



Course Syllabus

ENGLI 2323—British Literature II

Catalog Description: (Emphasis upon increasing the student's understanding and appreciation of British Literature after 1800.) Also aimed at developing skills in organizing and developing essays on literary topics.

Prerequisites: TSIP reading completed and English 1301 and 1302.

Semester Credit Hours: 3

Lecture Hours per Week: 3

Contact Hours per Semester: 48

State Approval Code: (2308015112)

Course Subject/Catalog Number: ENGL 2323

Course Title: British Literature II

Course Curriculum: State Criteria (those marked with an X reflect the state-mandated competencies taught in this course) (*double-click on the box and choose 'checked' or 'not-checked'*)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.
- To identify and understand differences and commonalities within diverse cultures.

Instructional Goals and Purposes:

The purpose of this course is to fulfill academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.

General Course Objectives:

1. To increase the student's appreciation and understanding of English literature after 1800.

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

- a. Read literary selections from various genres of English literature from 1800 to the present and react intellectually, emotionally, and aesthetically to their content both orally and in writing.
 - b. Listen to class lectures and participate in class discussions of literary works and literary topics and react knowledgeably.
 - c. Comprehend the importance of literary works of this period in their historical, social, and political contexts.
 - d. Connect the aesthetic, emotional, and intellectual values of literary works to his/her own life experiences.
 - e. Understand and employ the meanings of basic literary terms in discussions and oral presentations over literary topics.
2. To improve the student's writing skills.

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

- a. Develop unified, organized, coherent essays on literary topics.
- b. Adhere to the requirements of standard written English, including appropriate sentence structure, length, and variety; punctuation; spelling; usage; and other requirements deemed necessary by the instructor.

Specific Course Objectives:

Upon successful completion of each unit, the student will pass a test and/or write a passing essay confirming that he/she has met each objective.

I. Unit I: The Early Romantics

Upon successful completion of this unit, the student will be able to identify and describe:

1. Elements of classicism and romanticism and their influences upon literature and history.
2. Major historical influences upon the romantic movement in literature.

3. The first generation of English romantic poets and events in their lives that directly influence their work.

4. Elements of romanticism in the works of major early English romantic poets, and the philosophies of life and literature espoused by major early romantic poets.

Unit II: The Second Generation Romantics

Upon successful completion of this unit, the student will be able to identify and describe:

1. The second generation of English romantic poets and events in their lives that influence their work.

2. Elements of romanticism in the works of major second generation English romantic poets, and the philosophies of life and literature espoused by these poets.

3. Characteristics of the Byronic hero and his importance in literature and culture.

4. Elements of nineteenth century novel (optional)

III. Unit III: The Victorian Age

Upon successful completion of this unit, the student will be able to identify and describe:

1. Major Victorian writers and events in their lives that influence their work.

2. Historical and cultural influences upon the Victorian movement in literature.

3. Elements of Victorian thought in the works of major Victorian writers and their philosophies of life and literature.

4. Elements of the late nineteenth century novel (optional).

. Unit IV. The Twentieth Century

Upon successful completion of this unit, the student will be able to identify and describe:

1. Major twentieth century British writers and events in their lives that influence their work.

2. Historical and cultural influences upon the work of major twentieth century British writers.

3. Currents of twentieth century thought in the works of major twentieth century British writers, and the philosophies of life and literature espoused by these writers.

Course Content:

Students in English 2323 will read selections in English literature after 1800 that may include poems, essays, plays, a novel, or other selections appropriate to the course.

Typically, units may include the following authors:

Unit I—the Early Romantics: Burns, Blake, Wordsworth, Coleridge

Unit II—the Second Generation Romantics: Byron, Shelley, Keats

Unit III—The Victorian Age: Tennyson, Robert Browning, Elizabeth Barrett Browning, Arnold, Hopkins, Wilde

Unit IV—The Twentieth Century: Hardy, Housman, Yeats, Eliot, Thomas, and others

Students will read literary works as assigned by the instructor and will be required to pass unit tests over reading selections as well as supplementary materials required by the instructor, including background handouts, literary terminology, etc., at a minimum competency level of 70%.

In addition, students will be required to complete three essay assignments over topics provided by the instructor. At least one essay should be written in class. The instructor will specify requirements such as the use of outside sources and MLA documentation. Essays will be required to meet the English department's [Minimum Grading Standards](#) at a competency level of 70%.

Methods of Instruction/Course Format/Delivery:

English 2323 is taught both as a traditional face-to-face class and as an online class. Online English 2323 classes are delivered through WebCT. Traditional face-to-face classes may include the use of WebCT as an enhancement to the course.

Instruction includes assigned readings, lecture, discussion, oral and/or written responses to readings, and both in-class and out-of-class writing and revising and editing. Online students interact with the instructor and with other students through email, discussion boards, and chat rooms. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

Assessment:

Students will take four unit tests and a comprehensive departmental final exam. A test over a supplementary work, such as a novel, is optional. Students will complete three essay assignments, with at least one of the assignments to be completed in class. The essays will be required to meet the English department's [Minimum Grading Standards](#) at a competency level of 70%.

All testing not administered by the instructor must be proctored by a Panola College testing proctor at a Panola College testing site or other proctor approved by the instructor.

Course Grade:

The course grade is determined as follows:

Tests 60-70%

Essays and Daily Work 30-40%

Texts, Materials, and Supplies:

Abrams, M. H., et. al., eds. *The Norton Anthology of English Literature*. 8th edition. Vol. 2. New York: W. W. Norton and Company, 2006.

A supplementary text, such as a play or novel, may be required by the instructor.

Other:

For current texts and materials, use the following link to access bookstore listings:
<http://www.panola.edu/home/college-store.html>

For testing services, use the following link:
<http://www.panola.edu/dl/testing.html>

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