

**ENGLISH 2321 Introduction to British Literature**  
**Prerequisite: English 1301**

**Instructor:** Elizabeth SoRelle, M.A.  
**Location:** Wall High School Room 200  
**Office Hours:** 1:10 - 2:40 6th period alternates and 2:45 - 3:30 daily  
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**Email:** [elizabeth.sorelle@wallisd.net](mailto:elizabeth.sorelle@wallisd.net)  
**Class Times:** 8:00 - 9:25, alternates 1st period and 2nd period  
 9:30 - 10:25 daily (3rd period)  
 10:30 – 12:00, 5th period  
 1:10 – 2:40, 7th period

**GOALS AND OUTCOMES**

Using examples from the best of the British literary tradition, this course teaches you how to read and write about literature at the college level. In addition, you will learn to analyze literature using basic literary theories, including formalist/close reading, biographical analysis, historical/cultural analysis, psychoanalysis, mythological/archetypal patterns, feminist theory, and reader response theory. Sophomore literature outcomes will be measured by various assignments, including the composition of literary analysis.

**ASU LEARNING OBJECTIVES**

Core Objective	Student Learning Outcome
<i>Critical Thinking</i>	Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.
<i>Communication</i>	Students will develop, interpret, and express ideas through effective written communication. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.
<i>Teamwork</i>	Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples. Students will demonstrate mastery in reading quizzes, written analyses, or examinations.

<p><b><i>Personal Responsibility</i></b></p>	<p>Students will demonstrate the ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences. Students will demonstrate mastery in written reflection on public reading or lecture.</p>
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## **REQUIRED TEXTS**

Please purchase the following texts. We will read them in the order they are presented below.

Heaney, Seamus. *Beowulf: A New Verse Translation*. New York: Farrar, Straus and Giroux, 2000. **ISBN-13:** 978-0374111199

Shakespeare, William. *Macbeth: No Fear Shakespeare*. Sparknotes, 2003. **ISBN-10 :** 1586638467 **ISBN-13 :** 978-1586638467

Austen, Jane. *Pride and Prejudice*. New York: Penguin, 2002. **ISBN-13:** 978-0141439518 **ISBN-10:** 9780141439518

## **REQUIRED MATERIALS**

- something to take notes in
- something to keep handouts in
- Colored pencils, pens, OR highlighters with at least five different colors (personal to keep with you at all times)

## **COURSE OUTLINE**



### **Unit 1: Introduction to Literary Analysis**

Responding to literature at the college level is a little more intense than what you might be used to. Get ready to play the role of literary expert, as we discover how to dig deep into both reading and writing about literature. We'll start by explicating small excerpts from novels and then move to chapters, short stories, and poetry. By the end of the unit, you'll be analyzing literature like a pro!

## Unit 2: Introduction to Literary Criticism

Did you know that you can read literary works through a variety of different lenses? In this unit, we'll examine some of the basic ways to analyze literature: formalist/close reading, biographical analysis, historical/cultural analysis, psychoanalysis, mythological/archetypal patterns, feminist theory, and reader response theory. We'll apply each lens to a fairy tale. Like Unit 1, this unit will be foundational for the rest of the course.



## Unit 3: *Beowulf* and the Epic Hero

In this unit, we'll apply the skills we learned in Units 1 and 2 to the famous epic poem, *Beowulf*. We'll examine *Beowulf* through the lens of mythological/archetypal patterns and feminist theory. What makes Beowulf the perfect archetypal hero? What is the role of women in the poem? Do women have any power and if so, how do they support the epic hero? And of course, we'll read the poem to value it as an example of skillfully written poetry.

## Unit 4: *Macbeth* and the Perfect Drama

In this unit, we'll continue to apply our skills but this time to a famous Shakespearean drama entitled *Macbeth*. We'll examine the play through an historical lens and analyze Shakespeare's use of language. We'll also use both feminist theory and psychoanalysis to examine the power play between Macbeth and Lady Macbeth. After reading the play in its entirety, we'll have a little fun by performing a shortened version of the play in class.



## Unit 5: *Pride and Prejudice* and Reader Response Theory



We'll wrap up our semester reading one of the most beloved British novels of all time, *Pride and Prejudice*. Not only will we analyze the novel in light of its narrative genius, but we'll look at its enduring value as a novel in pop culture today. We'll look at a parody of the novel entitled *Pride and Prejudice and Zombies*, which is both a film and a novel. What qualities make a novel remain popular over hundreds of years?

## **ATTENDANCE POLICIES / MAKEUP WORK**

### **Attendance:**

It goes without saying that the best way to learn is to be in class. However, as busy high school students, you will often be away at events. You are responsible for completing the work **BEFORE** you come back to class, **UNLESS** you make arrangements with me first. To help you complete this task, all assignments with instructions are posted in Google classroom. Communication with me is key. **All major assignments are due on the day posted regardless of whether you are in class or not.**

### **Assignments:**

All assignments will be posted in Google Classroom. An overview schedule can be found under WHAT TO DO TODAY under the appropriate date. All other materials are posted topically underneath that. A live calendar is also posted; however, it is subject to change. I do not change the calendar unless it benefits you.

### **Late work:**

I do not accept late work. Assignments are due at the beginning of the class period. **All major assignments are due on the day posted regardless of whether you are in class or not.** If you have a medical emergency, contact me immediately.

### **Extra credit:**

Every so often I offer extra credit in the form of something FUN. Keep your ears and eyes open for opportunities.

## **COURSE REQUIREMENTS**

College-level courses may include controversial, sensitive, and/or adult material. You are expected to have the readiness for college-level rigor and content.

**Major Assignments** – Major assignments include essays, tests, and formal presentations.

**Minor Assignments** – Minor assignments include a wide variety of activities, including but not limited to participation, in-class writing practice, homework readings and reading responses, peer review, and grammar exercises.

**Quizzes** – In order to show mastery over certain concepts, you will take quizzes throughout the semester. You will always be given advance notice of quizzes.

## Class Assessment / Grading

	Percentage of Total Grade	Total # of Assignments in Category
Major Assignments	50%	4-6
Minor Assignments	10%	15+
Quizzes	40%	10+

As per the standard in college classes, you should expect to spend 2.5 hours outside of class for every hour in class. This is a three hour course which means you should spend, on average, 7.5 hours per week outside of class on this course.

Should TurnItIn not be working at the time the assignment is due, you should be prepared to email the assignment in an attachment to me along with an explanation of the issue. Neither of these issues excuse you from turning in assignments on time. You should email that assignment to me BEFORE the deadline for that assignment and inform me of the issue.

### **OTHER**

#### **Students with Disabilities**

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

Phone: 325-942-2047

Email: [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

Location: 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 2

Email: Michelle.boone@angelo.edu  
Phone: 325-486-6357  
Location: Mayer Administration Building 204

### **Absences for Religious Holidays**

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 Grading 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.

## **STUDENT CONDUCT POLICY**

### **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

### **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 on 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.