Engl 2323 – British Literature II Syllabus
Mountain View College

Instructor Information
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Division Office and Phone: ARCO - 214-860-8830

Course Information
Course Title: British Literature II
Course Number: ENGL 2323
Section Number: [example: 55751]
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: C 107 (7:35 – 9:11) & (9:18 – 10:58)
Last Day to Withdraw: 4/16/20

Course Prerequisites
English 1301 & 1302 and TASP/Alternative Assessment Standard in Reading and Writing must be met.

Course Description
A survey of the development of British literature from the Romantic period to the twentieth 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.
This course is intended to serve as an introduction to British literature from the Romantic Period to present. Much attention will be paid to the critical reading of the literature, and there will be many assignments. As is generally recommended for college work, for every hour you are in class, two hours should be spent outside of it studying. This may seem like too much work at first, but it will help you immensely later in your academic career, as writing is a task that transcends past all subjects, and is used on a daily basis. Remember this as you navigate through
the course: the work you do here will bear directly on how hard or easy your academic life will be later in your career.

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

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

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

Required Course Materials

*The Norton Anthology of English Literature, volume D-F*, tenth edition; GoogleDocs Account; Access to Black Board Handouts
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**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. You will be evaluated based upon the quality of your writing and critical thinking ability.

- 15% Quizzes
- 20% Paper 1
- 25% Paper 2
- 15% Midterm
- 25% Final

**Total: 100%**

Late work is not accepted. No exceptions. If you have a school-related activity, work must be turned in early. And any school related tardiness must be told to the professor 48 hours in advance.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
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**Assignment must be formatted as follows when submitted:**

1” margins all around
Double Spaced
Times New Roman, 12 font
Description of Graded Work

**Quizzes:** The reading quizzes each have 5 short answer questions given in the first 5 minutes of class.

**First Paper:** The first paper is a 1,500-word report that must be written as an academic paper.

**Final Paper:** The final paper is a 1,000-word report that must be written as an academic paper that analyzes a piece of art and compares it to a piece of literature read in our class.

**Midterm and Final:** Both midterm and final will have 25 Multiple choice questions, along with two short answer questions and an essay.

**Attendance and Your Final Grade**
All class sessions are important for the successful completion of this course. After 5 Absences, each additional absences will take 10 points off final grade.

**Late Work Policy**
No late work is accepted. Ever. If you have a school-related activity, work must be turned in early. And any school related tardiness/absence must be told to the professor 48 hours in advance.

**Institutional Policies**
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.
[Mountain View Institutional Policies](http://www.mountainviewcollege.edu/syllabipolicies)

**Course Schedule**
**Explanations of Calendar:**
To simplify A and B day confusion, I have broken classes down into 1 (the first day I see you that week) and 2 (the second day I see you that week). IF I SEE YOU ON A Friday, and we have already covered the material for the week, the class will be either peer review or writing
days, depending on schedule. If there are peer reviews, an announcement will be made in class and/or via Black Board

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus as necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Assignments Due</th>
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</table>
| 1/6  | 1/6  | 1- Opening Day, discuss syllabus  
2- *Sentimental Journey* opening – *In the Street, Calais* | Prompt 1  
*Sentimental Journey is an eBook.* |
| 1/13 | 1/13 | 1 - *Sentimental Journey* – *The Gloves*  
2 – *Sentimental Journey* - *Le Patisser. Versailles* |  |
| 1/20 | 1/20 | M – Holiday  
1 - *Sentimental Journey* – *The Fragment. Paris*  
2 - Finish *Sentimental Journey* |  |
| 1/27 | 1/27 | 1 – William Blake p. 118 – 148  
2 - Lord Byron p. 672-704 |  |
| 2/3  | 2/3  | 1 – Percy Shelley, p. 793-819  
2- Shelley 819 - 831 |  |
| 2/10 | 2/10 | 1 - Keats 935-950  
2 - Tennyson p. 1161 – 1177 / Peer Review |  |
| 2/17 | 2/17 | Monday – No School  
1- Stevenson p. 1677 - 1696  
2 - Stevenson p. 1696-1719 |  |
| 2/24 | 2/24 | 1 - Rossetti p.1496 – 1508  
2 – Wilde p. 1733 – 1749 | Paper 1 Due 2/28  
Prompt 2 |
| 3/2  | 3/2  | 1 – Wilde p. 1749 – 1767  
2 – Wilde p. 1767 - 1780  
Friday – No class |  |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Pages</th>
<th>Notes</th>
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<tr>
<td>3/9</td>
<td>Spring Break</td>
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<tr>
<td>3/8</td>
<td>1 - Doyle p. 1831 - 1848 Midterm</td>
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<td>4/6</td>
<td>1 – <em>Dubliners, The Sisters</em>, <em>An Encounter</em> 2- <em>Dubliners, Araby</em>, <em>Eveline</em></td>
<td>Dubliners is an eBook</td>
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<td>4/12</td>
<td>1- <em>Dubliners, Two Gallants</em> / <em>The Boarding House</em> 2 – –<em>Dubliners, Clay</em>, <em>Mother</em></td>
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<td>4/13</td>
<td>Monday – No School 1 – <em>Dubliners, The Dead</em> 2- Atwood p. 2969- 2980</td>
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<td>4/14</td>
<td>1 – <em>Watchmen</em> 2 - <em>Watchmen</em></td>
<td>Watchmen Link can be found online. Essay Due</td>
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<td>4/27</td>
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Tips for Student Success

Use the full amount of time allotted for each assignment and do not procrastinate. I do not teach a “blow-off” class. Any course, freshman or higher, “general ed” or major, should be approached with diligence and urgency. It is extremely easy to keep up with this class, but if you fall behind for whatever reason, legitimate or irresponsible, and do not make an effort to catch up quickly, it will be difficult to keep up. The major assignments make sense only when completed in order.

Approach the course with an open mind and a willingness to learn. College education is much more than job training; it implies a certain intellectual growth and standard beyond the sheer pragmatics of any career field. The critical thinking skills fostered in ENGL 2323 are paramount to social and cultural life, especially in an environment that is increasingly anti-intellectual and irrational. In other words, this is not a meaningless hoop to jump through.

Make a consistent, genuine effort and you will find me easygoing and accommodating. I understand that most of you are responsible for more than just school; thus, I am happy to work things out. However, these other responsibilities are not an excuse for a lack of effort. Habitual skipping, late or missing assignments, ignorance of or ignoring instructions, notes, due dates, or comments, or contempt for the class or education will be met with equal apathy on my end.