

LANGUAGE, PHILOSOPHY, AND CULTURE  
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: **ENGL 2323** Course Title: **British Literature II**

Brief Course Description: ENGL 2323 British Literature II (3-0). A study of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objective	University SLO	Course SLO	General Learning Activities	Assessment Method
<b>Critical Thinking</b>	CT: Gather, analyze, evaluate, and synthesize information relevant to a question or issue and construct a logical position (i.e. perspective, thesis, and/or hypothesis) that acknowledges ambiguities or contradictions.	Students will master a series of assigned literary works in terms of generic conventions and content.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Critical Thinking rubric.
<b>Communication</b>	CS: Develop, interpret, and express ideas through effective written, oral, and visual communication.	Students will produce written analyses of individual literary works and take essay examinations that are graded in terms of both content development and clarity of expression following widely accepted generic conventions.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Communication rubric.
<b>Social Responsibility</b>	SR: Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.	By engaging with locally, regionally, nationally, and internationally known literary artists and the texts they create, students are introduced to the shared traditions of literary expression, the debates that help shape the literature, and the conflicts, cultural differences, and shared experiences involved in the forging of human culture in all its diversity.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Social Responsibility rubric.
<b>Personal Responsibility</b>	PR: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	By reading the works of some of world's greatest writers as they grapple with the choices inherent in human life, including in areas such as gender relations, race and ethnicity, class, and national origin, ENG2323 students can understand how their own lives are affected by similar ethical decisions and learn to connect their own choices and actions to the related consequences. At the same time,	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Personal Responsibility rubric.

		students learn to manage their time, develop useful study habits, and interact with their peers in ways that promote personal growth in these areas while upholding the values of the University's Academic Honor Code regarding taking personal responsibility for making appropriate and ethical personal decisions in their coursework and exams.		
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## Critical Thinking Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to gather, analyze, evaluate, and synthesize information relevant to a question or issue.

<b>Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
CT: Gather, analyze, evaluate, and synthesize information relevant to a question or issue and construct a logical position (i.e. perspective, thesis, and/or hypothesis) that acknowledges ambiguities or contradictions.	Skillfully gathers, analyzes, and synthesizes information clearly relevant to a question or issue.	Gathers, analyzes, and synthesizes information relevant to a question or issue.	Inconsistently gathers, analyzes, and synthesizes information relevant to a question or issue.	Fails to adequately gather, analyze, or synthesize information relevant to a question or issue.

## Communication Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to develop, interpret, and express ideas through effective written communication.

<b>Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
CS: Develop, interpret, and express ideas through effective written, oral, and visual communication.	Consistently develops relevant and appropriate content for the audience, purpose, and writing task	Generally develops relevant and appropriate content for the audience, purpose, and writing task.	Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.	Seldom develops relevant and appropriate content for the audience, purpose, and writing task.

## Social Responsibility Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to listen and record notes effectively and to respond formally to a university-sponsored literary event.

<b>Core Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
SR: Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.	Consistently demonstrates ability to listen and record notes and to respond formally to a university-sponsored literary event.	Generally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Occasionally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Rarely or never demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.

## Personal Responsibility Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.

<b>Core Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
PR: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	Consistently identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Generally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Occasionally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Rarely or never identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.



WALL HIGH SCHOOL ~ ANGELO STATE UNIVERSITY  
ENGL 2323  
British Literature II  
Spring 2017

Instructor: Shanna Saverance, M.A.

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Mon-Fri 2:45-3:35 PM

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Prerequisites: ENGL 2322

Class Meeting Times/Dates: 1<sup>st</sup> Period 7:55-9:20 AM on A days

4<sup>th</sup> Period 10:30-12:00 PM on B days

I. **Course Description**

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

II. **Required Text:**

Greenblatt, et al, ed. *The Norton Anthology of English Literature, The Major Authors*. 9th edition. New York: W. W. Norton & Co., 2001. ISBN 978-0-393-91963-9

III. **Learning Objectives**

**ASU Core Curriculum Objectives for Sophomore Literature and Related Course Assessments**

Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, presentations or examinations.

- **Critical Thinking Skills** will be demonstrated in reading quizzes, written analyses, presentations, reflections or examinations. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.
- **Communication Skills** will be demonstrated in reading quizzes, written analyses, presentations, reflections or examinations. Students will develop, interpret, and express ideas through effective written and oral communication.
- **Personal Responsibility** will be demonstrated in reading quizzes, written analyses, presentations, reflections or examinations. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.
- **Social Responsibility** will be demonstrated in written reflection on public reading or lecture. Students will demonstrate ability to engage with locally, regionally, nationally, or internationally known literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.

### Course Objectives:

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

1. understand the role of literature as an expression of values and interpretation of human experience,
2. understand and apply methods of responding to literature analytically,
3. understand the form, function, scope and variety of literature, including specialized terminology,
4. understand the interactive relationship between history, culture, and literature.

Sophomore literature outcomes will be measured by various assignments, including the composition of literary analysis.

### IV. Attendance Policy/Makeup Work

1. **Attendance:** Class attendance is necessary, mandatory, and expected. Students are expected to be present and on time for all classes unless there is an urgent reason to be absent or tardy. It is impossible to pass the course without attending the class. If a student is absent, s/he should visit with the instructor about missed assignments before the next class period. It is the student's responsibility to ask about material missed.
2. **Tardies:** Promptness is expected. Students should be seated when the bell rings with their books and necessary materials on their desks.
3. **Assignments:** Assignments will be announced periodically in class. Students are expected to come to class properly prepared, even if they have been absent. It is the student's responsibility to find out what assignments are due for class. Students are expected to participate in class. Assignments are due at the start of class on the day due unless otherwise indicated. **NO EXCUSES. If a student is absent, s/he should visit with the instructor about making up missed in-class activities. NO LATE WORK WILL BE ACCEPTED. NO EXCEPTIONS.**

### V. Course Requirements

1. **Quizzes**— Students should plan for regular quizzes over assigned readings, videos, and/or lectures. These quizzes may be announced or unannounced. If a student misses a quiz, it is his/her responsibility to write a one page summary over the information covered on the quiz and email it to the instructor by the next class session. Summaries will not be accepted late.
2. **Exams**—Students will complete three major exams, one over each unit. The tests will include essay questions and short answer covering the assigned readings, lectures, discussions, study guides, etc. The third exam will also serve as the final exam.
3. **Participation**— Students will be given a grade based on participation in class and attendance throughout the semester. See Section VI for details on grading for participation.
4. **Presentations**—Each student will be required to give one 3-5 minute "Week in Review" presentation on the Monday following his/her assigned week. The instructor will pass around a calendar for you to sign up on. Any changes to the calendar after sign-up will have to be arranged amongst the students. The instructor will provide a rubric which includes the requirements of the presentation.
5. **Critical Response Papers**—Students will write several critical response papers. All papers should be at least 500 words and refrain from using any outside sources unless otherwise noted. Detailed instruction sheets for the response papers will be provided at a later date.



## VI. Class Assessment/Grading

The final grade will be calculated as follows.

Reading Quizzes	25%
Participation	10%
Presentations	15%
Response Papers	20%
Exams	30%

### Quiz and Exam Policy

Quizzes cannot be made up for any reason. Make-up tests will not be given except in cases of legitimate, documented emergencies.

**NO LATE WORK WILL BE ACCEPTED AT ANY TIME. NO EXCEPTIONS.**

### Participation Grading:

Participation grades are a great way to boost your final score in the class. Your grade for participation (10% of your final grade) is based on the following criteria: attendance and participation in class.

- An “A” (100 points) participation grade constitutes frequent participation in lectures and discussion in the form of commenting on the readings, asking questions, offering reflections and engaging others’ opinions, and absolutely no behavioral concerns.
- A “B” (85 points) participation grade constitutes regular participation in lectures and discussion, and absolutely no behavioral concerns.
- A “C” (75 points) participation grade denotes infrequent participation in lectures and discussion, and no behavioral concerns.
- A “D” (65 points) or “F” (0 points) participation grade suggests I have no way to assess positive engagement with the material based on our contact as well as problems in the aforementioned areas: no attempt to participate productively in lecture and discussion, and/or distracting behavior in class.

## VII. Course Calendar—Subject to change at instructor’s discretion.

Lesson One: Introduction to the Romantic Period

Lesson Two: Poetry of William Wordsworth

Lesson Three: Poetry of William Blake

Lesson Four: Poetry of Robert Burns

Lesson Five: “The Rime of the Ancient Mariner,” Samuel Taylor Coleridge

Lesson Six: George Gordon, Lord Byron

Lesson Seven: Percy Bysshe Shelley

Lesson Eight: Poetry of John Keats

Lesson Nine: Introduction to the Victorian Age

Lesson Ten: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Lesson Eleven: *The Importance of Being Earnest*

Lesson Twelve: Introduction to the Twentieth Century

Lesson Thirteen: “Araby”

Lesson Fourteen: “The Horse Dealer’s Daughter”

Lesson Fifteen: *Waiting for Godot*

Lesson Sixteen: Post-Colonial

Lesson Seventeen: Caribbean Overview; “The Day They Burned the Books”

Lesson Eighteen: Africa Overview; Chinua Achebe and “Civil Peace”

Lesson Nineteen: Canada Overview; “Death by Landscape”

Lesson Twenty: India Overview; Salman Rushdie and “The Prophet’s Hair”

**VIII. Course Content:** College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**IX. Students with Disabilities:** Persons with disabilities that may warrant academic accommodations must contact the Student Life Office in the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**X. Course Policies**

1. Students should arrive at class on time with their book, materials, and homework (if applicable) ready. Reading assignments and other out-of-class assignments are expected to be completed before the start of class. Students who are late or must leave class to print, fetch supplies, or run personal errands will be counted Tardy.
2. As per the standard in college classes, students should expect to spend 2 hours outside of class for every 1 hour in class. On a weekly basis, students should be prepared to spend roughly a minimum 4 ½ to 5 hours reading, writing, and studying for this course.
3. This course requires regular computer usage for completing discussion boards and submitting assignments. Students should secure a reliable internet/computer source be it home, school, public library, or other location so that they may complete assignments on time. It is advised that students have a backup location should their first location have difficulties. Students who do not have internet/computer access at home should plan accordingly so that all assignments may be completed in a timely manner.
4. Class members who leave class during an exam/quiz will be expected to turn in the exam/quiz regardless of whether the exam/quiz has been completed.
5. Students with computer access during class should avoid working on other assignments, attending to personal business, or in any other way wasting time on the internet (or any other technological device) during class.
6. Questions of general interest may be asked in class, such as clarification of concepts, assignments, and deadlines. Students are encouraged to participate in class. Questions related to personal issues such as grades should be asked during my conference periods or through email.
7. Students should be timely in their questions. All concerns, clarifications, or questions regarding specific assignments or readings should be asked AT LEAST 24 hours before the deadline. This gives the instructor ample time to respond and the student the ability to ask any necessary follow up questions.
8. Read and watch all materials provided, not just the textbook. Study guides, while not for a grade, are the best way to prepare for exams. The following web source also provides great help for students in the form of quizzes, summaries, and additional sources: <http://wwnorton.com/nael>. However, students should use this source as a supplement, not a replacement for the text.
9. Due to FERPA privacy laws, parents will not be given information regarding the student's performance, attendance, or other elements. Students should contact the instructor directly with such questions and concerns regarding grades and performance. In instances such as potentially failing for the semester or cheating, facilitators and/or counselors may be contacted by the instructor. Parents should speak to their student and/or the counselor/facilitator directly in lieu of the instructor.
10. Students should be polite in all forms of communication, including discussion boards, emails, and in class discussions. Remember that anything on the internet is permanent.
11. Students are expected to behave in an appropriate manner for the college classroom, showing respect for the instructor and class members.
12. Should TurnItIn not be working at the time the assignment is due, students should be prepared to email the assignment in an attachment to the instructor along with an explanation of the issue. Neither of these

issues excuse you from turning in assignments on time. The student should email the assignment to the instructor **BEFORE** the deadline for that assignment and inform the instructor of the issue.

All disputed issues will be resolved in accordance with established institutional guidelines.

#### XI. **Plagiarism and Academic Integrity**

**Plagiarism:** All written material must be the student's original ideas unless specifically indicated otherwise. Quotation marks should be used when the exact words of a person, a textbook, an article, or a webpage are used, and proper MLA credit should be given to that source. Failure to do so is one form of plagiarism. Students should also remember that using quoted, paraphrased or summarized ideas or information from a person, written source, or online source without giving the source credit is also plagiarism. Students may not turn in duplicate work or work that expresses the same ideas in the same manner, which is also plagiarism. Students may not submit work that has been or will be turned in for another course. **ALL FORMS OF PLAGIARISM WILL RECEIVE ZEROS**, and the Dean of Students will be contacted. The instructor has the final say on what is and what isn't plagiarism. All student work will be submitted to TurnItIn.com to check for plagiarism.

**Academic Integrity:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at <http://www.angelo.edu/forms/pdf/honorcode5.pdf>. At minimum, students who are determined to have violated this policy will receive a failing grade on the assignment, and may also receive a failing grade in the course and be referred to the English Department Chair for possible further action.

#### XII. **Absences for Observance of Religious Holy Day**

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19) must inform the instructor in writing prior to the absence and make up any scheduled assignments within an appropriate timeframe determined by the professor. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.