

Engl 2326 – British Literature I Syllabus

Texas A&M Commerce

Instructor Information

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Course Information

Course Title: British Literature I

Course Number: ENGL 2326

Section Number:

Semester/Year: Fall 2024

Credit Hours: 3

Class Meeting Time/Location:

Last Day to Withdraw: 10/31/24

Course Prerequisites

English 1301 & 1302 and TASP/Alternative Assessment Standard in Reading and Writing must be met.

Course Description

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.

This course is intended to serve as an introduction to British literature to 1800. Much attention will be paid to the critical reading of the literature, and there will be many assignments. As is generally recommended for college work, for every hour you are in class, two hours should be spent outside of it studying. This may seem like too much work at first, but it will help you immensely later in your academic career, as writing is a task that transcends past all subjects, and is used on a daily basis. Remember this as you navigate through the course: the work you do here will bear directly on how hard or easy your academic life will be later in your career.

Student Learning Outcomes

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

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials

The Norton Anthology of English Literature, volume A-C, tenth edition;
GoogleDocs Account; Access to MyLeo

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

You will be evaluated based upon the quality of your writing and critical thinking ability.

Assignments	Percentages
Quizzes	15%
Paper 1	15%
Paper 2	25%
Midterm	20%
Final	25%

Total: 100%

Late work is not accepted. No exceptions. If you have a school-related activity, work must be turned in early. Any school related tardiness must be told to the professor 48 hours in advance.

Percentages	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Assignment must be formatted as follows when submitted:

- 1" margins all around
- Double Spaced
- Times New Roman, 12 font

Description of Graded Work

Quizzes: The reading quizzes have 5 short answer questions given in the first 5 minutes of class.

First Paper: The first paper is a 1,500-word report that must be written as a academic paper.

Second Paper: The second paper is a 1,500 word paper comparing a piece of art's theme to that of a piece of literature

Midterm and Final: Both midterm and final will have 25 Multiple choice questions, along with two short answer questions and an essay.

Attendance and Your Final Grade

All class sessions are important for the successful completion of this course. After 5 Absences (the equivalent of 2 weeks), each additional absences will take 10 points off final grade.

Late Work Policy

No late work is accepted. Ever. If you have a school-related activity, work must be turned in early. And any school related tardiness/absence must be told to the professor 48 hours in advance.

Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/>

Course Schedule

Disclaimer Reserving Right to Change Syllabus:

The instructor reserves the right to amend this syllabus as necessary.

Week	Date	Topics and Activities	Assignments Due
1	8/26	M – Course introduction and discussion of organizing an essay / Use of quotes inside of papers. In class reading. T – Reading Day W – “The Dream of the Rood,” “Judith” R - “The Wanderer,” “The Wife's Lament,” F – Reading Day	Prompt Essay #1

Week	Date	Topics and Activities	Assignments Due
2	9/2	M – Beowulf (ll. 1 - 1070) T -Reading Day W Beowulf (ll. 1158 – 2200) R Beowulf (finish off poem) F – Reading Day	
3	9/9	M – Chaucer: The General Prologue; T -Reading Day W – The Miller's Prologue & Tale, R- Pardoner's Prologue & Tale; F – Reading Day	
4	9/16	M – Parson's Tale; The Wife of Bath's Prologue T -Reading Day W – <i>Sir Gawain and the Green Knight</i> (l.763) R - <i>Sir Gawain and the Green Knight</i> (l.763 - 1892) F – Reading Day	Peer Review over first essay is on Friday.
5	9/23	M – <i>Sir Gawain and the Green Knight</i> , (1892 – End) T -Reading Day W– <i>Edmund Spenser, Fairie Queen book 1, (Canto 1)</i> R <i>Edmund Spenser, Fairie Queen book 1, (Canto 2)</i> F – Reading Day	
6	9/30	M– <i>Fairie Queen book 1, (Canto 3)</i> T -Reading Day W <i>Fairie Queen book 1, (Canto 4-5)</i> R <i>Fairie Queen book 1, (Canto 6)</i> F – Reading Day	Peer Review
7	10/7	M - <i>Fairie Queen book 1, (Canto 7-8)</i> T -Reading Day W - <i>Fairie Queen book 1, (Canto 9-10)</i> R - <i>Fairie Queen book 1, (Canto 11-12)</i> F – Reading Day	Essay 1 Due 10/11

Week	Date	Topics and Activities	Assignments Due
8	10/14	M - Marlowe, <i>Doctor Faustus</i> Scenes 1-5 T -Reading Day W - Marlowe, <i>Doctor Faustus</i> Scenes 6- Chorus 3 R - Marlowe, <i>Doctor Faustus</i> Finish Play F – Reading Day	Midterm
9	10/21	M - Shakespeare, <i>King Lear</i> Acts I - II T -Reading Day W - Shakespeare, <i>King Lear</i> Acts III - IV R - Shakespeare, <i>King Lear</i> Acts V F – Reading Day	<i>Essay 2 Prompt</i>
10	10/28	M - Aphra Behn : <i>Oroonoko</i> , (to when the Imoinda falls into Oroonoko's lap) T -Reading Day W Aphra Behn : <i>Oroonoko</i> , (to when Oroonoko is no longer allowed to go by himself to the plantation) R - Aphra Behn : <i>Oroonoko</i> , (to the end) F – Reading Day	
11	11/4	M Swift : <i>Gulliver's Travels</i> , part 1, Chapter 1-3 T -Reading Day W - Swift : <i>Gulliver's Travels</i> , ch.4-7 R <i>Gulliver's Travels</i> , finish part 1. F – Reading Day	<i>Peer Review</i>
12	11/11	1. Swift : <i>Gulliver's Travels</i> , part 4 Chapter 1-4. 2 – Swift : <i>Gulliver's Travels</i> , finish part 4 M Swift : <i>Gulliver's Travels</i> , part 4 Chapter 1-4. T -Reading Day	Peer Review

Week	Date	Topics and Activities	Assignments Due
		W Swift : <i>Gulliver's Travels</i> , part 4 Chapter 5-8. R Swift : <i>Gulliver's Travels</i> , part 4 Chapter 9 - 12. F – Reading Day	
13	11/18	M - <i>Sentimental Journey – Preface in the Desobliegeant</i> T -Reading Day W <i>Sentimental Journey opening – In the Street, Calais (2nd time used as chapter title)</i> R – <i>Sentimental Journey opening – The Bidet</i> F – Reading Day	
14	11/25	Thanksgiving Break!	
15	12/2	M - <i>Sentimental Journey opening – The Wig</i> T -Reading Day W- <i>Sentimental Journey – The Gloves</i> R - <i>Finish Sentimental Journey – Finish Part</i> F - Reading Day	Essay Due

Week	Date	Topics and Activities	Assignments Due
16	12/9	Final examine will be done on Monday of this week.	

Tips for Student Success

Use the full amount of time allotted for each assignment and do not procrastinate. I do not teach a “blow-off” class. Any course, freshman or higher, “general ed” or major, should be approached with diligence and urgency. It is extremely easy to keep up with this class, but if you fall behind for whatever reason, legitimate or irresponsible, and do not make an effort to catch up quickly, it will be difficult to keep up. The major assignments make sense only when completed in order.

Approach the course with an open mind and a willingness to learn. College education is much more than job training; it implies a certain intellectual growth and standard beyond the sheer pragmatics of any career field. The critical thinking skills fostered in ENGL 2323 are paramount to social and cultural life, especially in an environment that is increasingly anti-intellectual and irrational. In other words, this is not a meaningless hoop to jump through.

Make a consistent, genuine effort and you will find me easygoing and accommodating. I understand that most of you are responsible for more than just school; thus, I am happy to work things out. However, these other responsibilities are not an excuse for a lack of effort. Habitual skipping, late or missing assignments, ignorance of or ignoring instructions, notes, due dates, or comments, or contempt for the class or education will be met with equal apathy on my end.