CENTRAL TEXAS COLLEGE
Syllabus for ENGL 2323
British Literature II

Semester Credit Hours: 3

Instructor:

Office Hours:

I. Introduction

A. English 2323 is a survey of British Literature from the Romantic Period through the early Twentieth Century. Though careful attention is given to the historical, social, and intellectual developments that gave rise to the literature, the emphasis of the course is on the individual selections themselves as outstanding expressions of our English literary heritage.

B. English 2323 is designed to meet the requirement of a sophomore literature course for students transferring to a senior college or for students desiring the general education of the first two years of college. The course employs critical thinking and writing skills in the analysis of a wide variety of selected readings. This course satisfies the requirement for first semester sophomore literature.

C. Prerequisites: Completion of ENGL 1301 and ENGL 1302 with at least a “C.”

II. Learning Outcomes

Upon successful completion of this British Literature II course, the student will be able to do the following:

A. Identify and explain in depth the key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
B. Demonstrate knowledge of the development of characteristic forms or styles of expression during the different historical periods or in different regions.
C. Trace the development of characteristic forms of expression through the different historical periods.
D. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
E. Recognize, through discovery of the recurring themes of literature, the basic issues with which mankind has expressed concern through different literary periods.
F. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

III. Instructional Materials

   (Note: The most current editions of the texts for this course are viewable at www.ctcd.edu/books.)
IV. Course Requirements

A. Reading Assignments:

Students are required to read all assigned selections from the text, to do outside reading when assigned, and to be ready to report the findings of their reading.

B. Papers and Journals:

1. A critical research paper (at least four pages of text) is required. It will cover selections which will not be covered in class. It should use the Modern Language Association (MLA) style with in-text citations. Full details are available in the current edition of the *St. Martin’s Handbook*. More details will be given in a classroom handout.

2. Students must keep a journal in which they record their responses to the assigned literature. The instructor will call for the journals to be handed in periodically. More details will be given in a classroom handout.

C. Class Performance:

Students are required to attend all classes, bring textbooks and other supplies to class, and learn to take and keep good class notes. Students, whether present or absent, are responsible for all assignments. The student must contact the instructor concerning any missed assignments.

D. Class Participation:

Students are to be regular and punctual in class attendance, to participate constructively in class discussion, and to remain in class for the full period.

V. Examinations

Four examinations will be given:

A. Exam 1* will cover writers of the Early Romantic Age: Blake, Burns, Wordsworth, & Coleridge.

B. Exam 2* will cover writers of the Later Romantic Age: Byron, Shelley, & Keats.

C. Exam 3* will cover writers of the Early & Late Victorian Age: Tennyson, Browning, Arnold, Hardy, & Housman.

D. Exam 4:*

1. 50% will cover writers of the 20th Century: Owen, Yeats, Lawrence, Eliot, Auden, & Thomas.
2. 50% will be comprehensive consisting of an essay question or questions covering the entire course.

*Every exam will require approximately 50% of responses to be in essay form.

Unannounced quizzes covering assigned materials may be given from time to time. Make-up work for in-class assignments will be given only in the event of an excused absence and only with the instructor’s permission.
VI. Semester Grade Computation

The possible grades for this course are A, B, C, D, or F. The semester grade will be computed on the following basis:

Exam 1 = 15%*
Exam 2 = 15%*
Exam 3 = 15%
Exam 4 = 15%
Critical Paper = 30%
Journals = 10%

Total = 100%

VII. Notes and Additional Instructions from the Instructor

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires or needs to officially withdraw from a course after the first scheduled class meeting must file Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the twelfth week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 12-week session: Friday of the 9th week
- 10-week session: Friday of the 7th week
- 8-week session: Friday of the 6th week
- 6-week session: Friday of the 4th week
- 5-week session: Friday of the 3rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of “W,” provided the students’ attendance and academic performance are satisfactory at the time of official withdrawal. Students may file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for non-attendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet college attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalogue states that “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course.” Prior approval from the instructor is required before the grade of “IP” is recorded. A student who merely fails to show for the final examination will receive a zero for the final exam and an “F” in the course.
E. Cellular Phones and Electronic Devices: Cellular phones and other Electronic Devices will be turned off while the student is in the classroom or laboratory. If the student is “on call” or has some other emergency, a message may be left with the department staff and the student will be notified. The departmental phone number is (254) 526-1239.

F. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Lesson One: The Early Romantic Period

1. Lesson Objectives

   Upon successful completion of the unit the student will be able to do the following:

   a. Explain the major historical occurrences in the Early Romantic Period.
   b. Recognize the different forms of literature that writers used during the Early Romantic Period.
   c. Relate the content, ideas, and themes of the works covered in this lesson to the content, ideas, and themes of the works in the other lessons of this course.
   d. Discuss in depth the content, ideas, and themes of the writers and works covered in this lesson.
   e. Respond personally to the selections in Journal #1, which will be submitted to your instructor.

2. Learning Activities

   a. Classroom lectures/discussion
   b. Reading assignments
   c. Writing first part of Journal 1
   d. Exam 1

3. Lesson Outline

   a. The Romantic Period
      “Introduction” and Timeline”

   b. Burns - at least two of the following:
      (1) “To a Mouse”
      (2) “Holy Willie’s Prayer”
      (3) “For A’ That and A’ That”

   c. Blake - at least two of the following:
      (1) “The Lamb”
      (2) “The Tyger”
      (3) “London”
      (4) “The Marriage of Heaven and Hell”
B. Lesson Two: The Later Romantic Period

1. Lesson Objectives

Upon successful completion of this unit, the student will be able to do the following:

a. Identify the major ideas exhibited by the works of the Later Romantic writers.
b. Discuss in depth the content, ideas, and themes of the works covered in this lesson.
c. Explain the trends of literary thought as it moved closer to the twentieth century.
d. Relate the content, ideas, and themes of the works covered in this lesson to the content, ideas, and themes of the works in the other lessons of this course.
e. Respond personally to the selections in Journal #1, which will be submitted to your instructor.

2. Learning Activities

a. Classroom lecture/discussion
b. Reading assignments
c. Completion and submission of Journal 1
d. Exam 2

3. Lesson Outline

a. Byron
   (1) *Childe Harold’s Pilgrimage*, from “Canto the First”
   (2) *Don Juan*, from “Canto the First”
   (3) *Manfred*

b. Shelley - at least three of the following:
   (1) “Hymn to Intellectual Beauty”
   (2) “Ozymandias”
   (3) “Ode to the West Wind”
   (4) “Adonais: An Elegy on the Death of John Keats”

c. Keats - at least four of the following:
   (1) “On Seeing the Elgin Marbles for the First Time”
   (2) “The Eve of St. Agnes”
   (3) “Ode on a Grecian Urn”

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d. Wordsworth
   (1) “Lines Composed a Few Miles above Tintern Abbey”
   (2) “I Wandered Lonely as a Cloud”
   (3) “My Heart Leaps Up”
   (4) “Ode: Intimations of Immortality”
   (5) “The World Is Too Much with Us”

e. Coleridge – at least two of the following:
   (1) “The Rime of the Ancient Mariner”
   (2) “Kubla Khan”
   (3) “Christabel”
C. Lesson Three: The Victorian Period

A. Lesson Objectives

Upon successful completion of this unit, the student will be able to do the following:

1. Identify the major ideas exhibited by the works of the Victorian writers.
2. Discuss in depth the content, ideas, and themes of the works covered in this lesson.
3. Explain the trends of literary thought as it moved closer to the twentieth century.
4. Relate the content, ideas, and themes of the works covered in this lesson to the content, ideas, and themes of the works in the other lessons of this course.
5. Respond personally to the selections in Journal #2, which will be submitted to your instructor.

B. Learning Activities

a. Classroom lecture/discussion
b. Reading assignment
c. Writing first part of Journal 2
d. Exam 3

C. Lesson Outline

a. The Victorian Age
   “Introduction” and “Timeline”

b. Tennyson - at least three of the following:
   (1) “The Lady of Shallott”
   (2) “The Lotos-Eaters”
   (3) “Ulysses”
   (4) “Locksley Hall”
   (5) “Tears, Idle Tears”
   (6) “In Memoriam A. H. H.”

c. Browning - at least three of the following:
   (1) “Soliloquy of the Spanish Cloister”
   (2) “My Last Duchess”
   (3) “The Bishop Orders His Tomb at Saint Praxed’s Church”
   (4) “Fra Lippo Lippi”
   (5) “Andrea del Sarto”

d. Arnold - at least two of the following:
   (1) “To Marguerite - Continued”
   (2) “The Buried Life”
   (3) “Lines Written in Kensington Gardens”
   (4) “Dover Beach”
e. (Optional) Oscar Wilde
   *The Importance of Being Earnest*

f. (Optional) Bernard Shaw
   *Mrs. Warren’s Profession*

g. Hardy - at least two of the following:
   1. “Hap”
   2. “The Darkling Thrush”
   3. “The Convergence of the Twain”
   4. “Ah, Are You Digging on My Grave?”

D. Lesson Four: The Twentieth Century and After

1. Lesson Objectives

   Upon successful completion of this unit, the student will be able to do the following:

   a. Identify the major ideas exhibited by the works of the early Twentieth Century writers.
   b. Discuss in depth the content, ideas, and themes of the works covered in this lesson.
   c. Explain the trends of literary thought as it moved closer to the twentieth century.
   d. Relate the content, ideas, and themes of the works covered in this lesson to the content, ideas, and themes of the works in the other lessons of this course.
   e. Respond personally to the selections in Journal #2, which will be submitted to your instructor.

2. Learning Activities

   a. Classroom lecture/discussion
   b. Reading assignments
   c. Completion and submission of Journal 2
   d. Exam 4

3. Lesson Outline

   a. The Twentieth Century and After
      “Introduction,” and “Timeline”

   b. Housman - at least two of the following:
      1. “When I Was One-and-Twenty”
      2. “To An Athlete Dying Young”
      3. “Terence, This Is Stupid Stuff”

   c. (Optional) Conrad
      *Heart of Darkness*

   d. Owen
      “Dulce Et Decorum Est”
e. Yeats
   (1) “Sailing to Byzantium”
   (2) “The Second Coming”
   (3) “Leda and the Swan”

f. D. H. Lawrence
   “The Horse Dealer’s Daughter”

g. T. S. Eliot
   (1) “The Love Song of J. Alfred Prufrock”
   (2) “The Hollow Men”

h. Auden
   “Musee des Beaux Arts”

I. Dylan Thomas
   “The Force That Through The Green Fuse Drives the Flower”

j. Orwell
   “Politics and the English Language”