with the Burmese people would still be strained and hostile.
   A. Orwell would be unable to maintain the approval that came with the unique display of authority that he demonstrated.
      1. The Burmese people would have no reason to believe that Orwell is a friend to them, and they would resent his mere presence as a representative of a people who regarded the Burmese as “lesser persons and savages” (Shihada 93).
      2. Paraphrase from a database article
   B. The natives will still be subjugated by British.

VI. Conclusion
   A. Paraphrase claim here in this outline and include this info in the essay.
   B. Paraphrase major details here in this outline and include this info in the essay as well.
C. Provide insight/Explain the “big picture”. Leave this blank in the outline—not the essay. Your essay will lose considerable points if it does not have this element.

I have typed my sources right below this template because I’m trying to conserve a wee bit of space but remember that the Works Cited always begins at the top of its own page. You should paste your sources into my example, though, so that they are properly formatted.

Works Cited


Jekyll & Hyde (Critical Thinking) and Murder Mystery Analysis Guidelines

Excellent Student
Professor Stellar
English 130x-61xxx
16 April 2016

Clever, Uniquely Titled CT Essay

Now that we have read completed our Jekyll & Hyde unit (and when we are done reading/watching the murder mysteries), you are going to write a position essay of three full typed pages making a claim of your choosing, as long as it is connected to the story. In your essay, you must accomplish the following in order to receive full credit for the critical thinking component of the assignment.

• **Position**: Specific position is imaginative, taking into account the complexities of an issue. (This means that you have written a sophisticated thesis.) Limits of position are acknowledged. Others' points of view are synthesized within position (Basically, these two things are the discussion of the opposing view. Be sure to include the rebuttal/refutation.)

• **Explanation of issues**: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (This is the development of your three points.)

• **Evidence**: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
• **Conclusions and related outcomes**: (Other terms might be “implications and consequences”) Conclusions and related outcomes are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. (As a result of your points, what is likely to happen?)

• Additionally, your essay will earn the highest points in the component area of written communication if it meets the following criteria.

• **Context of and Purpose for Writing**: Demonstrate a thorough understanding of context, audience, and purpose of a proposal essay.

• **Content Development**: Use appropriate, relevant, and compelling content to illustrate mastery of a proposal essay.

• **Genre and Disciplinary Conventions**: Properly format and organize the essay in MLA style.

• **Sources and Evidence**: Incorporate at least four citations in the body from at least three library database sources and six quotations from the *Jekyll & Hyde*.

• **Control of Syntax and Mechanics**: Use graceful language that skillfully communicates meaning to readers with clarity and fluency, making almost no errors.

**Critical Thinking Outline Template**

Excellent Student

Professor Jackson

ENGL 1301-6182x

12 September 2016

Critical Thinking Essay Outline
I. Introduction

A. Broad statement about topic (I recommend that you leave this blank in the outline—not the essay.)

B. Transition sentence connecting opening statement to claim (This, too, may be left blank only in the outline.)

C. You must type your clear, specific claim and three topics here: More parents should home school their children because of academic freedom, religious freedom, and personal safety.

II. Topic of Body Paragraph One: Children who are home schooled enjoy academic freedom.

A. Major Detail: Students can pursue more elective coursework when they are homeschooled.

1. Quotation from story

2. Paraphrase from research source: In New Jersey, parents who home school are not required to submit any educational plans to their local public school system (Jalsevac).

B. Major Detail: In small group settings like a home school environment, less time may be required to cover core content than is necessary in a class of 25-30 students.

1. Paraphrase research

2. Paraphrase research

III. These students enjoy religious freedom.
A. Parents can incorporate Christian or other religious tenets into their course content.

1. According to Smithwick, problems that might be perceived as
temporal, like persistent financial insecurity, crime, and poor family
relationships are actually spiritual issues that could be resolved with a
return to the inclusion of Christian doctrine in the education system.

2.

IV. The likelihood of bullying is significantly less for home schooled students.

A. While they often have home school groups, the close proximity of parents
minimizes incidences of bullying.

1. 

2.

B. Opposing View: Bullying is far less likely, but child abuse may become

more problematic.

1. According to Larabell, the lack of oversight allows parents who abuse
their children to do so without repercussions (16).

2. Rebuttal/Refutation: However, the incidence of child abuse by parents
of students who are home schooled pales in comparison to the reported
incidents of bullying in public schools.

V. Conclusion

A. In short, students who are home schooled enjoy considerable personal and
academic success.
B. Academic and religious freedom, as well as personal safety promote that success.

C. Provide insight/Explain the “big picture”. Leave this blank in the outline—not the essay. Your essay will lose considerable points if it does not have this element.

Works Cited


Dahl (Visual Literacy) Guidelines

Excellent Student

Professor Stellar
Clever, Uniquely Titled Assessment Essay

Now that we have finished our unit on Roald Dahl, you are going to write a visual analysis of three full typed pages (five pages for honors credit) about an illustration or image that deals specifically with children. In your essay, you must accomplish the following in order to receive full credit for the visual interpretation component of the assignment.

- **Description**: Describe the physical image comprehensively demonstrating a full understanding of significant elements of the image.

- **Explanation**: Provide a well-developed explanation of the meaning or purpose of the image, fully supported by the evidence within the image.

- **Consequences & Implications**: Presents a detailed, sophisticated discussion of consequences and/or implications of the visual image’s meaning.

Additionally, your essay will earn the highest points in the component area of **written composition** if it meets the following criteria.

- **Context of and Purpose for Writing**: Demonstrate a thorough understanding of context, audience, and purpose of a visual analysis.

- **Content Development**: Use appropriate, relevant, and compelling content to illustrate mastery of the idea of visual analysis.

- **Genre and Disciplinary Conventions**: Properly format and organize the essay in MLA 8 style (Times New Roman font, size 12, single-sided printing, with each paragraph indented).
- **Sources and Evidence**: Incorporate at least two *paraphrases* from at least two library database sources into the “analysis” and “outcomes and implications” paragraphs.

- **Control of Syntax and Mechanics**: Use graceful language that skillfully communicates meaning to readers with clarity and fluency, making almost no errors.

**On the last page of your essay, before the Works Cited, paste a large size image of your object** so that I can better determine the accuracy of your analysis. While it would be fabulous if you used a color image, that is not required.

**Visual Literacy Outline Template**

Lisa Jackson

Professor Stellar

English 1301-61xxx

2 October 2019

Visual Analysis Outline

I. Introduction (Do not type anything here. Leave it alone.)
   A. Broad statement about topic (Leave this blank on the outline. You will definitely need to have it in your essay though.)
   B. Narrower statement about topic (Leave this blank on the outline but add it to the essay.)
   C. Transition statement connecting previous idea to thesis (Leave this blank on the outline, but add it to the essay.)
D. In this image, the illustrator shows that 19th century women belonged to their husbands and were subject to their abuse.

II. The artist provides several notable details that promote his point.

A. The man has his fist raised in front of the woman’s face.
   1. His mouth is in a straight, unsmiling line, and his brows are lowered.
   2. The boy stands behind the woman, clutching her dress, and the girl leans away from the man and into the woman.
   3. The girl is watching the man from the corner of her eyes with her arm bent at the elbow but raised in a defensive posture.

B. The woman cradles a baby in one arm, but has her other hand extended toward the table.
   1. The table is bare.
   2. The woman is near one wall and close to the corner of the room.
      a. This is not a position of strength.
      b. Rather, it undermines the possibility of defense.

III. The scene of a family in the kitchen has been set, and the illustrator has created a mood of hostility and fear that suggests that violence from the father is about to ensue.

A. Reasonable people might posit that the woman is a mother, who is asking her husband, the children’s father, about why their table is bare—either of food or of money, but this logical query is met with a physical threat by the head of the household.
Kay describes the details surrounding the acquittal in 1870 of Daniel McFarland.

a. Abby McFarland had lived separately from Daniel for sixteen months under the protection of Albert Richardson, eventually obtaining a legal divorce from McFarland in 1869 because he was an abusive alcoholic who could not hold a steady job (Kay 2027).

b. The fact that a jury acquitted McFarland of murdering his ex-wife’s lover was to famed feminist Elizabeth Cady Stanton, “a vindication of the husband’s domination over the wife, and indissoluble marriage as the equivalent of slavery (Kay 2028).

Despite her husband’s transgressions, a nineteenth century woman had little recourse under the law, even if she could find a protector.

B. Opposing View: Tragically, given the social attitudes of the day, it is possible that the illustrator was depicting effective disciplinary measures for wayward wives.

1. The Bible, which served as a guide for most people’s lives in the 19th century, teaches that “He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes” (King James Version, Pro. 13:24).

a. Because women were under their husband’s dominion in the same way as his children, a reasonable assertion could be that they, too, benefit from “his rod”.

2. **Refutation/Rebuttal:** Nevertheless, no Christian would believe that the scriptures support the practice of a man striking his wife with his fist and the wife docilely accepting it because Ephesians 5:25 further teaches, “Husbands, love your wives, even as Christ also loved the church, and gave himself for it.”

3. **Close of Counterargument:** That being the case, the artist clearly seeks to bring awareness to, and elimination of, this barbaric practice against which women had no legal recourse.

**IV.** Since it seems most likely that the artist seeks to impugn the practice of violence against wives, a possible outcome of viewing this image is increased numbers of women and even men who advocate for women’s rights.

**A.** Because gender inequality persists, some people do not realize that the Women’s Rights Movement actually began in the 19th century.

1. Elizabeth Cady Stanton organized the first women’s rights convention in 1848 (Barr 49).

2. Susan B. Anthony, who was also an abolitionist, soon became fast friends with Stanton and upheld the cause (Barr 50).

**B.** Another outcome is the ongoing advocacy for women by women and enlightened men.

1. Justice Ruth Bader Ginsberg, one of only nine women in her law school class of 500, became the first female member of the Harvard Law Review, and the second of only four women to serve on the US Supreme Court (“Ruth Bader Ginsburg”).
2. Until his death after 56 years of marriage, her husband, Martin, was her fiercest champion ("Ruth Bader Ginsburg").

V. Conclusion (Do not type anything here. Leave it alone.)

D. This image depicts the problem of 19th century women being subject to the violent whims of their husbands.

E. Women had few options and often little desire for attaining income outside of the domestic sphere because the societal construct promoted neither.

F. Insight (Leave this blank because you won’t know what you’ve discerned until the essay is complete.)
Works Cited


**Participation/Attendance:**
Punctual attendance at every class is a necessity. The structure of this course is dependent on the consistent presence of each class member for the entire class period each scheduled meeting night. For this reason, participation points are directly tied to attending class with the ability to access the texts, as well as asking questions and/or making relevant comments. (When you do your readings, write at least three questions and/or comments that you can discuss within your small group or with the whole class.)
Late Work Policy: Late work is NOT accepted, ever. It must be submitted in class by 11:10AM on the day it is due or before. It will not be accepted even one minute late, and the resulting grade will be 0. In the case of a certified health emergency (Documents must be submitted to verify this), please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

Makeup Exam Policy: N/A

School Sponsored Events: These activities do merit an “excused” absence, but any assignments due on the date of the event must be submitted on or before that due date. Written responses must be submitted in advance in order to earn points for any participation activities missed.

Electronic Devices: You will be expected to use your electronic device frequently to reference texts. Please abstain from using it for other purposes during class discussions.

Financial aid census date is February 3, 2020.

The withdraw date for this class is April 16, 2020.
If you withdraw from a dual credit course, it is not enough to see your high school counselor. You must also ensure that the dual credit office at MVC has withdrawn you, or you will end up with an “F” on your college transcript.

Institution Policies: Please visit www.mountainviewcollege.edu/syllabipolicies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.)
# Fall 2019 English 2322 Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>What's Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 1/21</td>
<td>Catch up with each other. Discuss the syllabus Read and analyze “Why We Crave Horror Movies”</td>
<td></td>
</tr>
<tr>
<td>Thursday 1/23</td>
<td>Begin watching Frankenstein.</td>
<td></td>
</tr>
</tbody>
</table>
| Tuesday 1/28 | Finish watching Frankenstein and discuss. Begin reading Frankenstein; Or, the Modern Prometheus  
This is an audio version with rolling text if you prefer. |                                 |
<p>| Thursday 1/30 | Continue reading Frankenstein.                                                        |                                 |
| Tuesday 2/4  | Continue reading Frankenstein.                                                        |                                 |
| Thursday 2/6  | Continue reading Frankenstein. Complete for hw in preparation for analysis next class. |                                 |
| Tuesday 2/11 | No Class (Prof J. in Austin) but: Read “The Whisperer in Darkness”.                   |                                 |
| Thursday 2/13 | No Class (Prof J. in Austin) but: Read “The Tyger” and “The Lamb”                    |                                 |
| Tuesday 2/18 | Analyze Frankenstein.                                                                 |                                 |
| Thursday 2/20 | Analyze Blake poems.                                                                  |                                 |
| Tuesday 2/25 | Watch Dr. Jekyll &amp; Mr. Hyde (Kanopy)                                                  | Frankenstein outline            |
| Thursday 2/27 | No Class (DCCCD Prof Dev) but: Read The Strange Case of Dr. Jekyll &amp; Mr. Hyde. Be prepared to analyze next class. |                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 3/5</td>
<td>Analyze Verses. Watch <em>Sherlock Holmes against Conan Doyle.</em></td>
<td><em>Jekyll &amp; Hyde</em> outline upload in eCampus by Friday 3/6 at 11:59PM (I will grade it and provide feedback by 3/10 at 11:00AM.)</td>
</tr>
<tr>
<td>Tuesday 3/10</td>
<td>GPISD Spring Break</td>
<td></td>
</tr>
<tr>
<td>Thursday 3/12</td>
<td>GPISD Spring Break</td>
<td></td>
</tr>
<tr>
<td>Tuesday 3/17</td>
<td>DCCCD Spring Break but work on <em>Jekyll &amp; Hyde</em> analysis</td>
<td></td>
</tr>
<tr>
<td>Thursday 3/19</td>
<td>DCCCD Spring Break but finish <em>Jekyll &amp; Hyde</em> analysis that’s due in eCampus on Sunday 3/22 by 11:59PM.</td>
<td></td>
</tr>
<tr>
<td>Tuesday 3/24</td>
<td>Begin watching <em>Crooked House.</em></td>
<td></td>
</tr>
<tr>
<td>Thursday 3/24</td>
<td>Finish watching <em>Crooked House</em> and analyze it.</td>
<td></td>
</tr>
<tr>
<td>Tuesday 4/7</td>
<td>Begin watching <em>An Inspector Calls.</em></td>
<td></td>
</tr>
<tr>
<td>Thursday 4/9</td>
<td>Finish watching <em>An Inspector Calls.</em></td>
<td>Murder mystery outline</td>
</tr>
<tr>
<td>Tuesday 4/14</td>
<td>Work on murder mystery analysis.</td>
<td></td>
</tr>
<tr>
<td>Thursday 4/16</td>
<td>No Class (Prof J. in Philly) but work on murder mystery analysis</td>
<td></td>
</tr>
<tr>
<td>Tuesday 4/21</td>
<td>Listen to <em>Matilda.</em></td>
<td>Murder mystery analysis</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Continue listening to <em>Matilda</em>.</td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Finish listening to <em>Matilda</em> and analyze it.</td>
<td></td>
</tr>
<tr>
<td>4/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Begin watching <em>The Fantastic Mr. Fox</em>.</td>
<td></td>
</tr>
<tr>
<td>4/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Continue watching <em>Mr. Fox</em>.</td>
<td></td>
</tr>
<tr>
<td>5/5</td>
<td><em>Dahl outline</em></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Finish watching <em>Mr. Fox</em> and analyze it.</td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td><em>Last day of class</em></td>
<td></td>
</tr>
<tr>
<td>5/12</td>
<td><em>Dahl analysis</em></td>
<td></td>
</tr>
</tbody>
</table>