

English 2319 British Literature
Spring 2011



Course Number	English 2319:008,009
Course Title	British Literature
Instructor	Tom Ryan
Office Hours	By appointment. Please email me to arrange a time for a meeting, a phone conversation, or an online chat.
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Course URL	http://elearn.uta.edu
Blog	SophBritLit Blog
Web Site	Tom Ryan's Web Site

Catalogue Description

ENGL 2319. BRITISH LITERATURE (3-0) (ENGL 2322). Significant British works with emphasis on ideas and the ways in which they reflect cultural and aesthetic values; emphasis on critical methods of reading, writing, and thinking; at least three genres and six authors considered.

Expanded Description of the Course

This course will introduce students to a study of literature on the college level. The works we will read are drawn from several different historical periods and represent a number of different literary genres. Class lectures and discussions will focus on ways of understanding and interpreting the works and on locating them in their historical, cultural, and intellectual milieus.

Accessing Your Course

This course is accessed through the UTA Blackboard portal located on the Internet at <http://elearn.uta.edu> (if you are logged in to the course, clicking on this link will return you to your "My Blackboard" portal).

Course Objectives and Learning Outcomes

There are three interdependent goals that this course will seek to accomplish this semester. Through their reading and discussion, students will become acquainted with a wide selection of works from several genres of British literature, attain a general understanding of literature and, more particularly, the British literary tradition, and become able to read, appreciate, and explicate literature. In order to accomplish these goals, the students will read the assigned literary texts, participate in online class discussions, do online exercises and assignments, respond to queries and quizzes, and write explications of works.

Course Requirements and Texts:

Prerequisites

Six hours of first-year English or equivalent.

Texts

- Geoffrey Chaucer. *The Canterbury Tales*. Trans. N. Coghill. Penguin-Viking.
- William Shakespeare. *Henry IV, Part I*. Signet Shakespeare.
- _____ . *Hamlet*. Signet Shakespeare.
- _____ . *The Sonnets* (available online).
- *Metaphysical Poetry: An Anthology*. Paul Negri, ed. Dover Thrift.
- James Joyce. *A Portrait of the Artist as a Young Man*. Dover Thrift.
- W. B. Yeats. *Selected Poems and Four Plays*. Fourth Edition. Scribners.
- Samuel Beckett. *Waiting for Godot*. Grove Press.
- Stoppard, T. (1966). *Rosencrantz and Guildenstern Are Dead*. New York: Grove Press. *I will also ask you to watch the movie version of the play, written and directed by Stoppard himself. It is available at most libraries or can be rented or purchased online or at book or video stores.*
- Atwood, M. (1998). *Wilderness Tips*. New York: Bantam Books.

Most of the literature for English 2319 is available online, and the links are provided within the course. The two exceptions are the works by Atwood and Stoppard. Some of the online sites where the texts for the class are available are funded at least in part by donations. If you find the texts valuable and want to contribute to the sites, you are encouraged to do so.

If you prefer to read literature in a book version, you may purchase any of the selections included in the course at the UTA Bookstore or other commercial or used bookstores, including a number of online stores.

Lesson Outline

English 2319 contains an Introduction and 14 lessons. Lessons begin on Mondays at 6:00 a.m. and end on Sundays at 11:55 p.m. Quizzes and Discussion postings and replies are normally due by 11:55 p.m. on Sunday evenings.

Week 1: Jan 18-23

- Introduction to the Course; Guide to Blackboard
 - Required Work: Discussion Forum:
 - Introduce yourself

Week 2: Jan 24- 30

- Lesson 1: Chaucer's General Prologue to *The Canterbury Tales*
 - Required Work: Quiz; Discussion Forum
 - Begin reading James Joyce's *A Portrait of an Artist as a Young Man* and keep a list of major motifs and themes that you find in the novel.

Week 3: Jan 31-Feb 6

- Lesson 2: **Chaucer**
 - The Knight's Tale, The Miller's Tale, The Shipman's Tale
 - Required Work: Quiz; Discussion Forum

Week 4: Feb 7-13

- Lesson 3: **Chaucer**
 - The Marriage Group: The Wife of Bath's Prologue Tale, The Clerk's Tale, The Franklin's Tale
 - Required Work: Quiz; Discussion Forum

Week 5: Feb 14-20

- Lesson 4: **Chaucer**
 - The Monk's, The Nun's Priest's, and The Pardoner's Tales
 - Required Work: Quiz; Discussion Forum
 - **Topics for Chaucer essay (Safe Assignment) become available on Tuesday, February 15. The essay is due on Thursday, March 3.**

Week 6: Feb 21-27

- Lesson 5: Sonnets;
 - **Pound's "Jewel Stairs' Grievance"; Shakespeare's Sonnet 73; The Elements of a Poem**
 - Required Work: Journal (accumulated notes from responses)

Week 7: Feb 28-Mar 6

- Lesson 6: **Shakespeare, *I Henry IV***
 - Required Work: Quiz; Discussion Forum
- Sonnet Explication Module I: The Explication of Sonnet 3 (Journal). The Explication of Sonnet 18 (Journal). This learning module overlaps with the *I Henry IV* lesson; it is intended to provide practice for Sonnet Explication Exam.

Week 8: Mar 7-13

- Lesson 7: **Shakespeare, *Hamlet***
 - Required Work: Quiz
 - **Directions for *Hamlet* paper (Safe Assignment) become available on Thursday, March 10. It is due on Wednesday, March 30.**
 - Sonnet Explication Module II: The Explication of Sonnet 27 (Journal); Sample Explication of Sonnet 116 (overlaps with the *Hamlet* lesson)

Mar 14-20 SPRING BREAK

Week 9: Mar 21-Mar 27

- Lesson 8: Introduction to 17th-Century Poets: Donne, Herrick, Marvell, Herbert
 - Required Work: Journal; Discussion Forum
 - **Explication of a Sonnet Exam (available from Thursday, March 24 to Saturday, March 26.**

Week 10: Mar 28-Apr 3

- Lesson 9: **James Joyce, *A Portrait of the Artist***
 - Required Work: Quiz; Journal; Discussion Forum

Week 11: Apr 4-10

- Lesson 10: **James Joyce, *A Portrait of the Artist* (continued)**
 - Required Work: Quiz
 - **Directions for essay on *A Portrait of An Artist* (Safe Assignment) become available on Thursday, April 7. The essay is due on Tuesday, April 26.**

Week 12: Apr 11- 17

- Lesson 11: Modern Poetry: **Yeats**
 - Required Work: Discussion Forum

Week 13: Apr 18-24

- Lesson 12: **Samuel Beckett**, *Waiting for Godot*
 - Required Work: Quiz; Discussion Forum

Week 14: Apr 25-May 1

- Lesson 13: **Tom Stoppard**, *Rosencrantz and Guildenstern Are Dead*
 - Required Work: Quiz; Discussion Forum

Week 15: May 2-8

- Lesson 14: Introduction to Short Stories—Six Stories by **Margaret Atwood**
 - Required Work: Quiz; Discussion Forum
 - Timed (1 hour) Short Story Explication and Analysis Exam available from Thursday, May 5 through Sunday, May 8.

Quizzes and Exams

Online Reading Quizzes

Except for the first lesson and the lessons in which we are studying poetry, you will have a reading quiz that will make up part of your grade for that lesson.

The reading quizzes are timed and are taken using the Blackboard quiz tool. Each quiz consists of 10 to 15 multiple choice questions and are worth 10 to 15 points (i.e., 1 point per question).

Please read the assigned literary works thoroughly and carefully before taking the quiz. The quiz is meant to ensure that you will have sufficient knowledge of the poem, story, or play so that you may understand and participate in the online class discussions of it. Each quiz question is worth one point.

Timed Online Exams

There will be two timed, online exams. The first online exam will require an explication of one of Shakespeare's Sonnets; **it will be available between Thursday, March 24 to Saturday, March 26**. The second exam will require an analysis and explication of a short story by Margaret Atwood; **it will be available from Thursday, May 5 through Sunday, May 8**. Please review the rubrics below so that you understand your instructor's expectations for successfully completing these exams.

Sonnet Exam Rubrics:

- The essay has a topic sentence that makes a relevant and accurate statement about the sonnet, its speaker, and/or internal audience): up to 8 points
- The body of the essay develops the topic sentence by presenting and discussing features of the poem (e.g., the quatrain and couplet structure, the images, the sonnet's language, etc.): up to 10 points
- The essay is based on the original thought of the writer with any borrowed information clearly and correctly identified and acknowledged: up to 10 points
- The essay discusses all of the sonnet, i.e., as much of its language as practical: up to 12 points
- The essay is written in standard English with no or few sentence faults or fragments, agreement errors, or similar solecisms: up to 10 points

Short Story Essay Rubrics:

- The essay has a specific and precise topic sentence that clearly responds to the characters, themes, or plot of the story: up to 10 points
- The essay develops the topic sentence's thesis in coherent and interesting ways: up to 10 points
- The essay is based on the original thought of the writer with any borrowed information clearly and correctly identified and acknowledged: up to 10 points
- The essay provides a significant and substantial comment on the story or relates it to the other stories by Atwood that we have read: up to 10 points
- The essay is written in standard English with no or few sentence faults or fragments, agreement errors, or similar solecisms: up to 10 points

Discussions and Paper Assignments

Guidelines

Please consider the "Discussions" that are included in each lesson as essays. Please write them as correctly, coherently, and clearly as you can. Use complete sentences; use a topic or thesis sentence to unify your essay. In your responses to the prompts, please try to go into as much detail as possible. Frequently the prompt will seem like a barrage of questions. You needn't necessarily try to answer them all (and please don't use them as a template to model your answer on)--they are meant to be helpful places to start and things to think about in creating your response. I will be grading your responses not according to how close you come to what I think is the "right" answer, but on how much your responses indicate thoughtful and sensitive interactions with the texts we are studying.

Please remember to acknowledge and identify any sources, in print or online, that you have used in creating your response.

Length and Substance of Discussion Postings

Try to explore the topic you are discussing in significant detail. As a rough guideline, you can use the number of points as an indicator of how long your essay discussion should be. Please try to write as many "pages" (one page = about 200 words) as the score divided by 10 (that is, if the discussion is worth 15 points, try to write about one-and-a-half pages or 300 words).

Discussion Groups

After the semester begins, I **may** put you into random groups to improve the learning process and make it more efficient.

Three Safe-Assignments: Chaucer, Shakespeare, & Joyce

Assignment 1: Chaucer (Available in Lesson 4)

Please post your essay to the Safe-Assign portals. Submitting your essay to the "Draft" portal will allow you to check for passages in your essay which you need to identify as borrowings and acknowledge sources for. Please submit the final version of your essay to the "Final" Safe-Assign portal. Your essay is due at 11:55 p.m. on Thursday, March 3, 2011. It is worth 50 points.

Rubrics:

- Essay has a clear and precise topic sentence that responds to the prompt: up to 8 points
- Essay develops the thesis expressed in the topic sentence successfully in at least three paragraphs: up to 20 points
- Essay presents an interesting and cogent point of view: up to 6 points
- The essay is based on the original thought of the writer with any borrowed information clearly and correctly identified and acknowledged: up to 10 points
- Essay is written in standard English with no or few sentence faults or fragments, agreement errors, or similar solecisms: up to 6 points

Assignment 2: Shakespeare (Available in Lesson 7):

Please post your essay to the Safe-Assign portals. Submitting your essay to the "Draft" portal will allow you to check for passages in your essay which you need to identify as borrowings and acknowledge sources for. Please submit the final version of your essay to the "Final" Safe-Assign portal by Wednesday, March 30, 2011 at 11:55 p.m. It is worth 50 points

Rubrics:

- Essay has a clear and precise topic sentence that identifies the favored performance: up to 6 points
- Essay explains the choice expressed in the topic sentence successfully and critiques two others: up to 20 points
- Essay presents an interesting discussion of what the scene transmits to the audience: up to 8 points

- The essay is based on the original thought of the writer with any borrowed information clearly and correctly identified and acknowledged: up to 10 points
- Essay is written in standard English with no or few sentence faults or fragments, agreement errors, or similar solecisms: up to 6 points

Assignment 3: Joyce (Available in Lesson 10)

Please post your essay to the Safe-Assign portals. Submitting your essay to the "Draft" portal will allow you to check for passages in your essay which you need to identify as borrowings and acknowledge sources for. Please submit the final version of your essay to the "Final" Safe-Assign portal by 11:55 p.m. on Tuesday, April 26, 2011. This essay is worth 50 points.

Rubrics:

- Essay has a clear and precise topic sentence that announces the chosen motif: up to 7 points
- The essay is based on the original thought of the writer with any borrowed information clearly and correctly identified and acknowledged: up to 10 points
- Essay describes and explains the use and development of the motif through the chapters of the novel: up to 18 points
- Essay evaluates the motif's contribution to the themes of the novel : up to 9 points
- Essay is written in standard English with no or few sentence faults or fragments, agreement errors, or similar solecisms: up to 6 points

Grading Policies

The course will be graded on the basis of points. There is a total of 750 points available for the course. The tasks and their point-value are explained in the table below.

A	675 or more points
B	600 or more points
C	525 or more points
D	450 or more points
F	Fewer than 449 points

Points Earned for Quizzes, Explication Exam, and Discussions

Lesson or Activity	Quiz Points	Discussion Points	Assignments	Tests
Introduction				
1	15	35	<i>Portrait List Assigned; Due in Week 10/Lesson 9</i>	
2	10	30		
3	10	20		
4	10	30	Chaucer Assignment 50	
5	(no quiz)	25 (Journal responses)		
6	15	40		
7	15	10	<i>Hamlet</i> Assignment 50	
8	(no quiz)	35		Sonnet Test 50
9	10	30	<i>Portrait List Due</i>	
10	10	(no discussion points)	<i>Portrait</i> Assignment 50	
11	(no quiz)	40		
12	10	30		
13	10	30		
14	10	20		Short Story Test 50
Total	125	375	150	100
Grand Total: 750 Points				

Attendance Policy: As this is an online class, there are no class meetings, but you are responsible for reading the assigned literary texts, taking the quizzes, responding to the weekly discussion topics, and completing the tests and assignments in a timely and regular manner.

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. Contact the Financial Aid Office for more information.

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 UT Arlington 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents' Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

Student Support Services Available: The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For

individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Library Resources

Rafia Mirza is the subject librarian for the English Department. [Go to the Central Library's English Studies page for a comprehensive review of library resources for English students.](#)

The English Studies page includes contact information for the subject librarian, a link to an English Studies Facebook page, and general help with your English research needs.

Active Learning at UTA

The [UTA Quality Enhancement Plan \(2007\)](#) has adopted this working definition of active learning:

Active Learning places the student at the center of the learning process, making him/her a partner in discovery, not a passive receiver of information. It is a process that employs a variety of teaching and learning strategies to place the responsibility for creating and defining the learning environment on the instructor and the responsibility for

effective engagement in the learning process on the students. Active learning encourages students to communicate and interact with course materials by reading, writing, discussing, problem-solving, investigating, reflecting, and engaging in higher-order thinking tasks such as application, analysis, synthesis, and evaluation. An active learning approach draws upon a continuum of teaching and learning strategies, including class discussion activities, undergraduate research, and community-based learning experiences (QEP Executive Summary 2007 p. 1).

Go to [UTA's active learning portal for students](#) to read what UTA students are saying about active learning at UTA and how it enhances higher order thinking skills.

Applications

Blackboard 9.1™

Students will actively utilize Blackboard to access required reading, professor's commentary, and other course assignments—as well as to communicate with peers and the professor throughout the semester.

Students must have access to a computer with Internet access and a Web browser compatible with Blackboard 9.1 to be able to participate fully in the Blackboard online environment. Students will need a UTA NetID and password to login to their Blackboard courses.

Microsoft Office™

The instructor of ENGL 2319 uses Microsoft Word, but also has access to Open Office, Works, and other word-processing and text-editing programs.

Adobe Reader™

PDF files require Adobe Reader™ to open. Download this free application if it is not already installed on your computer.

Technical Support

UTA's Office of Information Technology (OIT) offers technical support for students, including problems with logging in to the course or passwords.

However, if you need help with any course content, including assignments, quizzes, tests, or the organization of the course in general, please contact your instructor.

Contact the OIT Help Desk:

- Phone: (817) 272 -2208
- Fax: (817) 272-2063
- helpdesk@uta.edu
- Physical location: 102A Central Library

Other OIT Services

Go to [OIT's Web site](#) to view the full range of technical services offered to UTA students, including [MavSpace](#) , a free online resource for publishing and file storage.

Navigating the course using internal links

Many lessons in English 2319 contains links providing non-linear access to a variety of related topics within the course content pages. After you click on an "internal link," **use the back button of your browser** to easily return to the page where you started your exploration.

Course Menu

There is a Course Menu with a list of available sections and features on the left side of the Blackboard screen; it is possible to close it, but you might find it easier to navigate if you keep it open.

Bread Crumbs

Beneath the course name there is a trail of "bread crumbs" — a running list of the links you have used to get to the page you are on. You can click on any of these links to return to any page on your path.

Reading Tip

At times you may find it difficult to read text in your browser window if it is displayed in very wide formats. To make reading easier, you can often resize your browser window to make the column of text narrower and easier to read.