

Course Syllabus  
**English 3323 English Literature II**  
Fall, 2012  
Department of English

**COURSE DESCRIPTION**

*A survey of the historical development of English literature of the nineteenth and twentieth centuries: historical background and major authors of each period. The course will provide the requisite information for advanced study in major periods of English literature. For English majors or by permission of the instructor.*

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

Completion of freshman English 1313 and 1323. This is the basic course in the study of English literature and must be completed before students take upper level British period courses. **This course is required for English majors.**

**INSTRUCTOR INFORMATION**

Name: Louis Markos  
E-mail: lmarkos@hbu.edu  
Office Phone: 281-649-3617  
Office Location: UAC 100B  
Office Hours: MW 1:30-4, 5:15-6, TTh 12:30-2, 5:30-6  
and by appointment

**LEARNING RESOURCES**

Course Text(s):

- *The Norton Anthology of English Literature*, Vol. II ISBN: 0393925323
- Dickens, *Hard Times*. ISBN: 0451530998
- Joyce, *Portrait of the Artist as a Young Man*. ISBN: 0199536443
- Shelley, *Frankenstein 1818 Text*. ISBN: 0199537150

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "*Jesus Christ is Lord.*"

This course supports the university's mission as stated in the Ten Pillars vision statement by emphasizing the academic study of literature in a liberal arts curriculum.

## **RELATION TO COLLEGE GOALS AND PURPOSES**

This course is designed to support the mission of the College of Arts and Humanities:

*“To develop intellectual, moral and aesthetic growth in its students.”*

This course requires the reading of great works of literature to expand students' intellectual, moral, and aesthetic thinking while utilizing critical and analytical skills.

## **RELATION TO DEPARTMENTAL GOALS AND PURPOSES**

One of the department purposes is to provide instruction in writing and rhetorical skills. In this course students develop writing and rhetorical skills and demonstrate effective communication.

This course fulfills the departmental goals of emphasizing the close reading of great texts and understanding the historical contexts in which they are written.

## **COURSE OBJECTIVES**

1. Students will read selected works by the authors of each period and will be able to explain orally and in writing the content of the works, the authors' themes and purposes in writing the works, and the relationship between the works and the authors' intellectual milieus.
2. Students will define and discuss literary genres and terms.
3. Students will write critical papers that demonstrate competency in the use of the English language, develop a thesis, and show they have correctly used the MLA guidelines for correct form and documentation.

### **Upon completion of this course, students should be able to:**

1. Demonstrate proficiency in reading through the successful completion of reading assignments.
2. Illustrate critical thinking and analytical ability through the discussion of reading assignments and oral presentations.
3. Show proficiency in written communication through written exams and papers.
4. Demonstrate proficiency in oral communication through class discussion and oral presentation.
5. Use technology to access information for assignments and to critically evaluate the validity of that information.

## **TOPICAL OUTLINE**

Mon, Jan 9	Introduction (Handout on Prosody)—Class will go until 5:45
Wed, Jan 11	Continue Prosody; Lecture on French Revolution and Blake—Class will go until 5:45

Mon, Jan 16	<b>MLK DAY; NO CLASS</b> (NOTE: Start reading <i>Frankenstein</i> ) Blake: Songs of Innocence and Experience (81-97)
Wed, Jan 18	
Mon, Jan 23	Wordsworth: We are 7; Lines Written in Early Spring; Expostulation & Reply; Tables Turned Wordsworth: Preface to Lyrical Ballads; read pp. 478-9 (from Coleridge's <i>Biographia Literaria</i> )
Wed, Jan 25	
Mon, Jan 30	Wordsworth: Tintern Abbey; Ode: Intimations of Immortality Coleridge: Rime of the Ancient Mariner;
Wed, Feb 1	
Mon, Feb 6	Mary Shelley: <i>Frankenstein</i> Finish <i>Frankenstein</i> ; Coleridge: Kubla Kahn; Dejection: An Ode
Wed, Feb 8	
Mon, Feb 13	Shelley: Stanzas Written in Dejection; Ode to the West Wind; To a Sky-Lark Shelley: "Defense of Poetry"; <b>Essay #1 due</b> (no late papers/hardcopy only)
Wed, Feb 15	
Mon, Feb 20	Keats: On First Looking into Homer; Seeing Elgin Marbles; On Sitting Down to Read King Lear Keats: Bright Star; La Belle Dame Sans Merci, Ode to a Nightingale
Wed, Feb 22	
Mon, Feb 27	Keats: Ode on a Grecian Urn; read Keats's letter on pp. 942 943 Keats: Ode to Melancholy; To Autumn (NOTE: Start reading <i>Hard Times</i> )
Wed, Feb 29	
Mon, Mar 5	<b>MIDTERM</b> Tennyson: In Memoriam A. H. H. (Prologue, 1, 2, 7, 21, 27, 28)
Wed, Mar 7	
Mon, Mar 19	Tennyson: In Memoriam (54, 55, 56, 95, 106) Tennyson: In Memoriam (118, 124, Epilogue), Ulysses (Fri, Mar 23: Last day to drop with W)
Wed, Mar 21	
Mon, Mar 26	Browning: My Last Duchess; The Bishop Orders (NOTE: Start reading <i>Portrait of the Artist</i> ) Arnold: Dover Beach; Stanzas from Grand Chartreuse; pp 1384-87 (from "Function of Criticism")
Wed, Mar 28	
Mon, Apr 2	Finish Arnold; Dickens: <i>Hard Times</i> Dickens: <i>Hard Times</i>
Wed, Apr 4	
Mon, Apr 9	Hardy: Hap; Neutral Tones; Darkling Thrush; <b>Essay #2 due</b> (no late papers/hardcopy only)

Wed, Apr 11	Hardy: Channel Firing; Convergence of the Twain; Yeats: September 1913;
Mon, Apr 16	Yeats: Easter 1916; Leda and the Swan; The Second Coming; The Wild Swans at Coole
Wed, Apr 18	James Joyce: <i>A Portrait of the Artist as a Young Man</i>
Mon, Apr 23	Yeats: Among School Children; Sailing to Byzantium; Eliot: The Love Song of J. Alfred Prufrock
Wed, Apr 25	Eliot: Tradition and the Individual Talent; <b>Essay #3 due</b> (no late papers/hardcopy only)
Mon, May 7	FINAL EXAM from 3-5pm (you MUST attend final on this date/time!!)

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

### **TEACHING STRATEGIES**

Including but not limited to lectures, discussions, and in and out of class writing assignments

### **ASSESSMENT OF LEARNING**

### **COURSE REQUIREMENTS AND GRADING STANDARDS**

**METHOD OF EVALUATION:** There will be five graded assignments: three essays (4-5 pages in length), a midterm, and a final, each of which is worth 20% of your grade. To determine your final grade, I will simply average together the five grades. Students are expected to attend all classes, to have read the assigned reading *before* coming to class, and to be prepared to discuss critically what they've read. Students who miss more than 25% of classes will automatically fail the class. The following 3 rules hold for the three essays described below: 1) Students who **plagiarize** will automatically **fail the class**; 2) Aside from the notes in the book and my handout, you are not allowed to consult ANY outside sources in composing your essay; you may use class notes but DO NOT simply give me back my lecture or handout: I want your OWN ideas unguided by outside criticism; 3) Though you do not have to include a Works Cited page, since you will only be using the one book, you MUST provide parenthetical documentation with page number you are quoting.

### **ESSAY #1: 4-5 pages (no late papers will be accepted; hard copy only)**

Mary Shelley's *Frankenstein* presents us with two characters who fit perfectly the archetype of the Byronic hero: Dr. Frankenstein and the Monster he creates. I will provide you with a handout (that we will discuss in class) that defines the Byronic hero, lists 10 characteristics, and discusses *briefly* ways in which both Frankenstein and the Monster embody them. For your essay you will choose *at least* four characteristics and discuss *in detail* (backing up your

analysis with well chosen quotes) how Frankenstein and the Monster fit these characteristics. You can discuss Frankenstein first, the Monster first, or discuss them simultaneously, but whichever way you choose to organize your analysis, you must include a vigorous comparison and contrast of how Frankenstein and the Monster fit the characteristics. Your analysis must also include some meditation on why the archetype of the Byronic hero is so prevalent, why it still moves and troubles us today, and what *theological/spiritual* implications the Byronic hero carries.

**ESSAY #2: 4-5 pages (no late papers will be accepted; hard copy only)**

Though Dickens shared Tennyson's Victorian optimism about the potential for progress and the perfect-ibility of man, he was a critic of the utilitarian ethos that dominated the Victorian Age. In *Hard Times*, Dickens dramatizes the negative results that occur when children and workers are reduced to facts and figures and education and social interaction are carried out apart from love, imagination, and human feeling. In your essay, discuss how Dickens uses plot, character, and theme to illustrate the dangers inherent in a too-strict utilitarian ethos; make sure to consider the *spiritual* implications of utilitarianism.

**ESSAY #3: 4-5 pages (no late papers will be accepted; hard copy only)**

In *A Portrait of the Artist as a Young Man*, James Joyce presents us with five stages in the political, aesthetic, and spiritual growth of Stephen Dedalus. In the spiritual realm, Dedalus moves from early belief (Ch I), to an embrace of sin (II), to repentance and confession (III), to an attempt to live a rigorous Christian life (IV), to rejecting both Christianity and the Roman Catholic Church (V). In your essay, trace this movement and the key *epiphanies* that propel Dedalus from one stage to the next. Make sure your analysis includes your own *personal* assessment of Dedalus' choices and Joyce's attitude toward religion.

**Student appraisal**

Faculty will administer the University's Student Evaluation Form.

The instructor will review carefully the results of the Student Evaluation Forms, the Department of English surveys, and the quality of student responses in the classroom. Department Chair and College Dean also review the results of the evaluations.

**Student Appraisal**

Students will have the opportunity to evaluate the course near the end of the term.

**CLASS POLICIES**

**Absence and Tardy Policies**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

### **Academic Honesty**

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, Turnitin.com on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

### **Children in Classroom**

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for

enrolled students only unless other arrangements are approved by the instructor in advance.

## **Classroom Behavior Expectations**

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

## **Early Alert**

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an Academic Early Alert Referral System (EARS). If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

## **Email Policy**

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

## **Grievance Procedures**

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

## **Incomplete Grades**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

## **Late Work**

No late papers will be accepted; however, with teacher permission, paper may be accepted and graded after being deducted one letter grade per day late.

## **Learning Disabilities/Academic Accommodations**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

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## **Missed Tests**

**YOU MUST ATTEND CLASS ON EXAM/ORAL REPORT DAYS—only** acceptable excuses: 1) you're very ill (with dr's note) or have a family tragedy **AND** you call me on my 24-hour voice mail (281-649-3617) **on or before** the time of the exam, 2) you must participate in a mandatory school function and you tell me **one week in advance**.

## **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Louis Markos

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Instructor's Signature

Date