

English 228

British Literature: 19th through the 21st Century

Spring 2018

Welcome!

Welcome to English 228, British Literature: An historical and critical survey of selected works of English literature of the 19th through the 21st centuries, including representative writers of Romanticism, modernism and postmodernism. This course will explore literary works of the United Kingdom, specifically England, but also some works from Scotland and Ireland, through a thematic lens and will incorporate stories, novels/novel excerpts, poetry, plays, and films as well as their social and historical context including the political, philosophical, and social situations of their time and how they speak to issues going on in the UK and the United States now in 2017. We will also explore literary criticism techniques, particularly sociological criticism, psychological criticism, and feminist criticism. We will fine tune our critical thinking and analysis skills through exploration of these readings and multimodal texts in the form of whole-class discussions, analytical written homework responses, small-group tasks, seminars, presentations, and essays.

This quarter's theme: Rebellion and Monsters (literal and symbolic)

Required Course Text: *The Norton Anthology of British Literature, Vol. 2*
Plus supplemental reading that will be loaded on CANVAS.

Academic Course Goals:

- Students will read, interpret, analyze, and write and research fiction, poetry, and films of England, Ireland, and Scotland.
- Students will learn the historic and cultural roots of the primary texts and will be exposed to traditional as well as non-traditional readings and films from this region.
- Students will get a more global and current look at these Western European countries and the human and social connections to the readings and films from these regions (including gender issues, racial and cultural issues, and political, technological, and historical movements in the area).

- Students will learn how to specifically analyze and synthesize primary and secondary sources through a specific theme lens.
- Students will learn specific techniques for critical thinking and how to read both text and films actively instead of passively.
- Students will engage in multimodal activities both in the classroom and in outside of class tasks.
- Students will learn how to work in small groups, how to do formal seminar discussions and follow-up seminar papers, and will learn presentation techniques for presentation of their analysis and research findings.

Here are some skills we will practice in this course:

- Discover the depth and profundity of some of the basic human and thematic questions explored in these pieces of literature.
- Formulate thoughtful and clear positions of your own in response to the messages, themes, and techniques in the readings. We will develop analytical reading skills and active reading techniques as well.
- Discover the historical and human context of literature and real-life parallels.
- Articulate, both in writing and speaking, your positions and ideas in relation to the themes and ideas in our class readings and the literature we read.
- The basics of writing or speaking about literature and film, including the following specific skills:
 - ** selecting and narrowing themes and arguments with synthesis
 - ** small group and large group informal and formal discussions
 - ** recognizing and using various themes and tools for analysis including literary techniques
 - **seminar techniques and presentation skills for analyzing literature and film

Specific Expectations:

In order to achieve the above goals, I expect that you will

- **Be in class every day and complete all assignments.** Being present and on time for every class session is fundamentally important to your success in this class. Some students wonder why they should be in class every day – what difference can one or two days make, they wonder. Here are six reasons why I think it is important for you to be in class each day:

1. There is a strong connection between being present in class each day and being engaged with the subject material and in overall success/final grade.
2. Your contributions in class matter! I will give in-class points for in-class tasks (that cannot be made up)
3. While you can ask a fellow student to tell you what went on in class, this recounting will not duplicate the experience of being present. In fact, getting class details second-hand is a mere shadow of the experience you would have had in class.
4. When attendance is sporadic, the class dynamic is negatively affected and the class becomes fragmented.
5. Much of our points in class will come from in-class activities that cannot be made up.
6. College is preparing you for a job in the real world: if you missed several days from work in an 11 week period, you would be fired!

Because attendance is so important to your learning and to the class in general, I have formulated the following attendance policy:

Three class sessions missed: grade lowered a half of a full grade point

Five class sessions missed: grade lowered a full grade point

Six or more class sessions missed: non-passing grade in the class

- **Be scholarly.** Spelling, grammatical structures, clear writing, citing of sources, etc. are all considered basic to scholarly inquiry.
- **Participate fully.** Spend significant time outside of class reading and thinking; come to class prepared to listen actively and to contribute your ideas to discussions.
- **Participate in collaborative learning** in all its forms (group projects, presentation groups, study groups, etc.). You are not in this intellectual pursuit alone. Because your participation is so valuable to the class, part of your course grade will be based on your daily participation.
- **Deal with others and me in this class in an open, honest, and direct manner** in all matters.

Course Activities and Grading Categories/Percentages:

Category One: In-Class group and individual tasks and homework

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| <ol style="list-style-type: none"> 1. In-class Exercises/Individual and Group Tasks, Analytical Homework responses, and other Take-Home Work (homework). Overall Participation | <p>40%</p> |
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2. **Weekly short essays online--analytical response to three of the week's assigned readings by a theme you chose (see online response guidelines)**

Category Two: Seminars, Theme Presentations, Final Presentation, and Final Essay

60%

3. **Seminars – (3) 25 pts each (participation and seminar notes) --(total of 75 points possible).**

You will participate in three seminars this quarter (more detailed information will come later via a handout). The seminars will be a formal discussion of a set of readings. We will create possible seminar questions, create formal notes in advance and then perform the seminar discussion on the assigned days. The notes will be due when the seminar is over. **You must include a modern parallel from news or politics in the current UK.**

4. **Friday Informal Discussion Seminars** (beginning week 2): questions and participation and modern UK parallels connected to our readings from the week by theme
5. **Reading Presentation** (based on a themes and assigned readings for each unit – 5 groups of 5-6 students each)--**worth up to 50 pts.**--Including written feedback on other Presentations (10 points for the other 4 groups). You will be assigned to a group of students for this presentation. More details will follow in a separate handout.
6. **Final Theme Presentation --50 points. More details will follow in a separate handout.**
7. **Final Essay on Theme and Self-assessment – worth 100 pts.**

Late Work and Make-up Policies:

In-Class tasks: Basic in-class group work and tasks can't be made up: they require attendance for participation.

Presentations: You may not make up your assigned final group Presentation, though you can be given some points for participating in the preparation for the presentation if you miss the presentation itself. You will lose points if you are late that day.

Presentation Reviews: Class Presentation Reviews may not be turned in late--due the same day.

Seminars: You may not make up a missed seminar, but you can turn in your seminar notes by the next day for full points possible on those (but 0 on your in-class participation points for seminar).

Online Responses: Only one can be turned in late within 2 days of the due date.

Final Paper: One day late = 20 points lower, two days = 40pts. After that, it will not be accepted.

Homework: you may turn in up to **two** homework assignments late, no penalty (within in **two days of their due date**) – after that, I will accept no more late homework from you.

Grading/Assessment:

At the end of the quarter, the scores for all assignments will be averaged according to the percentages shown above to determine the final grade. If you have questions about your grade, please let me know. I will distribute interim grade reports every two-three weeks or so.

Decimal Grading:

Green River uses numerical grading. Numerical equivalents of grades are listed below:

4.0-3.9 = A	=	100-96	2.2-2.0 = C	=	73-70
3.8-3.6 = A-	=	95-93	1.9-1.7 = C-	=	69-67
3.5-3.3 = B+	=	92-85	1.6-1.3 = D+	=	66-64
3.2-3.0 = B	=	84-80	1.2-1.0 = D	=	63-61
2.9-2.7 = B-	=	79-77	0.9-0.7 = D-	=	60-59
2.6-2.3 = C+	=	76-74	0.0=	=	58 and below

Policy on Cheating:

In this course you will be working in groups and by yourself. Individual assignments, such as out-of-class work, may be discussed in a group, but must be written individually. Do not give your paper to someone else! If individuals are found to be cheating, their names will be given to the Dean of Academic Education for further action that may range from no credit in the exam/assignment to no credit in the class.

Plagiarism is when you copy or use an outside source, but do not properly reference the work in your paper. A good guideline to follow is to read a reference, close the book/magazine, and write the information in your own words. **Even in this situation you must reference** the source by **using a citation**. Sparks notes too!! Wikipedia too!! This same principle applies to electronic sources. It is very easy to cut and paste with a computer, but unless it is done properly, **it is plagiarism**. I treat plagiarism as an extremely serious offense as does the college in general. (I suggest that you read the plagiarism policy in the college's student handbook.) If an individual is found to have plagiarized part of a paper, he/she may receive no credit on that assignment or no credit in the class. If you have questions about how to avoid plagiarism, please see me.

Cellphone/Laptops Policy

No phone calls and no texting during class – yes, I can see you texting under your desk!! Please check your texts/messages during break or before or after class time. In a special circumstance (sick child etc.) please ask permission to leave your phone turned on to vibrate – otherwise, please turn off your cellphone during class. **You must ask permission to use your laptop during class for working on presentations etc.**

ADA Statement/Special Needs:

If you need course adaptations or special accommodations because of a disability, if you have medical emergency information, or if you have concerns about building evacuation during an emergency due to a disability please contact me! If you use an alternate medium for communicating, please let me know before I meet with you so that appropriate accommodations can be made.

An Invitation:

If you have any questions about the course or the assignments; or have any other problems with due dates or your grade; or just want to talk, PLEASE make an appointment to see me during office hours or at an arranged time.

Theme Presentations

Several times this quarter, we will have a student-led class hour with theme presentations that focus on the readings for the assigned theme of that week(s). The groups will have 5-6 students and will present the main themes, subthemes, and questions raised by the authors we have read on that theme.

The point of these presentations is to present to your classmates the main ideas and arguments that the authors and filmmakers have presented and to connect (**synthesize**) their writings and compare and contrast their ideas, the themes, their conclusions, and their writing and directing styles. You need to analyze and interpret their messages and bring in several specific ideas and examples from the readings to demonstrate the theme(s).

These presentations must include the following:

1. The main messages and themes explored by the authors on the assigned theme.
2. Specific examples/quotes from the authors/writings/intros themselves.
3. A visual that demonstrates the various themes and authors' messages (e.g. PowerPoint presentation, chart, handouts, overheads, film/TV show clips (no more than 10 minutes of film clips)).
4. A current event or modern society parallel from current events in the United Kingdom that demonstrates one or more of the ideas or themes that the authors/filmmakers have touched on.

All members of the group must contribute to the planning, development, and delivery of the presentation; however, it is possible for some members to do more of the actual talking during the presentation itself.