

English 2323.WB

British Literature

Instructor Information:

Instructor: Ashley Arroyo

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Course Description: This course consists of reading and analyzing significant works of British Literature from the Romantic period to the present day. The course requires a research paper or several short analytical papers. This course is required of all English majors.

Course Prerequisites:

English 1302 passed with a "C" or better

SCANS: 1, 2, 9

Required Course Materials:

Textbook: The Longman Anthology of British Literature Volume 2. 4th ed.

It would also be beneficial to either own or have unlimited access to a handbook that includes MLA style guidelines. A reliable online source for this information is the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/557/01/>.

You will also need access to a computer that is compatible with OC's Blackboard servers, as well as, a word processing software (such as Microsoft Word).

Learning Outcomes:

Upon the completion of this course, students will demonstrate the ability to:

1. Recognize the basic elements of fiction (plot, theme, character, symbol, style, and point of view) as they appear in selected works of British literature
2. Recognize recurring themes as they appear in selected works of British literature
3. Demonstrate the understanding of selected assignments by responding to evaluation that tests the ability to read closely
4. Read and analyze both masterpieces and secondary works of British literature and demonstrate a knowledge of literary genres and terminology.
5. Recognize the major movements and periods of British literature from the Romantic Period through the Twentieth Century.
6. Communicate an understanding of British literature through papers, projects, and assignments written in clear, well-organized prose.

Grading Policy:

While this class is online, it is not self-paced. You will be responsible for checking the course daily to make note of any changes and adhere to the due dates.

Due Dates: Your course will be broken up into weeks. You will have a folder of readings and assignments opened to you each week on Monday. All of the assignments within that folder will be due by the Saturday of that week, unless otherwise specified. (Sometimes I will introduce a major essay/assignment a week or two before it will be due). I will not accept late work for daily assignments. If you must turn in a major assignment late, you will receive 5 points off per day that it is past the due date (that includes weekends). I will not accept late work 5 days after the due date.

Cheating/Academic Dishonesty: Any work that is proven plagiarized will receive a zero. Any recurring situations will be reported to the appropriate personnel.

(Including Short Answer/Essay Responses on Tests and Any Stand-Alone Writing Assignments)

“A” work: Excellent / outstanding / fluent / thought-provoking / original

Follows all instructions / addresses question asked, carefully organized, contains an effective thesis, fluent style, clear and concise writing, few if any mechanical errors, shows thought and analysis, present original insights, independent of the teacher / text, in-depth and detailed, goes well beyond what was expected

“B” work: Good / above average / clear / well-organized

Follows instructions / addressed question asked, contains a thesis, mechanical errors are not distracting to the reader, contains some detail, shows little thought or analysis, dependent upon information given by teacher / text

“C” work: Average / adequate / competent / fair / unoriginal

Follows most of the instructions / addresses most of the question asked, weak thesis, lacks clarity, mechanical errors are obvious but do not interfere with reader's understanding of the work, little if no detail, thought or analysis; THIS IS AVERAGE WORK FOR ALL COLLEGE STUDENTS

“D” work: Below average / inadequate / ineffective / unclear / under-developed

Follows only the most basic assignment requirements / addresses question on a very general level, shows insufficient understanding of the material, significant mechanical errors make communication of ideas ineffective, no thesis, lacks organization

“F” work: Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly underdeveloped

Instructions were not followed / question was not addressed, no thesis, no organization, mechanical errors make work unreadable and/or incapable of being understood, some or all of the contents were

plagiarized, fails to address the given topic, no detail, thought, or analysis

Helpful Hints:

1. Become familiar with the course at the very beginning of the semester. Spend some time clicking all the buttons to see how everything works in the Blackboard component. You will not break anything. If you don't understand how something works, let me know. I will be happy to answer all your questions. If necessary, you and I can arrange to work together over the phone or in person.

2. Keep up with the assignments by budgeting your time wisely. Set aside some distraction-free time to devote your full attention to the material.

3. Interact with the course materials; don't just read handouts, assignments, etc. on the computer screen or misplace the handouts which I provide for you. If a handout is in Blackboard, I suggest you make a copy of it to use as a reference as you write.

4. **Remember: There are NO stupid questions! If you don't understand something, please ask. Because we are not always working together in a classroom environment and I cannot see the puzzled look flash across your face, I rely on you to let me know when you need help.** However, don't wait until the end of the semester to let me know you need help. By then, it may be much too late to salvage that "A."

5. **Stay in contact with me and don't just disappear from the course without a word of explanation.** There may be some way that you and I can work through the problem, whatever it is. However, if you make the decision to stop attending class, please remember that it is your responsibility to drop the course to avoid an F at the end of the semester.

6. Keep track of all due dates. These will be clearly posted on assignments as well as in Blackboard.

a. Classroom Students: You will ALWAYS be notified of due dates/testing dates well in advance. The only exception to this rule is "pop quizzes," and I reserve the right to give them at any time in the course.

b. Online Students: I always include a flexible testing schedule (tests remain open several days) to allow you to fit the assignments/quizzes into your busy home, school and work schedules without creating unnecessary stress.

HINT: I suggest that you create a master semester calendar for all your college classes. On it, mark all the due dates for all tests, projects, speeches, essays, etc., for each class. I suggest using a different color ink for each class. After you finish recording all the information on the master calendar, you can tell at a glance where the "hot spots" are going to be in the semester and begin to budget your time appropriately.

7. Keep a copy of the essays which you submit to be graded either on the hard drive of your computer or on a movable device of some type: disk, CD, thumb drive, etc.

HINT: Plan to attach your thumb drive to something, such as your keychain or a necklace of some type, to avoid leaving it in the computer at the end of class. It's your work, and you don't want to

lose it.

Classroom/Online Behavior: You will be participating in traditional and/or computer-based class discussions this semester.

Please remember that you are always free to express your opinion on any subject, but you are not free to:

1. Be disrespectful of another person's opinion or attack someone else on personal grounds, even as a joke.
2. Be disrespectful of any religion, race, gender, age group, sexual orientation, or political position, even as a joke.
3. Use language which may be classified as obscene or profane.

Here are some helpful hints from an expert:

1. Identify passages that you like as well as passages you dislike. Explain why you think the passage is effective or ineffective. A writer's successes are potentially as instructive as his or her failures.
2. Avoid comments such as "I like this!" Instead, be specific: "I like the way your words paint a vivid picture!"
3. Avoid writing "I don't understand this sentence!" Instead, try to be as specific as possible about the cause of your confusion: "In this sentence, I can't tell who the word is referring to."
4. If you dislike a passage, ask questions or offer the writer suggestions as to how you think it might be changed: "Could this paragraph offer evidence to support your recommendation?" or "I think it might help if this paragraph described the machine a bit before telling us how to operate it."
5. Avoid you-assertions such as "You've lost me here." Instead, offer I-assertions such as "I'm confused here." You-assertions accuse the writer, whereas I-assertions describe the reader's ability to interpret and appreciate the writing.
6. Direct positive comments to the writer and negative comments to the writing. For example, avoid writing "This is a clear explanation!" Instead, focus on the writer's success: "I think you've done a terrific job of explaining this difficult idea." Similarly, avoid comments such as "I think you need to include more examples." Instead, focus on the failure of the writing: "I think this passage would be easier for me to understand if it included more examples."

(from Gong, Gwendolyn, Dragga. *A Writer's Repertoire*. New York: HarperCollins, 1995)

Unit One: The Early Romantics

Discussion of the Early Romantic period; research essay assignment; culminates with test

Unit Two: The Later Romantics

Discussion and assigned readings for the Later Romantic period; possible short writing assignment topic; culminates with test

Unit Three: The Victorian Poets

Discussion and assigned readings for the Victorian Poets period; possible short writing assignment

topic; culminates with test

Unit Four: Victorian Drama and Novella

Discussion and assigned readings for the Victorian Drama and Novella period; possible short writing assignment topic; culminates with test

Unit Five: The Twentieth Century

Discussion and assigned readings for The Twentieth Century period; possible short writing assignment topic; culminates with test

Final Exam:

Comprehensive final exam requires that students implement the various analytical skills which they have learned during the course of the semester.

I. Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

II. Learning Resource Center

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

III. Student Email

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence should be through your Odessa College email account.**

IV. Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

V. Important School Policies

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, etc., can be found in the [Odessa College Student Handbook](#).

