**The University of Texas at Arlington**  
**ENGL 2319: British Literature**

**Spring 2014**

**“Victorian Literature and Culture”**



**Section 002:** MWF 10-10:50; PKH 109  
**Section 003:** MWF 11-11:50; COBA 150

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**Instructor:** Dr. Nancy Rosenberg England  
**Email:**  [nengland@uta.edu](mailto:nengland@uta.edu) or [nrosenberg@uta.edu](mailto:nrosenberg@uta.edu)

**Office/Hours:**  Carlisle Hall 606/2-3:30 TTh or by appointment through 5/1  
**Phone:**  English Office (messages only) 817-272-2692

**Blackboard:** [elearn.uta.edu](http://elearn.uta.edu)

**UTA Library’s “Victorian Literature & Culture” Guide:** [libguides.uta.edu/victorian](http://libguides.uta.edu/victorian)   
Required Texts:

1. *The Norton Anthology* *of English Literature: The Victorian Age*, Vol. E, 9th edition
2. ***Dracula*, Norton Critical Edition, 1997, 1st edition**
3. Online texts (links provided in below Course Schedule)

Recommended Text:

1. MLA Handbook for Writers of Research Papers, 2009, 7th edition

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**Course Description and Objectives: It would be clearly impossible to survey all of British literature in one short semester. In order to get an understanding and appreciation of British literature, we will study some of the major authors and their works, complemented by film and audio materials. Our focus will be on the Victorian era (roughly 1837-1901). Many of the cultural and social issues that consumed this era are ones that we still deal with today: crime, poverty, science and the effect of technology, and the rights of individuals. We will study some significant British works to see how these and other issues are reflected in the texts and to discover how these issues influence us as individuals. There will be an emphasis on critical thinking, reading, and writing. Prerequisites: ENGL 1301 and ENGL 1302 or two ENGLTRAN 1000 level (transfer) courses (six hours) or student group E200 is required.**

**UTA Sophomore Literature Student Learning Outcomes**:

The goals of sophomore literature at UTA are:

* To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond the English classroom
* To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts
* To develop students' ability to read critically by studying a variety of literary elements such as form, structure, and style
* To enable students to demonstrate their understanding of and their ability to analyze literary texts both orally and in writing

**Assignments and Grade Distribution:**

Assignment sheets for the three papers will be posted on Blackboard via the “Course Materials” tab and due dates are listed on the Course Schedule (pp. 5-6). Assignments also will be discussed in class as we approach them.

* **Paper 1: Literary Analysis:** 15%
* **Paper 2: *Dracula* Criticism Summary-Response:** 15%
* **Paper 3: Making Connections Paper and Multimedia Presentation:** 15%
* **Midterm Exam:** 20%
  + Both exams are part True/False and part short answer such as passage identification. Study assigned readings, quizzes, lecture notes, and group work questions. A study guide sheet will be posted on Blackboard.
* **Final Exam:** 20%
  + Covers material from the midterm on (not comprehensive)
* **Reading Comprehension Quizzes:** 15% (lowest 1 dropped)
  + Be prepared for periodic True/False quizzes on assigned readings at the beginning of some classes. They will address matters of fact. You may not take a quiz if you arrive after it has been administered; we will discuss quiz answers immediately following each quiz. The quiz questions will later be posted on Blackboard to study for exams.

Total=100%

**Grade:** Your final grade will be an A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%), or F (0%-59%). No extra credit is given.

**Rewrite Policy:** Papers 1 and 2 may be rewritten one time. Your paper’s final grade is an average of the original grade and the rewrite grade. Rewrites are due one week after you receive your original grade. I encourage you to stop by during my office hours to discuss your writing at any time during your writing process! (Reminder: If you do not submit an original paper and then submit a “rewrite,” the grade will be averaged with a 0.)

**Late Work Policy:** Missed work (quizzes, presentations, in-class work, participation, etc.) cannot be made up unless you inform the instructor of a valid absence in advance (university-sanctioned activities, military, religious observances). The lowest quiz grade is dropped to allow for unavoidable circumstances. Make-up exams cannot be given. Papers must be uploaded to Blackboard prior to the start of class on the due date specified on the Course Schedule. Papers and homework are penalized ½ letter grade for each day (not class day) they are late; the first deduction for papers begins with papers uploaded after the start of class. No late papers are accepted after three days.

**Attendance Policy**: Since the nature of this course largely relies on class participation and working in groups with other students, it is important for you to attend each class. Five missed classes will result in a five-point deduction from your final grade, with five points deducted for each additional class after five. Students are held responsible for all academic work required during their absence regardless of the reasons for those absences, and so if you must be absent, remember to obtain notes, etc., from a classmate. Quizzes on assigned readings will be given at the beginnings of some classes. It is the responsibility of student athletes to have informed the instructor of their schedule and to make up all missed work.

**Loss Prevention Policy:** Don’t lose your work!: Save your documents as you are working on them. Save your work using your flash drive, email, the J drive provided by the university, or another method (more than one method is recommended). For university computers, remember that documents saved to the desktop or drives other than the J drive are lost when you log out. Note: Computer and printer problems are not valid excuses for late work.

**Electronic Communication Policy:** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. It is your responsibility to check your account daily. UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. There is no charge to students for using this account, which remains active after graduation. Information about activating and using MavMail is available at [www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php). Your instructor will check her email at least once daily M-F prior to 5 p.m. Include your course and section numbers in the subject line.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Review your first-year English handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

**Classroom Behavior:** Class sessions are short and require your full attention. Be respectful to your classmates and instructor: All cell phones and other electronic devices should be turned off (or put on silent/vibrate in the event of an emergency) and put away when entering the classroom; all earpieces should be removed. Cell phone use is distracting to your classmates and instructor. Store newspapers, magazines, and other distractions so that you can concentrate on the readings and discussions each day. Students using phones in class will receive no credit for that day’s class participation. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships at [wweb.uta.edu/ses/fao](http://www.wweb.uta.edu/ses/fao). The last day to drop classes is 3/28.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at 817-272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**The Writing Center:** Students are encouraged to speak to or email me if they need assistance with assignments. Help is always available directly through the instructor. In addition, the Writing Center, Room 411 in the Central Library, offers guidance to UT-Arlington students on writing assignments. Spring 2014 (Jan. 13-May 2) Writing Center hours are:

9 a.m.-7:30 p.m. Mon.-Thurs.

9 a.m.-3 p.m. Fri.

Noon- 4:30 p.m. Sat. and Sun.

*Spring Break Closure: Mar. 8-16*

For more information or to register and schedule appointments: [www.uta.edu/owl](http://www.uta.edu/owl).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately ten days before the end of the term.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Syllabus and Schedule Changes:** Instructors attempt to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing. Students should keep all papers and coursework until final grades are received from the university.

**Course Schedule**  
Assignments and due dates are subject to change. Bring a hard copy of your syllabus and textbook, *The* *Norton Anthology of English Literature,* to each class. Unless *Dracula* or hypertexts, readings are from your textbook. Readings/assignments are due on the day listed.

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|  | **Readings/Major Assignments Due** |
| **Week 1** | |
| M 1/13 | Introduction to course |
| W 1/15 | “How to Read Critically”: [www.winthrop.edu/uploadedFiles/cas/english/ReadingCritically.pdf](http://www.winthrop.edu/uploadedFiles/cas/english/ReadingCritically.pdf) |
| F 1/17 | “The Victorian Age: 1830-1901” (pp. 1017-43) |
| **Week 2** | |
| M 1/20 | Martin Luther King Jr. Day Holiday—No class |
| W 1/22 | Victorian Issues: “Industrialism: Progress or Decline?” (pp. 1580-1607) |
| F 1/24 | Browning’s “The Cry of the Children” (pp. 1123-28);  Blake’s biography and two “The Chimney Sweeper” poems: [www.uta.edu/english/rosenberg/williamblake](http://www.uta.edu/english/rosenberg/williamblake);  “Child Labor”: [www.victorianweb.org/history/hist8.html](http://www.victorianweb.org/history/hist8.html) |
| **Week 3** | |
| M 1/27 | Browning/Blake discussion continued |
| W 1/29 | Wordsworth’s “The World Is Too Much with Us”: [www.bartleby.com/145/ww317.html](http://www.bartleby.com/145/ww317.html);  Bring hard copy of syllabus for open syllabus quiz |
| F 1/31 | “Academic Integrity” library instruction session—Meet at Central Library Room B20 |
| **Week 4** | |
| M 2/3 | Victorian Issues: “The ‘Woman’ Question: The Victorian Debate about Gender” (pp. 1607-36) |
| W 2/5 | Woolf’s “Professions for Women”: [s.spachman.tripod.com/Woolf/professions.htm](http://s.spachman.tripod.com/Woolf/professions.htm) |
| F 2/7 | Tennyson (pp. 1156-59) and “The Lady of Shalott” (pp. 1161-66);  “The Painterly Image in Poetry”: [www.wwnorton.com/college/english/nael/victorian/topic\_3/moxon.htm](http://www.wwnorton.com/college/english/nael/victorian/topic_3/moxon.htm) |
| **Week 5** | |
| M 2/10 | “Pre-Raphaelitism” (pp. 1463-71);  Ruskin’s from *Modern Painters* (pp. 1335-39);  Color Plates (glossy pages in middle of textbook, C1-8) |
| W 2/12 | “Pre-Raphaelitism” discussion continued |
| F 2/14 | Paper 1 peer critiques: Bring hard copy of draft |
| **Week 6** | |
| M 2/17 | **Paper 1: Literary Analysis due to be uploaded to Blackboard prior to class** |
| W 2/19 | Victorian Issues: “Evolution” (pp. 1560-80) |
| F 2/21 | “Evolution” discussion continued |
| **Week 7** | |
| M 2/24 | Victorian Issues: “Empire and National Identity” (pp. 1636-67) |
| W 2/26 | Tennyson’s “The Charge of the Light Brigade” (pp. 1235-36) |
| F 2/28 | “Empire” and “Charge of the Light Brigade” discussion continued |
| **Week 8** | |
| M 3/3 | **Midterm Exam** |
| W 3/5 | “Late Victorians” (pp. 1668-71);  “Jack the Ripper”: [content.met.police.uk/Site/jacktheripper](http://content.met.police.uk/Site/jacktheripper) |
| F 3/7 | “Late Victorian” and “Jack the Ripper” discussion continued |
| **Week 9—Spring Break** | |
| M 3/10 | No class |
| W 3/12 | No class |
| F 3/14 | No class |
| **Week 10** | |
| M 3/17 | Stoker’s *Dracula*, Norton Critical Edition—Have completed reading by this class |
| W 3/19 | *Dracula* discussion continued |
| F 3/21 | BBC’s “Dracula’s Irish Blood”: [www.bbc.co.uk/news/uk-northern-ireland-19960728](http://www.bbc.co.uk/news/uk-northern-ireland-19960728) (5:58 minutes);  In-class documentary: “Biography of Bram Stoker” |
| **Week 11** | |
| M 3/24 | Foster’s Chapter 3: “Nice to Eat You: Acts of Vampires”:  [www.sparkascreen.com/files/APFiles/HowToReadLiteratureLikeAProfessor.pdf](http://www.sparkascreen.com/files/APFiles/HowToReadLiteratureLikeAProfessor.pdf) |
| W 3/26 | *Dracula* discussion continued |
| F 3/28 | *Dracula* Criticism Summary-Response group work (Note: Last day to drop classes) |
| **Week 12** | |
| M 3/31 | Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde* (pp. 1675-1719) |
| W 4/2 | *Jekyll and Hyde* discussion continued |
| F 4/4 | *Jekyll and Hyde* discussion continued |
| **Week 13** | |
| M 4/7 | **Paper 2: *Dracula* Criticism Summary-Response due to be uploaded to Blackboard prior to class**;  In-class film: Mamoulian’s *Dr. Jekyll and Mr. Hyde* (1931) |
| W 4/9 | Film continued |
| F 4/11 | Film continued |
| **Week 14** | |
| M 4/14 | Doyle’s “The Speckled Band” (pp. 1830-48) |
| W 4/16 | “The Speckled Band” discussion continued |
| F 4/18 | Wilde (pp. 1720-21) and *Preface to* The Picture of Dorian Gray (pp. 1732-33) |
| **Week 15** | |
| M 4/21 | **Paper 3: Making Connections presentations begin** |
| W 4/23 | **Presentations continued** |
| F 4/25 | **Presentations continued** |
| **Week 16** | |
| M 4/28 | **Presentations continued** |
| W 4/30 | **Presentations continued** |
| F 5/2 | **Presentations continued;**  **Paper 3: Making Connections due to be uploaded to Blackboard prior to class** |
| **Final Exam Week** | |
| Section 002: M 5/5 8-10:30  Section 003: W 5/7 11-1:30  The full UTA final exam schedule is at <http://wweb.uta.edu/aao/recordsandregistration/assets/pdf/final_exam_schedule_spring2014.pdf> | |

**Grading Information: General Observations about Essay Grades**

**A** (90%-100%) papers are outstanding in every area. They are sophisticated, clearly written, and well-  
supported. They follow all the guidelines set forth in the assignment and all the practices of strong literary analysis. They may contain one or two minor errors in language usage, sentence construction, grammar, or MLA style. However, these issues should not detract from the essay’s overall effectiveness.  
  
**B** (80%-89%) papers are good papers that clearly develop the ideas set forth in the thesis. They are   
developed well and make their points clearly and effectively. The guidelines of the assignment have been followed in most areas. The **B** essays may have a few errors in language usage, sentence construction, grammar, or MLA style. However, these issues should not compromise the essay’s overall effectiveness.  
  
**C** (70%-79%) papers are adequate treatments of the chosen topic. The thesis may not be as strong or as clear as those in A and B papers. **C** papers have a discernible structure and development, although there may be some problems apparent in both areas. Examples may lack sufficient explanation or clear connection to the writer’s ideas. Some of the guidelines may not be followed. **C** essays may have a few errors in language usage, sentence construction, grammar, or MLA style. However, these issues should not impede the reader from understanding the essay.   
  
**D** (60%-69%) essays fail to convey their ideas clearly. Although there may be an apparent topic or thesis, the development and support of the essay are lacking, or the support may not be well explained. **D** papers may be poorly structured or seem disorganized. **D** essays may contain some good ideas, but the actual construction of the essay forces the reader to work too hard to figure out what the writer is attempting to say. **D** essays may telegraph information or expect the reader to comprehend ideas that are not clearly stated. Some of the essay assignment guidelines may not be followed. **D** essays may have numerous errors in language usage, sentence construction, grammar, or MLA style.  
  
**F** (0%-59%) essays fail to offer an adequate argument or discussion of the text. They may have an unclear thesis or no thesis at all. The structure of the essay may be unclear and/or disorganized. These essays offer little if any support from the primary text, and secondary support may be used incorrectly. **F** essays may have one major problem that contributes to the failure or they may fail on several levels. Some **F** essays are fraught with errors in language usage, sentence construction, grammar, or MLA style.  
  
**If an essay fails in any major composition area, then the entire essay may be given a failing grade. Penalties for essays that contain plagiarism are outlined in the above “Academic Integrity” section.**

**ENGL 2319** **Syllabus Contract**

**Spring 2014**

Agreement to Syllabus Policies and Academic Honesty  
   
Academic Integrity:  
            If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs for disciplinary action. Forms of academic dishonesty include:  Collusion - lending your work to another person to submit as his or her own; Fabrication - deliberately creating false information on a works cited page; and Plagiarism - the presentation of another person’s work as your own, whether you mean to or not. Allowing another writer to write any part of your essay is also plagiarism. Plagiarism is easy to avoid; simply acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, etc., please check with me.

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I have read and understood the syllabus, and I agree to abide by the course policies, including the section on academic integrity.

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Signature Section #