

**Angelina College  
Liberal Arts Division  
English 2323 British Literature II  
Instructional Syllabus  
For Traditional/*Internet*/Hybrid/Linked Courses**

**I. BASIC COURSE INFORMATION:**

A. Course Description: ENGL 2323—British Literature II. Three hours credit. 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.

B. Intended Audience: Students who have completed English 1302 or its equivalent successfully.

**C. Instructor: Edith Miller**

**Office Location: L103C**

**Office Phone: 936-633-5336**

**Office Hours: By appointment only in the summer.**

**E-mail Address: [emiller@angelina.edu](mailto:emiller@angelina.edu)**

**Liberal Arts Office in the Liberal Arts Building office: 936-633-3275**

**Fax for Liberal Arts Office: 936-633-5456**

**LA Division Office in Social and Behavioral Sciences Building: 936-633-5222**

**II. STATEMENT OF PURPOSE**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

**Core Objectives:**

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities

**Learning Outcomes:**

- 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.
- Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

**III. ASSESSMENT MEASURES****Assessments for the Core Objectives:**

- 1. Critical Thinking:** Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.
- 2. Communication:** Students will write researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. A rubric will be used to assess the effective development, interpretation and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.
- 3. Social Responsibility:** Students will develop intercultural competence, knowledge of civic

responsibility and the ability to engage effectively in regional, national, and global communities through the study of literature. A rubric will be used to assess social responsibility as demonstrated through embedded questions on standardized exams.

- 4. Personal Responsibility:** Students will be required to make choices in the composition of written assignments that demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded questions on standardized exams.

### **Assessments for Course Learning Outcomes**

1. Students will demonstrate the ability to 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 by preparing researched writing assignments which examine these.
2. Students will demonstrate the capability to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods by composed researched writing assignments.
3. Students will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions by preparing written assignments which address these.
4. Students will be able to articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities and demonstrate this ability through the composition of written assignments.
5. Students will demonstrate the ability to write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature by composing a literary research paper.

### **INSTRUCTIONAL PROCEDURES:**

Methodologies common to all sections:

Methodologies that may be utilized in presenting course content include in class or online lecture notes, paper and pencil or online research exercises which give immediate feedback, in person or email workshops for student works in progress, audio-visual presentations for view in class or outside of class, online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, and guest participants.

B. Methodologies determined by the instructor

**I use Blackboard either for delivery or for enhancement in all my classes. To access Blackboard, go to [www.angelina.edu](http://www.angelina.edu) and then click on Blackboard. Enter your username and password and then click on English 2323. User name = first three digits of student ID number followed by initial of first name, and then entire last name all lowercase with no spaces. Password = student ID number.**

### **Course of Study with Methodolgy Explained: Course Requirements and Assessment**

#### **450 points:**

**Three exams covering anything assigned to be read by the class as a whole since the previous test. The first two objective tests are worth 150 points and will include multiple choice and short answer. The third test is entirely multiple choice. Quick Test Points will count toward the major test grade.**

**The first two tests will have short answer and fill-in-the-blank worth 2 points each mixed with multiple choice questions worth 1 point each. On-line Quick Quizzes will be given each week over the reading assigned for that week. A minimum of 40 points will be offered on these quick tests for each major test that will apply toward your total major test grade. For example, if you earn 32 of 40 possible points on quick tests before the first major test, then you already have 32 of the 150 points that you may earn on the first major test. As a result, you may only need to respond correctly to 59 of the two-point questions on the first test to earn the perfect and maximum score of 150. If you miss taking a quick test, you need to do better than the other students on the major test to get an equal grade. Major test Three will be all multiple choice.**

**Miller's Quick Tests** will be timed, so be ready to answer as soon as you open the file. These tests will only be available during the week assigned. For example, the first Quick Test covers background information on the Age of Reason and the second Quick Test covers material over Romanticism. The third Quick Test covers more information on Romanticism and information on William Blake's background. The fourth covers selections in our textbook from Blake's *Songs of Innocence and Songs of Experience*. In other words, once you have read material assigned, I have covered it in class, and you feel comfortable with it, open the Quick Test that covers the material. Don't take a test just because it is viewable. However, once the deadline has passed for each Quick Test, you may not make up the test so if you do not know the material, go ahead and take the test, guessing all the way. Just taking the quick test will help you understand what types of questions I ask on major tests. The maximum number of points possible through Quick Tests and the three Major Tests totals 450 points.

**100 Daily Points:**

One hundred points may be earned from a Daily Grade. These daily grade points are to encourage and reward those who diligently keep up with the course. As a result, daily grades cannot be made up if missed. Whatever is the assigned due date, is the due date.

**150 points:**

Three author projects that will focus on Internet research. Directions will be available from day one for these three 50 point projects. They may be turned in as early as you wish, but cannot be turned in late.

**100 points for a Summary/Synthesis paper:**

Summaries of four essays each of which focuses on an interpretation of one of the major works assigned to be read this semester plus a synthesis of the essays written at the end. Further directions will be found under Course Content on Blackboard. For the summaries and the synthesis, the English department does have standard guidelines that I follow when grading the synthesis. Those guidelines are found in section VII-B.

**Total points possible for this Course = 800**

**For an A you need 720+ points**

**For a B you need 640 to 719 points**

**For a C you need 560 to 639 points**

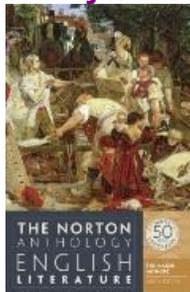
**For a D you need 480 to 559 points**

**479 points and below is an F.**

**V. COURSE REQUIREMENTS AND POLICIES:**

**A. Required Textbooks, Materials, and Equipment –**

**Norton Anthology of English Literature: The Major Authors, 9<sup>th</sup> ed. ISBN:978-0-393-91963-9**



**Mary Shelley's *Frankenstein* (available online)**

**William Golding's *Lord of the Flies*.(any edition)**

**B. Assignments –**

For a description of assignments, see sec. IV B. For the due dates, see the Class Schedule. For specific assignments, see the handouts giving directions for the specific assignments.

C. Course Policies – (This course conforms to the policies of Angelina College as stated in the [Angelina College Handbook.](#))

Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt, Associate Dean of Student Services, Student Center, Room 200. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Hunt will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:936-633-5292) or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

Attendance – From the Angelina College Policy Manual:

Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. It is the responsibility of the student to attend all classes and a record of attendance will be kept for all classes by the instructor.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar's office from a class the student no longer desires to attend.

College District instructional standards allow the instructor to set the educational objectives and requirements for each course. The student who does not meet these requirements because of excessive absences may be dropped by the instructor on a notice to the College District admissions office using either a first or second drop slip. The position of the instructor on submitting a non-attendance drop should be stated in the course syllabus.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

The form for notification of absences is in the office of admissions and will include the following:

1. Student name and identification number;
2. Name of religious institution and tax code number;
3. Name and date of holy day(s);
4. Classes to be missed;
5. Schedule for delivery of form by student to instructor(s);
6. Conditions and deadlines for completing missed assignments;
7. Instructor's signature and date; and
8. Student's signature and date.

A student dropped because of excessive absences will be notified by mail by the College District admissions office and will be directed to obtain a readmit form and seek the approval of the instructor for admission. All students in developmental education must obtain approval of the instructor and the vice president and the dean of instruction.

A student who fails to contact the College District admissions office within one week of the date the notice was mailed will be dropped permanently from class.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. To report any complaints of discrimination, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:936-633-5292) or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

All make-up work is at the discretion of the instructor.

Additional Policies Established by the Individual Instructor –

**For an Internet Course, I use weekly quick tests as my attendance measure.** Each week that a student fails to take the assigned quick tests is counted as a week of absence, and two weeks in a row will constitute grounds for dismissal from the course, or three weeks all together as is Angelina College policy. For night classes that meet once a week, weekly attendance is taken and students who miss two in a row or three cumulatively are dropped. For a Hybrid Course, the absenteeism policy is identical to any other course that meets once per week: missing two classes in a row or three cumulatively constitutes grounds for dismissal from the course.

#### VI. COURSE CONTENT:

- A. Required Content/ Topics – Any sophomore literature should include in its evaluation and grading system at least 30% of the final course grade based upon written assignments and 20% upon required research assignments. Topics may include all or some of the following: The Romantic Period; The Early Romantics: William Blake, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, The Late Romantics: Lord Byron, Mary Shelley, Percy Bysshe Shelley, John Keats; The Victorian Period, Elizabeth B. Browning, Robert Browning, Alfred Lord Tennyson; Mathew Arnold, Christina Rossetti, Oscar Wilde, Twentieth Century Poetry, and modern writers as the teacher so chooses.
- B. Additional Content--This teacher will abide by required course content. See section IV B.

#### **Brief Class Schedule:**

Author project one: June 11  
 Test One: June 11  
 Author project two: June 21  
 Test Two: June 21  
 Summary/synthesis: due end of day July 1  
 Author project three: due end of day July 3  
 Test Three: July 6

#### VII. EVALUATION AND GRADING:

A. Grading Criteria-- Any sophomore literature should include in its evaluation and grading system at least 30% of the final course grade based upon written assignments and 20% upon required research assignments.

#### B. Determination of Grade

Standard according to the Angelina College Student Handbook

A (90-100)	Excellent
B (80-89)	Good
C (70-79)	Average
D (60-69)	Minimum passing
F (50 or below)	Failure

Standard Grading Policy for the English Department for all Essays Assigned

A--above average. Good organization, exceptional content, No more than one major Error.

A+ = 98, A = 95, A- = 92, A- - = 90

B--above average. Good organization, exceptional content, and only one or two major errors.

B+ = 88, B = 85, B - = 82, B - - = 80

C--average. Organization, clear content, no more than 3 major errors.

C+ = 78, C = 75, C - = 72, C - - = 70

D–below average. Either lacks content and/or organization or has many major errors. No more than 5 major errors.

D+ = 68, D = 65, D - = 62, D - - = 60

More than 5 major errors drops the grade to an F.

F–failing. Shows little or no effort. Contains 6 OR MORE major errors. F = 50.

0–no grade. Did not turn in work, plagiarized an essay, or did not write on the assigned topic.

**Please Note: In case of a plagiarized daily point assignment, part of an author project, essay, research paper or summary synthesis, a student will be dismissed from this course with an F.**

Examples of major errors:

cs–comma splice: The boy ran, he fell down.

frag–fragment: Crying as he fell on the sidewalk.

Frag error- fragment error: Although he was hurt; no one stopped to help him.

ro–run on or fused: He hurt his knee it was bleeding.

s/v–subject/verb agreement: Everyone laugh at him.

Pron. agreement errors in case, number, or gender: Jim and him went to the store.

A sentence that lacks sentence sense is the most egregious error. Why write something that does not communicate if the purpose of writing is to communicate? I mark such errors with “Huh?”

VIII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.