English 222: British Literature from 1800
Social Upheaval and the Perplexed Mind

Semester: Spring 2016
Course number: ENG 222-001
Meeting place: Ferg 181
Meeting time: TTh 9:30-10:45

Dr. Elizabeth Tasker
Office: 260 Liberal Arts North
Office hours: W 10:00-12:00 and 1:00-2:30
TTh 1:15-2:00
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Course Description
According to the SFA General Bulletin, English 222 is a “survey of major authors and literary movements/paradigms in British literature from Romanticism to the present, including the study of the Victorians and Moderns. Prerequisite: six semester hours of freshman English.”

As a broad historical survey, this class focuses on the evolution of literary genres, a variety of exemplary texts, and the interrelatedness of literature and culture. Our readings represent highlights of various periods rather than a thorough examination of any one era or genre.

We will consider three major literary movements:
1. Romanticism (late 18th - mid 19th centuries)
2. Victorianism (later 19th century)
3. Modernism and Beyond (20th – 21st century)

Two major themes that we will consider across readings are social upheaval and the perplexed mind, particularly expressions of imagination, anxiety, and madness.

This course involves a great deal of reading and a moderate amount of writing. Reading assignments are due for every class meeting so budget plenty of time for reading on outside of class. I will monitor the accomplishment of reading assignments through discussions, quizzes, and group work.

Required Texts

Note: you must bring the relevant volume to class with you every time that we meet.
General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

English Program Learning Outcomes
As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:
1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).
3. The student will demonstrate knowledge of literary history in regard to particular periods of world literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).
4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

Assignments
Course assignments and exams will be weighted in this way:

- Quizzes and Activities- 20%
- Midterm - 20%
- Final Exam - 20%
- Literary Analysis Essay – 20%
- Participation - 20%

Quizzes and Activities
Weekly quizzes and activities are designed to monitor your reading progress and attentiveness to class discussion. Quizzes and activities may address any material covered in the class, including primary texts,
introductions and secondary texts, class notes, and handouts. Quizzes and activities cannot be made up unless you have an excused absence.

**Literary Analysis Essay**
You will write a 4-5 page paper comparing the elements of gothic and horror in two of our Victorian readings. Detailed assignment sheets will be provided.

**Midterm and Final Exams**
The midterm and final exams will consist of identifications, short answers, multiple choice, matching, and essay questions related to periods, works, authors, and genres, and potentially anything that we discussed in class. The final exam will be CUMULATIVE; it will be given on the day scheduled by the university.

**Participation**
Your participation grade will be based on your attendance, attentiveness, and participation in discussions in class, as well as in the two online discussions. This grade will be calculated from these five categories:

1. Romanticism in-class discussions
2. Victorianism in-class discussions
3. Modernism in-class discussions
4. D2l discussion of Yeats
5. D2l discussion of Modern Short Stories

**Grading**
For each assignment, I calculate grades on a numeric scale first: I use a 10 point scale for quizzes and discussion posts, and I use a 100 point scale for tests, papers, and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades for written work:

A – 90-100% on exams and quizzes. On essays and formal written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% on exams and quizzes. On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% on exams and quizzes. On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% on exams and quizzes. This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason)
is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% on exams and quizzes. On essays and written responses, the student did not do the work assigned. See me as soon as possible.

**Attendance & Punctuality**

Class attendance is required. In this class, you are allowed four absences with no penalty. *Missing more than three unexcused classes can result in your final grade being dropped five points for every additional day that you are absent.* For example, if your average for the class is 88, and you miss five classes without documented excuses, your final grade will be reduced by 10 points to a 78. Note that excused absences require official documentation. See university policy on guidelines for excused absences. See SFA policy for what constitutes an excused absence: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf)

**Lateness**

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you come in after I take role, see me immediately after class to be sure that I marked you late and not absent. Continued lateness will start to count as absences.

**Missed Work**

I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. Otherwise, I will deduct 5 points for every day of the work week (M-F) that work is late.

**Other Policies**

The number one rule in my classroom is to treat others respectfully. I welcome lively conversation but not rudeness. Please turn off cell phones upon entering class unless you have a critical situation that requires your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom. Also, if you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity (A-9.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized
materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. ALSO NOTE THAT YOU MAY NOT USE PAPERS THAT YOU YOURSELF HAVE WRITTEN FOR OTHER COURSES.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades Policy (A-54):**
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**AARC**
Writing tutors are available in the SFA Academic Assistance and Research Center on the first floor of the library and through the AARC web page. See the SFA AARC web page for more information: http://library.sfasu.edu/aarc
Course Calendar

Notes:
1. Readings on Romanticism are in Volume D, readings on Victorianism are in Volume E, and readings on the Twentieth Century and Beyond are in Volume F. Page numbers are noted when the readings are hard to find or somewhat lengthy.
2. You need to read the overview about the author. I will include information about the author on quizzes, discussions, and the final exam.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tr>
<td></td>
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<td><strong>COURSE INTRODUCTION</strong></td>
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<td>Th 1/21</td>
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<td>3</td>
<td>T 2/2</td>
<td>Coleridge, “Rime of the Ancient Mariner” p. 443-458, “The Pains of Sleep” p. 483</td>
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<td>Th 2/4</td>
<td>Thomas DeQuincey, “Confessions of an Opium Eater” p. 567-580</td>
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<td>4</td>
<td>T 2/9</td>
<td>Mariah Edgworth “Murad the Unlucky” (a PDF file – about 20 pages)</td>
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<td>T 2/16</td>
<td>George Gordon, Lord Byron, <em>Manfred</em> p. 638-671</td>
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<td>Th 2/18</td>
<td>Keats, “Ode on a Grecian Urn,” “Ode on Melancholy”</td>
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<td>T 3/1</td>
<td>Elizabeth Barrett Browning, “Cry of the Children,” “George Sands,” “How Do I Love Thee”; Tennyson, “When Splendour Falls,” “The Lady of Shalott”</td>
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<td>Th 3/3</td>
<td>Robert Browning “Porphyria’s Lover”; Christine Rossetti, “Goblin Market”</td>
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<td>T 3/8</td>
<td>MIDTERM EXAM</td>
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<td>Th 3/10</td>
<td>Elizabeth Gaskell, “The Old Nurse’s Story”</td>
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<td>3/12-3/20</td>
<td>SPRING BREAK</td>
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<td>T 3/22</td>
<td>NO CLASS MEETING Robert Louis Stevenson, <em>Dr. Jekyll and Mr. Hyde. Gothic and Horror response in d2l dropbox by midnight.</em></td>
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<td>Th 3/24</td>
<td>EASTER BREAK</td>
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<td>10</td>
<td>T 3/29</td>
<td>UNIT 4 – THE TWENTIETH CENTURY; Joseph Conrad, <em>Heart of Darkness</em></td>
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<td>3/31</td>
<td>Joseph Conrad, <em>Heart of Darkness</em></td>
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<td>4/7</td>
<td>NO CLASS MEETING</td>
<td>William Butler Yeats – “The Stolen Child,” “The Lake at Innisfree,” “When You are Old,” “Leda and the Swan” <em>Yeats discussion in d2l.</em></td>
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<td>4/12</td>
<td>James Joyce, “Araby”; D.H. Lawrence, “The Horse Dealer’s Daughter”</td>
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<td>4/21</td>
<td>NO CLASS MEETING – <em>Short Story discussion in d2l.</em></td>
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<td>4/26</td>
<td>Philip Larkin, all poems</td>
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<td>4/28</td>
<td>Seamus Heeney, “Digging,” “Punishment,” and “The Skunk”</td>
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<td>5/3</td>
<td>Carol Ann Duffy “Valentine,” “Medusa,” and “Mrs. Lazarus”</td>
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<td>5/5</td>
<td>Exam Review</td>
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<td>5/12</td>
<td>Final Exam 8:00-10:00</td>
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Have a great semester!