Overview and Expectations:

This course is a survey of British/World Literature from the Renaissance through the Romantic Era. Students will read, narrate, and discuss novels, essays, poems, and plays responding to each work with a close-reading style essay ranging from 300 words to 1000 words. This course will explore, compare, and contrast the portrayal of nature, religion, society, and love.

Students may not use or reuse previous essay work.

Required Resources:

*Tale of Two Cities*
*Frankenstein*
*Dracula*
*Great English Essays; from Bacon to Chesterton*, Bacon, Swift, Lamb
*Pride and Prejudice*
*English Romantic Poetry; An Anthology*, Blake, Lord Byron, Shelley, Keats
*Christopher Marlowe; The Complete Plays, Doctor Faustus*
*Moliere; The Misanthrope, Tartuffe, and Other Plays, Tartuffe*

English 2322 is designed to meet the requirement of a college sophomore literature course. The course employs critical thinking and writing skills in the analysis of a wide variety of selected readings.

Prerequisites:

Completion of ENGL 1301 and ENGL 1302 with at least a “C.”
Learning Outcomes:

Upon successful completion of this course, British Literature I, the student will be able to do the following:

1. Explain the development of literary techniques and genres, representative authors and works, and characteristic perspectives or attitudes expressed in literature of different periods or regions.
2. Recognize, through discovery of the recurring themes, the basic issues which mankind has expressed concern through different literary periods.

Course Requirements:

- Reading Assignments:
  Students are required to read all assigned selections from the text, to do outside reading when assigned, and to be ready to report the findings of their reading.

- Writing Assignments:
  Students will write close-reading response essays, ranging from 300 to 1000 words. These may be assigned throughout the reading or upon completion of a text.

Main Course Objectives:

To perfect:

- Critical thinking and analysis of authors’ styles, intents, themes;
- Close reading of idea-rich wording;
- Academic writing, i.e., clear, coherent, confident, and effective written communication.

How will this be achieved?

The writing will sometimes take on a journaling feature as students practice reflecting on assigned readings. At other times writing will move to formal essays. Formal essays use the “close-reading” approach to writing, in which a student reads the portion (a few lines to a paragraph) of the text over and over again and asks questions of the author. From this pondering, the students begin to compose thoughts about the question and the author’s response. This should be demonstrated orally prior to writing, so the students can see the intensity and perseverance needed to keep going back to the text. In the coursework, there is a document online, “Writing a Close Reading Essay,” which explains this process (ASI).
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<tr>
<th>Assignment/Date</th>
<th>Objective</th>
<th>Text Support</th>
<th>Writing Outcome</th>
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<tr>
<td>1 August 27 – August 31</td>
<td>The student will read and extract themes from each poem. Explain how each poet creates word pictures, depicts themes, and conveys emotion.</td>
<td><em>The Penguin Book of Renaissance Verse</em>: Sir Walter Raleigh’s “As You Came from the Holy Land,” page 247; Ben Jonson’s “Why I Write Not of Love,” page 340; John Milton’s “On May Morning,” page 449; and one poem of your choosing by a different poet.</td>
<td>The student will write at least a 500-word essay explaining the objectives. Due August 31 by 11:59 p.m.</td>
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<td>2 September 4-21</td>
<td>The student will explore Dickens’ exposition of the plot, trace the plot movement, and character development, and analyze his denouement.</td>
<td><em>Tale of Two Cities</em>: the entire text will be read over a three-week period.</td>
<td>The student will write at least a 750-word essay exploring the objectives. For example, Dickens’ famous antithesis begins the text. A student could focus an entire essay just on this element or may be broader, touching on each facet of the objectives for this text. Due September 28 by 11:59 p.m.</td>
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<td>3 September 24-October 5</td>
<td>The student will explore various themes from the text.</td>
<td><em>Frankenstein</em>: the entire text will be read over a two-week period.</td>
<td>The student will write at least a 500-word essay exploring two to three of the main themes. Due October 12 by 11:59 p.m.</td>
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<td>4 October 8 - 31</td>
<td>The student will explore Stoker’s style/presentation of this text, and his use of allusions, specifically Shakespeare allusions.</td>
<td><em>Dracula</em>: This text will be read over a three and a half-week period.</td>
<td>Before reading this text, write at least a 300-word essay explaining what you expect in this book, e.g., various vampire myths, etc. Upon completing the text, write at least a 750-word essay arguing against your initial presumptions. How does Stoker’s presentation of this</td>
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<td>6 &amp; 7</td>
<td>November 5-27</td>
<td>The student will explore gender roles and ideas about marriage from this text.</td>
<td><em>Pride and Prejudice</em>: This text will be read over a two and a half-week period (excludes Thanksgiving Break).</td>
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<td>8 &amp; 9</td>
<td>November 29 &amp; 30</td>
<td>The student will contrast Romantic Poetry genre from the other poetry read this semester. The student will also highlight figurative language.</td>
<td><em>English Romantic Poetry; An Anthology</em>: “Song of Innocence,” by William Blake, 1; “What We Two Parted,” by Lord Byron, 112; “Hymn to Intellectual Beauty,” Percy Bysshe Shelley, 145; “Lines on the Mermaid Tavern,” by John Keats, 221.</td>
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| December 3-7 | “Dead Week” | The student will read two plays for mere enjoyment. At Ambleside, one of these plays will be selected for performance in February. | *Dr. Faustus* by Christopher Marlowe  
*Tartuffe* by Moliere | The student will utilize knowledge gained this semester to enhance the reading of these two plays. |
The student will demonstrate what he/she has learned this semester. Be prepared to write about a specific theme or idea.

All course materials.

This will be at least a 1000-word essay.

Your semester work comprises 80% of your grade. Your final examination will make up 20% of your final score. Grades are determined using a rubric system on essays, containing six areas of measurement:

1. Content (70%)
2. Organization (5%)
3. Language/Coherence (5%)
4. Spelling, Grammar, and Mechanics (5%)
5. The Writing Process (5%)
6. Growing in Skill/Style (5%) (see website below for figurative language):


Your lowest score will be dropped, and you may resubmit one edited version of any assignment for an additional five points added to your score (except the final exam).

**Office Hours:**

If you have questions or concerns, I am available at Ambleside School of San Angelo from 2:30 to 3:15 Monday through Thursday, or you may call or text me at 325-374-9802.
Per ASU’s Requirements, please read the following statements:

**Academic honesty:**

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.

See the Angelo State University Student Handbook, Part II B: Academic Integrity for more information.

**Academic Integrity**

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Student Disability Services:**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting:
Ms. Dallas A. Swafford
Director of Student Disability Services

- 325-942-2047
- dallas.swafford@angelo.edu
- Houston Harte University Center

**Title IX Statement**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator:

Michelle Nicole Boone, J.D.
Director of Title IX Compliance

- Michelle.boone@angelo.edu
- 325-486-6357
- Mayer Administration Building 204

**Student Absence for Observance of Religious Holy Days:**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Incomplete Grade Policy:**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.