



ENGL 2323: 047 British Literature II F2F

Course Syllabus: Spring 2021

"Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	11:10-12:00	11:10-12:00	11:10-12:00	11:10-12:00	11:10-12:00	email

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description:

3 credit hours.

Lecture/Lab/Clinical: Three hours each week.

This course is a survey of the development of British Literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite(s): ENGL 1301 Composition I

Student Learning Outcomes: Upon successful completion of this course, students will:

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.

Evaluation/Grading Policy:

Students will earn their grades as follows:

Discussions	20%
Response Journals	20%
Critical Essays (3)	60%
Course Evaluation	1%

Instructional Materials: Longman Anthology of British Literature V22 with 2A, 2B, and 2C

Optional Instructional Materials: None

Minimum Technology Requirements: Students should have reliable access to a stable internet connection. Students are provided with access to Microsoft Office via My Eagle account. The IT department sends an email at the beginning of each semester with instructions for students to access this software.

Required Computer Literacy Skills: Students should be comfortable using word processing and slide show software.

Course Structure and Overview: Each lesson in this course builds on previous lessons. Consequently, a student's successful completion of the course depends on attentive reading and viewing of all preparatory lesson materials before attempting lesson assignments. Because concepts presented in the course are cumulative, it is important not to skip materials or lessons. If a student cannot submit work for a particular lesson, s/he should still read/view the materials to prepare for future lessons.

Communications: Students may contact me through email or in person. I will respond to emails sent Monday-Friday noon within 24 hours. Weekend messages will more than likely be answered Monday.

Institutional/Course Policy:

Assignments will be graded and returned within 72 hours. Essays will be returned within a week. All papers must be typed in MLA format.

Students will write three critical essays for this course. The instructions for each will be given prior to the assignment of said essay.

Discussions will be both in person and online. Students are expected to actively participate in class discussions. Discussions and peer responses should be posted by the due dates listed on the calendar. Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on all boards is required and postings will be evaluated per board: relates to social customs or themes, cites two specific examples (quotes with in-text citations) from the reading, discusses at a critical level, and meets minimum length (300 words and error free). Replies to other's postings will be evaluated as follows: comments on two original posts and one reply post; adds additional information, explanation or examples; meets minimum length (100-150 words and error free).

Reading Response Journals: Students will respond to videos and resource material regarding reading material. Journal discussions will include things the students found interesting, surprising, or shocking. Students will discuss the writer's background and how it played a role in his writing and any other relevant material. Entries should be a minimum of 300 words with specific examples and in-text citations.

Late work: Late work submission is accepted only with prior arrangements with teacher. With school related absences (early dismissal for travel), work should be submitted prior to the student leaving campus.

Attendance:

Attendance in a college face to face course is expected. Absences should be kept to a minimum. Lack of attendance will factor in to the discussion grade for the course since students cannot participate in class discussions when not in attendance.

Course withdrawal:

It is the student's responsibility to drop a course or withdraw from the college. The final date to withdraw will be in the calendar. Dual enrollment students must contact Mrs. Harrison prior to withdrawing in order to check for a possible schedule change.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):

Week 1: January 19-22

Welcome, introduction, syllabus

Week 2: January 25-29

William Blake selections; response journal 1; discussion 1

Week 3: February 1-5

Robert Burns selections; reading response journal 2; discussion 2

Week 4: February 8-13

William Wordsworth materials; Reading response journal 3; discussion 3

WINTER BREAK

Week 5: February 22-26

Samuel Taylor Coleridge selections; reading response journal 4; discussion 4

Week 6: March 1-5

John Keats selections; reading response journal 5; discussion 5; Critical Essay #1 Rough Draft March 1, peer reviews March 3, and final draft March 5

Week 7: March 8-12

Alfred, Lord Tennyson and Robert Browning materials: reading response journal 6; discussion 6

Week 8: March 15-19

Emily Dickens material; reading response journal 7; discussion 7

Week 9: March 22-26

Sir Arthur Conan Doyle material; reading response journal 8; discussion 8

Week 10: March 29-April 2

Lewis Carroll selections; reading response journal 9; discussion 9

Week 11: April 5-9 LAST DAY TO WITHDRAW 4/8

Oscar Wilde materials; reading response journal 10; discussion 10; Critical Essay #2—rough draft April 5, peer reviews April 7, final draft April 9

Week 12: April 12-16

Joseph Conrad materials; reading response journal 11; discussion 11

Week 13: April 19-23

Thomas Hardy materials; response journal 12; discussion 12

Week 14: April 26-30

James Joyce materials; reading response 13; discussion 13

Week 15: May 3-7

T.S. Eliot selections; reading response journal 14; discussion 14; course evaluation

Week 16: May 10-13

Critical Essay #3—rough draft 10, peer reviews May 11, and final draft May 12

Appendix A

EVALUATION CRITERIA FOR WRITING ASSIGNMENTS

Grade	Criteria
90-100	<p>The essay provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.</p>
80-89	<p>The essay provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the essay topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation, and spelling are correct.</p>
70-79	<p>The essay shows a basic understanding of the demands of essay organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.</p>
60-69	<p>The essay provides a response to the topic but generally has no overall pattern of organization OR begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The essay has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.</p>
Below 50	<p>The essay suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.</p>