

80149 ENGL 329-1

Fall 2014

Professor:

Phone:

Office and Hours:

British Literature 18th Century to Modern Era (

M/W 11:30-12:45, Prim 214

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Prim Library 201 T/Th 1:00-3:00, 149 and by a

Course Description

This course is a survey of British literature from the Romantic Period in British literature through the Modern Era, with some attention to post-modern writers. Study includes analysis of themes, impact of social and political events on literature, and a detailed examination of various genres and styles.

Required Texts and Materials

The Longman Anthology of British Literature Fourth Edition, volume 2A

The Longman Anthology of British Literature Fourth Edition, volume 2B

The Longman Anthology of British Literature Fourth Edition, volume 2C

Recommended Texts and Materials

The Little Brown Handbook or similar grammar text that includes basic a research refresher

Pride and Prejudice, Jane Austen

Tess of the D'Urbervilles, Thomas Hardy

Things Fall Apart, Chinua Achebe

Instructional Strategies

Instructional strategies for this class include, but may not be limited to, lectures, videos, in class discussions, quizzes, exams, Moodle discussion postings, response papers, projects, individual and group presentations.

Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Read texts critically and respond to works both orally and in writing.
2. Interpret, analyze and evaluate texts.
3. Present ideas to class in discussions and presentations.
4. Identify major writers and literary periods in Britain from 18th through 20th century.
5. Research and read extended work by a single author.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. In class participation/discussion
2. Written work including Moodle postings
3. Quizzes
4. Midterm and final exams

Class Requirements

Students will be required to do a significant amount of reading and writing. Please keep a hard copy of all written work and handouts (in addition to your electronic files). Students are responsible for all materials covered in the class whether handed out in class, posted on Moodle, discussed in class, read as an assignment, or disseminated in any other way. Quizzes, exams, and various writing assignments will be based on material covered during the course. Quizzes are given in the first ten minutes of class and may not be made up at any other time. The midterm and final exam will include in class and out of class written work.

Please enjoy your meals outside of class. Water bottles or innocuous beverages are not a problem, but plan to have your food before or after class, not during. Turn off your cell phones. The classroom is a scholarly environment where you are expected to know the assigned material, discuss the ideas presented, ask questions, challenge the material, add to it, and in general

contribute to our collective intellectual exploration. This is a course for college juniors and seniors and is intended to prepare students for graduate level academic work. Please keep that in mind with your level of application.

Despite the many cuts in works that should be included in the study of British Literature from the Romantic to the Modern Era, the syllabus is still quite packed. Getting ahead with the reading is always a good idea. Depending on such variables as the depth and length of in class discussions, snow days, and other unforeseen factors, the syllabus may have to be further adjusted, so do not consider it to be engraved in stone.

Attendance

Students are expected to attend every class. The class begins promptly at 11:30; please be on time. Chronic lateness will result in point deductions. Frankly, I view chronic lateness as disrespectful of other people's time, both mine and your classmates', not a good basis for scholarly exchange. If a student is absent, work due on that day is still due. It may be e-mailed or brought in by a classmate (or sent by whatever means the student finds convenient). Work is due at (or before) 11:30 when class begins. Late work will not receive full credit. Attendance results in points accrued and is a significant part of the grading system of this course. Some absences are excused and do not adversely affect students' grades. These include absences followed by a note from a medical facility indicating time and date of care, and absences resulting from attending school-related trips. Other absences may be excused if the situation warrants. It is the students' responsibility to see me to discuss the nature of the absence.

Research Project and Presentation

By the end of the second week of class, students will have selected an author for further research in this class. In forming this syllabus,

I have cut many major works of British literature. In an effort to address some of those omissions, students will select an author from my list to read independently and compose a guided response in essay form (final essay on syllabus), as well as complete a scavenger hunt. The work[s] selected will be in addition to what is required on the syllabus and should have significant heft. Students will read a minimum of one book-length volume by the author (novels, or collections of poems, plays or essays). All work, written or oral, is due on the date scheduled on the syllabus, though early work is accepted. Plan accordingly. Late work will receive significant point deductions, if it is accepted at all (entirely at my discretion, and to be frank, given the time permitted to complete these assignments, I see no good reason they can't be done on time).

The scavenger hunt involves rudimentary research skills to collect information about the writer that is of a general, rather than scholarly, nature. My hope is that you have fun with this particular assignment. An MLA style works cited page is required with the scavenger hunt handout students compile.

British Literature Scavenger Hunt

This material will be posted on Moodle and distributed to class as a handout. Student authors should be able to answer questions in class.

Find and compile the following information in a 2 - 4 page document:

- Information on the writer's physical appearance (height, hair/eye color, posture, manner of dress, etc).
- A reproduction of a work produced by the writer's own hand (handwritten letter, or draft of work, or drawing, etc).
- Information on who was in this writer's circle of friends, who influenced her/him, who was his/her biggest critic?

Biggest supporter?

- Information on the writer's spiritual beliefs, practices, conflicts, etc.
- Two images of the writer in different phases of life (sketches, paintings, photographs, etc).
- Health information and cause of death.
- One fact about the writer that you found the most bizarre, or interesting, or shocking (has to be something other than what is presented in your text or in class – something new to the class).

Guided Response for Final Essay

Students will both post on Moodle (prior to class on the due date) and hand in a printed out copy of an essay on their research topic. The length range is from 8-15 pages, Times New Roman 1.5 spaced. The essay must address the following issues:

- Discuss the author in context of the era in which he or she was writing. How does the work(s) you selected exhibit or contrast to the characteristics of its literary era, specifically? Was it controversial in its era (explain)? Provide examples from your reading to support your thesis.
- How does the work you read compare to other works by the author covered in class (or to others in the same era if we didn't read your author for this course)? What distinguishes this author's work (subject matter, style, innovation, other)? Would you recognize the writer's work if you came across passages of it? Explain.
- Select at least one sample passage that you would identify as representative of the writer's work in its entirety. Provide in depth commentary and analysis of that selection

in terms of theme(s) and style (literary devices, diction, form, etc, that is characteristic of the writer's work and is exemplified in the passage(s) you selected).

- Assess the literary importance of the work(s) you selected. Is it a highly influential or widely read work? What makes it (or fails to make it) enduringly important? What was your own level of intellectual engagement with the work? In your judgment, is this a work that should be required reading for students of literature? Explain your position.

Along with the final essay, the compilation page from the scavenger hunt results (due slightly earlier than the paper) should be included as an appendix. MLA format is required. Citations for both the paper and the scavenger hunt must be complete and correct. Incorrectly cited papers will be dropped one letter grade. Papers may randomly be submitted to Turnitin.com. As mentioned above, late work is unacceptable and will either be rejected entirely or receive significant point deductions if it is accepted (but don't assume it will be accepted).

Author List for Research Project

Jane Austen [recommended *Pride and Prejudice*]

William Blake

William Wordsworth

Mary Wollstonecraft

George Gordon, Lord Byron

John Stuart Mill

Alfred, Lord Tennyson

Charles Darwin

Charles Dickens

Oscar Wilde

Thomas Hardy [recommended *Tess of the D'Urbervilles*]

W.B. Yeats

James Joyce
T.S. Eliot
Virginia Woolf
D.H. Lawrence
George Orwell
Dylan Thomas
Samuel Beckett
Thom Gunn
Seamus Heaney
Eavan Boland
Chinua Achebe [recommended *Things Fall Apart*]

Grading Policy*

Grades are based on the accumulation of points during the semester in the following ways:

50 points attendance
100 points informed participation in class
100 points Moodle postings
200 points quizzes
150 points midterm exam
200 points final exam
150 points final essay
50 points scavenger hunt assignment

*Late work will not receive full credit.

Class Schedule

date	class work	Homework / Reading r
8/18	Introduction to course, the Romantic Period	read Volume 2 A page:
8/20	discuss reading (pp 3-36) Romantic Period and Barbauld	read pages 49-53, 112-118-135

8/25	discuss Barbauld, Smith, Blake, read poems aloud	read 309, 314-316, 32
8/27	Blake, Baillie and Burns Research subject due	227-254 [recommende <i>Pride and Prejudice</i>]
9/1	holiday	pages 227-254 Wollest
9/3	Wollstonecraft [Austin]—the woman question	336-338, 342, 352-356
9/8	Wordsworth, selected works	520-521, 526-543, 600 758-760, 773-775
9/15	Coleridge, Byron and Shelley, selected works	852-854, 865, 879-883
9/17	Keats, selected works	Volume 2 B xxviii-103 1073-1086
9/22	review Romanticism, intro Victorian Era	Mill 1073-1086
9/24	Mill <i>On Liberty</i>	1105-1106, 1108-1112 1311-1312, 1321-1322
9/29	the Brownings, selected works	1136-1139, 1150-1151
10/1	Tennyson, selected works	review all reading, not online postings, etc
10/6	midterm review	review all reading, not online postings, etc
10/8	midterm exam	1355-1357, 1405-1409
10/13	Dickens, Queen Victoria	1547-1552, 1583-1593
10/15	Matthew Arnold	1618-1629, 1700-1702 <i>the D'Urbervilles</i>]
10/20	Children's lit: Lewis, Rossetti and intro to Wilde	1860-1862, 1884-1924
10/22	Wilde, <i>Earnest</i> , intro to Modern Era	Volume 2 C 1991-2014 2015-2017, 2020 - 207
10/27	Conrad, <i>Heart of Darkness</i>	2020-2074 [recommen Chinua Achebe]
10/29	Conrad, <i>Heart of Darkness</i>	2154-2156, 2166, 2185 2191
11/3	Hardy, selected war poems	2242-2246, 2251, 2253 2262-2265
11/5	Yeats, selected works	2270-2277, 2284-2311

11/10	Joyce and Woolf, selected stories	2344-2350, 2374-2379
	Scavenger Hunt pages due, post on Moodle	
11/17	Eliot, poems, <i>Tradition and Individual Talent</i>	2737-2750
11/19	Orwell, selected works	2757-2760, 2762, 2795 2799-2800, 2804-2806 2815, 2824, 2893, 2894 2949-2950, 2956-2958
12/1	Thomas, Auden, Smith, Hughes, etc	select poems to read al
12/3	selected poems, overview	
12/8	FINAL ESSAY DUE on research subject/post on Moodle and hand in hard copy	review all reading, not review all reading, not
TBA	Final exam TBA	

Academic Accommodations:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. Students wishing to request accommodations, should contact the Director of Academic Support Services, Henry Conover: phone (775) 831-1314 x 7534, email hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does

not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Faculty/Student Honor Code:

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences for Violating the Honor Code:

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes cheating, plagiarism and fabrication, and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a

student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability. Core themes are Liberal Arts, Entrepreneurial Thinking, Professional Preparedness and Sustainability.