PLEASE NOTE: THIS SYLLABUS IS FROM A PREVIOUS CLASS
THE SYLLABUS FOR CURRENT CLASSES WILL BE SIMILAR, BUT READINGS AND ASSIGNMENTS WILL LIKELY CHANGE
USE THIS SYLLABUS TO GAIN AN IDEA OF THE CLASS STRUCTURE AND EXPECTATIONS

Great Basin College

Course Syllabus

Fall 2011

English 449B Online

British Literature II

The Romantic Period to the Present

Professor Susanne Bentley

Office Hours:

Office: Room: MH122

Phone: 775-753-2358

e-mail: susanne.bentley@gbcnv.edu

Course Description: Reading and discussion of major British authors from the Romantic Movement to the present.

Credits: 3

Prerequisites: A 200-level literature course or instructor’s approval


If you decide to purchase *Great Expectations* separately, be sure to buy the Norton critical edition listed above. If you purchase a different edition of the book, the page numbers for the assignments will be different from those that appear on the syllabus. You will be responsible for figuring out what you need to be reading and when. You will also not have access to the supplemental reading in the book.

**Additional Required Reading:** Norton Anthology Online and illustrative material as assigned.

--------------------------------------------------------------------------------------------------

**COURSE OBJECTIVES:**

1. To present the chronological study of British literature from around 1785 through the present.

2. To introduce the student to the various genres, movements, and styles of literature found within the chronological period

3. To acquaint the student with the historical, religious, social, intellectual, and economic influences affecting British literature and the English language.

4. To develop the rhetorical skills taught in an upper-division English course,

5. To build on the student’s skills in argument development and critical analysis

6. To help students recognize form and pattern in literary works as a means of understanding their meanings.

7. To help students understand the influence of race, class, and gender on literature and interpretation.

<table>
<thead>
<tr>
<th>Learner Outcome</th>
<th>Measurement</th>
</tr>
</thead>
</table>
| 1. Know the chronology of each literary period covered by the course and be familiar with the historical, political, literary, religious, and economic forces occurring in those periods. | • Evaluation of communication with instructor and other students in discussion postings  
• Evaluation of weekly writing assignments  
• Quizzes and exams |
2. Demonstrate comprehension of basic historical, religious, social, intellectual, and economic influences on British literature and on the English language.

- Formal Essays evaluated by rubric
- Evaluation of communication with instructor and other students in discussion postings
- Evaluation of weekly writing assignments
- Quizzes and exams

3. Recognize and evaluate form and pattern in literary works and identify their contribution to the work and its meaning.

- Formal Essays evaluated by rubric
- Evaluation of communication with instructor and other students in discussion postings
- Evaluation of weekly writing assignments
- Quizzes and exams

4. Demonstrate rhetorical skills appropriate for an upper-division English course.

- Formal Essays evaluated by rubric
- Evaluation of communication with instructor and other students in discussion postings
- Evaluation of weekly writing assignments
- Quizzes and exams

5. Demonstrate skill in argument development and critical analysis of literature

- Formal Essays evaluated by rubric
- Exams

6. Evaluate and demonstrate understanding of the influence of race, class, and gender on literature and ideas in eighteenth, nineteenth, and twentieth-century thought, especially in terms of the society and culture.

- Formal Essays evaluated by rubric
- Quizzes and Exams

7. Integrate knowledge of various literary periods and synthesize
Methods Instruction: Internet lectures, conferences, group activities.

Course Policies: This is a 3-credit, senior-level course. Your writing will display a level of critical thinking; intellectual engagement with the texts; and correct grammar, punctuation, and syntax appropriate to that level. As a student in this class, you should be prepared to spend at least nine hours a week reading and preparing assignments. It is essential that you commit yourself to this degree of involvement to be successful in this course. The specific assignments and requirements for the class are explained in detail in the Assignment Drop box.

Assignment format:

Please save your writing as Microsoft Word (also known as Word) files. I do not have access to any computer that has Works. If you send a Works file, I will send it back and ask you to resave and resend.

Paper Format: Use 12-pt. type, double space, and check for grammar and spelling errors for everything you do in class. This includes e-mail messages and discussion postings. Papers must follow MLA format.

Online Discussions and Group Activities: You will be responsible for participation in online discussions each week. Assignments may include individual responses and group activities. You will be assigned a discussion group.

Attendance: Although this course is delivered online, you are expected to make the same commitment to participation as an on-campus course. You will log on to the site at least two times per week. Class discussion will take place online; postings to the discussions and responses to other students’ postings will be part of your grade. You may also be expected to respond to the drafts of your classmates.

Participation and Late Work: Class participation is an essential part of English 449B, so regular participation and keeping current with the assignments will be figured into the final grade.
**Late assignments will not be accepted.** There is a cut-off date for each assignment. Once this date is past, you cannot turn an assignment in to the Drop box.

**ACADEMIC INTEGRITY POLICY**

I have no tolerance for cheating or plagiarizing another author’s work.

You are expected to be honest. Acts such as cheating and plagiarism are violations of the University of Nevada System’s code of conduct as well as violations of the standards of intellectual honesty. Students who violate these standards are subject to consequences ranging from failure of this class from to dismissal from the academic institution.

Academic dishonesty is defined as an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty will not be tolerated in this class. Any evidence of academic dishonesty/plagiarism in this course will result in a failing grade on the assignment and/or a failing grade for the course. Any act of cheating will be forwarded to the Vice President for Student Services and will be noted in your permanent record. You should be aware that acts of academic dishonesty may mean potential suspension/expulsion from the institution and are considered serious offenses. If you are ever uncertain about your use of another person’s work (ideas, language, data, etc.), you **must** come to see me about it.

Acts of academic dishonesty include, but are not limited to, the following:

- **CHEATING**—unauthorized copying or collaborating on a test or assignment, or the use or attempted use of unauthorized materials;

- **TAMPERING**—altering or interfering with evaluation instruments and documents;

- **FABRICATION**—falsifying experimental data or results, inventing research or laboratory data or results for work not done, or falsely claiming sources not used;

- **PLAGIARISM**—representing someone else’s words, ideas, artistry, or data as one’s own, including copying another person’s work (including published and unpublished material, and material from the Internet) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own;
ASSISTING—assisting another student in an act of academic dishonesty, such as taking a test or doing an assignment for someone else, changing someone’s grades or academic records, or inappropriately distributing exams to other students.

The Internet creates temptations to steal others’ ideas and words from the vast resources on the available on-line. Do not give in to this temptation unless you are willing to cite your sources completely. Remember, if you found something on the Internet, I can find it too. I have a computer program that will search for plagiarism, and I use it often.

Academic honesty is paramount to your success in college. If you are unsure about the definition of plagiarism, please come see me, and we will discuss your concerns.

**Grading policy:**

1. Mid-Term Exam.........................15%
2. Three Critical Papers...............20% each
3. Final Examination..................... 10%
4. Discussion postings and group activity participation ................15%

My personal goal is to see you succeed in this class while enjoying a challenging and exciting learning experience. I am very excited about teaching British Literature, and I want our class to enjoy making discoveries together about some exceptional writing.

ADA Statement: Any student with a disability requesting accommodations is requested to contact the Student Services Office in Elko at 753-2271 as soon as possible. If you have concerns or academic problems, or if you feel you need special assistance, please discuss all matters with me as soon as you can.
Assignments


Always read the biographical headnotes that appear at the beginning of each author’s work.

All readings below are required.

Readings marked “Browse”:

Because we have a great deal of reading to do, you will also be directed to “browse” some assignments. This means that I want you to have a basic understanding of the information contained, but you do not need to read it closely. You will not be held accountable for this information on exams or in papers.

Literary terminology appears in the back of each anthology.

Our companion Website is Norton Topics Online (marked NAEL in the syllabus). You will be assigned readings from this site:

http://www2.wwnorton.com/college/english/nael/romantic/welcome.htm

- Links for required reading appear for each reading assignment. You are required to read the page that appears in the link.

- Additional links may appear, and they will provide good background information, but these will not be required reading. Quite often the “Texts and Contexts” link will take you to background information related to texts that we are reading, and I highly recommend these.

- You can also scroll down to “Audio Reading” and hear some of the poems that we are studying.

Our textbooks each contain a section of artwork from each period. Be sure to review these as you read to enrich your understanding of cultural and intellectual trends that dominated each period.
Week 1 (8/25)

Read:


Literary Terms: (iv) Meter, Rhythm and (vi) Verse Forms

Barbauld: “The Rights of Woman,” “To a Little Invisible Being.”

Smith: “On Being Cautioned against Walking,” “The Sea View.”

Robinson: “January, 1795,” London’s Sunday Morning,” “The Poor Singing Dame.”

Blake:

*Songs of Innocence and of Experience*. Separate poems appear under each section. For each of these, read: “Introduction,” “The Chimney Sweeper,” “The Divine Image,” “The Nurse’s Song,” “Holy Thursday.”

From *Songs of Innocence*, also read: “The Lamb,” “Infant Joy”

From *Songs of Experience*, also read: “The Tyger,” “The Poison Tree”

Burns: “To a Mouse,” “To a Louse,” “A Red, Red Rose.”


Browse:

NAEL: “The French Revolution”


Week 2 (9/1)

Read:

Literary Terms: A. Style (i) Diction, (ii and iii), and Rhetorical Figures.

Wordsworth:
"We Are Seven." “Lines Written in Early Spring,” “Lines Composed a Few Miles above Tintern Abbey,” “Preface to Lyrical Ballads,” “Three Years She Grew,”

“I wandered lonely as a cloud,” “My heart leaps up.”

Wordsworth’s Sonnets: “Composed upon Westminster Bridge,” “The world is too much with us”

Coleridge: *The Rime of the Ancient Mariner* and “Kubla Khan”

Browse:

“From ‘Preface to Lyrical Ballads”

Norton Topics Online: “Tintern Abbey”
http://www2.wwnorton.com/college/english/nael/romantic/topic_1/welcome.htm

Wollstonecraft: “A Vindication of the Rights of Woman.”

**Discussion Group 1 posts their responses by Thursday at 11:55 p.m.**

**Week 3 (9/8)**

**Read:**


Keats: “Bright star, would I were stedfast [sic] as thou art,” “Ode to a Nightingale,” “Ode on a Grecian Urn,” “Ode on Melancholy.”

Norton Topics Online: Romantic Period “Summary.”

**Writing Assignment:** Essay 1 on the Romantic Period

**Discussion Group 2 posts their responses by Thursday at 11:55 p.m.**

**Week 4 (9/15)**

**Read:**

“The Victorian Age” pp. 979-1001.

NAEL “Victorian Age” http://www2.wwnorton.com/college/english/nael/victorian/welcome.htm
Literary Terms: (vii) “Point of View” and “Genre and Mode.”

Elizabeth Barrett Browning: “From Sonnets from the Portuguese”

Tennyson: “Mariana,” “Ulysses.”

Dickens: “A Visit to Newgate”

Dickens: Great Expectations, pp. 6-86

**Discussion Group 1 posts their responses by Thursday at 11:55 p.m.**

**Week 5 (9/22)**

**Read:**

Robert Browning: “My Last Duchess”

Christina Rossetti “In an Artist’s Studio,” “Goblin Market”

Hopkins “The Windhover,” “Pied Beauty”

Dickens: Great Expectations (pp. 86-125)

**Browse:**

“Victorian Issues” and pay particular attention to the writing of Darwin and “Industrialism: Progress or Decline.”

NAEL: “Industrialism”
[http://www2.wwnorton.com/college/english/nael/victorian/topic_1/welcome.htm](http://www2.wwnorton.com/college/english/nael/victorian/topic_1/welcome.htm)

**Discussion Group 2 posts their responses by Thursday at 11:55 p.m.**

**Week 6 (9/29)**

Continue browsing “Victorian Issues” and pay particular attention to Macaulay’s “Review of Southey’s Colloquies,” and “The Children’s Employment Commission.”
Read:


Great Expectations pp. 126-193

**Group 1 posts their responses by Thursday at 11:55 p.m.**

---

**Week 7 (10/6)**

Read:

Great Expectations, pp. 193-258

Continue browsing “Victorian Issues” and pay particular attention to “The Woman Question.”

NAEL: “Woman Question”
http://www2.wwnorton.com/college/english/nael/victorian/topic_2/welcome.htm

**Group 2 posts their responses by Thursday at 11:55 p.m.**

---

**Week 8 (10/13)**

Read:

Great Expectations, pp. 258-358.

Browse: “Empire and National Identity” 1607-09 and NAEL: “Imperialism”
http://www2.wwnorton.com/college/english/nael/victorian/topic_2/welcome.htm

Read: “Summary”
http://www2.wwnorton.com/college/english/nael/victorian/review/summary.htm

**Group 1 posts their responses by Thursday at 11:55 p.m.**

---

**Week 9 (10/20)**
Writing Assignment:

Essay 2 on *Great Expectations*

Midterm prep

**Week 10 (10/27)**

Midterm exam


NAEL “Twentieth Century Introduction”
http://www2.wwnorton.com/college/english/nael/20century/welcome.htm

Read:


Group 2 posts their responses by Thursday at 11:55 p.m.

**Week 11 (11/3)**

*Heart of Darkness,* pp. 1912-1930.

Group 1 posts their responses by Thursday at 11:55 p.m.

**Week 12 (11/10)**


Houseman” “To an Athlete Dying Young”

Rosenberg: “Break of Day”

Owen: “Dulce Et Decorum Est”

Yeats “Easter, 1916; NAEL: “Imaging Ireland”

http://www2.wwnorton.com/college/english/nael/20century/topic_3_05/welcome.htm
Yeats: "The Second Coming"

Browse: Wolfe: “A Room of One’s Own”

**Group 2 posts their responses by Thursday at 11:55 p.m.**

---

**Week 13 (11/17)**

**Read:**

Joyce: “Araby”

D.H. Lawrence: “The Horse-Dealer’s Daughter”


**Group 1 posts their responses by Thursday at 11:55 p.m.**

---

**Week 14 (11/14)**

**Read:**

Thomas: “Do Not Go Gentle”

“Nation and Language” pp. 2461-6

Heaney: “Digging,” “Punishment,” “Casualty.”

Rushdie: “The Prophet’s Hair”

NAEL: “Summary”

[http://www2.wwnorton.com/college/english/nael/20century/review/summary.htm](http://www2.wwnorton.com/college/english/nael/20century/review/summary.htm)

**Group 2 posts their responses by Thursday at 11:55 p.m.** (It’s Thanksgiving; do the best you can this week).
Week 15 (12/4)

Writing Assignment:

Essay 3 on Heart of Darkness

Final exam prep

Week 16

Final exam