



## 2322 British Literature I

### Course Syllabus: Spring 2019

*"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."*

**Julie Ratliff**

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:30-11:00 a.m. 3:00-5:30 p.m.	11:00-12:20 a.m. 3:00-5:30 p.m.	9:30-11:00 a.m. 3:00-5:30 p.m.	11:00-12:20 a.m.	By Appointment	By Appointment

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

### Required Textbook(s):

*The Longman Anthology of British Literature Volume 1 (A-C), 4<sup>th</sup> Edition*

**Publisher:** Longman

**ISBN Number:** ISBN 978-0-393-91201-2

### Recommended

A Flash Drive and WEPA card

### Student Learning Outcomes:

Upon successful completion of this course, students will:

- 1) Identify 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.
- 2) Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
- 3) Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
- 4) Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
- 5) Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

**Course Objectives:** A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions

### Lectures & Discussions:

The class is focused on discussion and analysis.

## Evaluation/Grading Policy:

Participation (Including Attendance and Quizzes)	200 pts	900 and above	A
Weekly Assignments	100 pts	800-899	B
Semester Report	100 pts	700-799	C
Tests (including 200 pt final)	600 pts	600-699	D
	1000 pts	Below	F

### Tests/Exams:

Tests, except for the final, are 100 points each and will cover everything covered in the unit as well as the occasional review question in the essay section. They will be short answer and essay, and all unit tests will be “take home.” The final is comprehensive, worth 200 points, and will be given during finals week.

### Assignments:

**Participation:** This course is primarily done through discussion. If you have done the reading and make an effort to be involved in the class activities, this should not be a problem for you. And, a lot of this will be reflected in your quizzes.

**Quizzes:** I like short quizzes that do not take up too much valuable class time. If you’ve given the assignment some effort, the quizzes should not be a problem as they will be literal questions over major issues in the reading. I reserve the right to give a quiz at the beginning, middle or end of class.

**Weekly Assignments:** The primary “weekly assignment” will be the readings. However, several times during the semester, you will be given a short writing assignment to do in relation to those readings that you will be expected to bring back during the next class period. Each assignment will have a different topic, but all should be typed and in “standard” manuscript form (i.e. one-inch margins, double-spaced, and with appropriate documentation when necessary).

**Semester Project:** As an individual, you will be responsible for researching a randomly selected author, work, or historical event. In an ideal world, many of these issues would be covered in-depth by the class as a whole, but due to time limitations, it is not possible to deal with all of them. In addition to a 5-10 page documented paper (MLA handbook style) on the matter, you will be expected to provide a 3-5 minute report on the issue or author for the class at the point we hit your figure in time, but the paper will be due at the end of Week 13. (Depending on class numbers, it is possible you will work with a group on the presentation, but your paper is to be done individually.)

**Late Assignments:** I do not accept late assignments. Important Due dates are announced clearly in the syllabus and all due dates are repeated in class regularly.

### Student Responsibilities/Expectations:

**Preparation:** While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. Read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

**Attendance:** Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. It is English department policy that if you acquire five unexcused absences for whatever reason you receive them, you will receive a failing grade for the course. Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

**Schedule:** You should have read everything scheduled **before** you get to class. When an assignment calls for “selections from,” we will divide up the overall reading among various members of the class, so you may not be reading the same examples the person on your right reads. Sharing our experiences with a variety of selections will allow us to cover more material.

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**Week 1:** Course Introductions / Video

**The Epic Era: From *Volume 1A: The Middle Ages***

**Report Possibilities:** Selections from *Early Irish Verse*, *Judith*, *Dream of the Rood*, *Taliesin*, William Langland

**Week 2:** *Beowulf* and *The Tain*,

**Week 3:** “The Wanderer,” “Wulf and Eadwacer,” “The Wife’s Lament,” and “Riddles”

**Week 4:** Ethnic and Religious Encounters, Arthurian Myth in the History of Britain, and Marie de France *Lais*

/ **Test #1: The Epic Era**

**The High Middle Ages: From *Volume 1A: The Middle Ages***

**Report Possibilities:** Middle English Lyrics, Julian of Norwich, Margery Kempe

**Week 5:** *Gawain and the Green Knight* and *Morte D’Arthur*

**Week 6:** *The Canterbury Tales*, “Prologue” & “Miller’s Tale” and Selections from remaining *Canterbury Tales*

**Week 7:** *Second Play of the Shepherds* and *York Play of the Crucifixion*

**Test #2: The High Middle Ages**

**Week 8 (March 11): Spring Break**

**The Early Modern Period: From *Volume 1B: The Early Modern Period***

**Report Possibilities:** Sir Thomas Wyatt, Sir Walter Raleigh, Ben Jonson, George Herbert, Thomas Hobbes, Katherine Philips

**Week 9:** Sonnet Selections from Spenser, Sidney, & Shakespeare, *Faerie Queene* (*Selections*), From Elizabeth I (*Selections*), and Sidney “Apology for Poetry”

**Week 10:** *Utopia* and *Tragical History of Dr. Faustus*

**Week 11:** *King Lear* or *Othello*

**Week 12:** *Mid-Summer Night's Dream* (reading online) / Video

**Week 13:** Selections from John Donne, Selections from Robert Herrick, Selections from Andrew Marvell and *Paradise Lost* /

**Test #3: Early Modern Period**

## **The Age of Enlightenment: From *Volume 1C: The Restoration and the Eighteen Century***

**Report Possibilities:** Aphra Behn, Daniel Defoe, Samuel Pepys, Margaret Cavendish, Samuel Richardson, Henry Fielding, Samuel Johnson, James Boswell, Oliver Goldsmith

**Week 14:** Selections from Jonathan Swift, Selections from Lady Mary Wortley Montagu, Selections from Alexander Pope & Selections from Coterie Writings

**Week 15:** Selections from Reading Papers & Selections from Mind and God

**Week 16: Review for Comprehensive Final**

Test #4: Early Modern Period/The Renaissance

## **Finals**

## **NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

## **Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

## **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

**Family Educational Rights And Privacy Act (Ferpa):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.