

Dr. Chris Healy
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Office Hours
MWF 10:00–11:00
MW 1:00–2:30
and by appointment

British Literature II (ENGL 202-001)

Spring 2015

MWF 9:00–9:50 a.m.

HLG 202

COURSE MATERIALS

The Norton Anthology of English Literature. 9th ed. Package 2: Volumes D, E, F.

COURSE DESCRIPTION

This course is a survey of British literature from the eighteenth century to the present, emphasizing the critical reading of individual works.

PREREQUISITES

To enroll in ENGL 202, students must either have earned a “C” or better in ENGL 102, ESOL 102, ENGL 115, or have advanced placement.

ATTENDANCE

Attendance is required, and I recommend that students read the discussion of Class Attendance in the Undergraduate Catalog 2013–2015 (Vol. 86), 395–396. Students who amass four unexcused absences—i.e., more than a week of class—will have their final grade lowered by a letter grade, and those students with seven or more unexcused absences—i.e., more than two weeks of class—will fail the course. Excused absences are only those for which I receive printed official documentation of University-sponsored activities or for which I receive some other printed official documentation *from appropriate College or University officials*—i.e., **e-mails, telephone messages, and physician’s notes will not provide acceptable excuses**—and I require copies of such documentation for my records, accepting only those that are provided prior to the absence or within one week of the individual’s return to class. An excessive number of excused absences may require additional verification by the Dean of Students Office. Attendance itself will be tracked either from an attendance sign-in sheet that will be passed around or from collected tests and quizzes. Each student is solely responsible not only for ensuring she/he is not erroneously marked absent, but also for getting any assignments, notes, or announcements he/she may miss as a result of an absence. Make-up tests—which can be in a different format and have different questions—will be given only in the case of an excused absence and must be taken during my office hours within 48 hours of the student’s return to class, or the test grade will be recorded as a zero. Finally, remember that failure to attend class does not constitute a withdrawal; dropping is an administrative procedure that students must undertake for themselves, and failure to withdraw from the course after ceasing to attend will result in a failure for the course.

GRADING

This course uses a ten-point grading scale, and there will be no curve on in any grading. So, for instance, a 69.5 is a C, while a 69.4 is a D. I refuse to entertain any pleas for special consideration, and absolutely no extra-credit work will be available. I do not give Incompletes except in very rare instances—and only when I am provided with documentation and with approval of the appropriate university officials.

Quizzes	-	20%
Test 1	-	20%
Test 2	-	20%
Test 3	-	20%
Paper	-	20%

Each of the above grade categories is a part of the course requirements. Therefore, a grade of “zero” for any of the above five categories—a failure to meet minimum requirements—will necessitate failure for the student *in the course*, not for that particular category alone.

TESTING

Tests will be administered to evaluate students’ mastery of and familiarity with their readings, ability to analyze the literature, and understanding of the classroom lectures’ content. These tests will have various components. A student’s writing ability—skill with grammar, mechanics, punctuation, diction, spelling, and style—does contribute to the evaluation of the answer. Spelling errors, punctuation mistakes, and other such problems will warrant a reduction in points, even on short answers. For instance, spelling the name of an author or title of a work incorrectly will reduce a correct answer to half credit. Further, an essay question answered with a few sentences will not get full credit, even if the information in that truncated answer is correct. The graded tests will not be returned; however, students can check Moodle for grades, and should feel free to come to my office to see their tests, which I shall keep on file.

Along with the tests, two types of quizzes will check students’ understanding of and engagement with course content. Frequent unannounced quizzes at the beginning of class will cover a particular day’s scheduled readings. Once I call for quizzes to be passed up, the allotted time for the quiz is over, and no more answers will be accepted. The other type of quiz will be given at the end of class, and will ask about information from that class’s lecture. There will be no make-up quizzes given for any reason, and students arriving late or leaving early will not be able either to take the pop-quizzes they miss or have additional class time to catch up. University excused absences will negate a missed quiz so that the final average for a student missing a quiz for such a reason would then be based on the quizzes actually taken. (Incidentally, because attendance might be taken from quizzes, students who arrive too late to take the quiz should inform me of their tardiness so that they are not recorded as absent, and students should always turn in quizzes, even if no questions are answered, in order to avoid being marked absent.) As with the tests, graded quizzes will be kept on file, and a running average of quiz grades will be available on Moodle.

All test/quiz answers should be written in blue or black ink—i.e., pencil or other colors of ink will not be accepted. Each student is responsible for having the writing implements and paper required. If a student lacks these necessities, the points are forfeit.

No electronic devices (cellular telephones, tablets, notebooks, calculators, etc.) are needed during tests or quizzes. If I see a student with one of these items, either on the desk or viewable on the floor, a grade of “0” will be given for the test—no discussion needed or allowed.

WRITTEN ASSIGNMENT

This course requires an out-of-class paper, the acceptable topics for which will be assigned. The essay must be on **one** of these topics. Credit will not be given to off-topic writing—a paper recounting childhood memories; an essay predominantly discussing how much the student likes sunrises; any piece of writing that essentially begins “the poem is about betrayal, and in today’s society....,” etc.

The assignment must be submitted in **both** of two forms. First, a 3–5 page typed copy must be turned in on appropriate weight white paper, with legibly dark print. This paper **must** be formatted in accordance with the *MLA Handbook for Writers of Research Papers*, 7th ed., available in bookstores. (MLA style is more than simply a system of parenthetical documentation, and the correctness of formatting is part of the assignment.) Students should employ a standard-sized 12 point font—Times New Roman, not some “fancy” font. The paper needs a title, which should not be boldfaced, italicized, underlined, or in a different font size.) I do require that students use a staple in the upper left-hand corner instead of a paper clip—do **not** use a cover sheet, folder, or plastic cover—and I refuse to accept unstapled papers. In addition to the hard copy just discussed, students must also submit their paper through Turnitin on the course’s Moodle page.

The assignment has a due date and must be submitted on or before that date. **No late essays will be accepted, except in those extremely rare situations when I deem the circumstances unavoidable and extenuating; rather, I will refuse to accept late work and will record the paper grade as a “zero.”** Students who know that they will be unable to attend class on the final due date must be sure to put their essays in my hands *before* the class period begins. Note that the hard-copy must be both on time and turned in to me—not placed in my mailbox or slipped under my office door—by the end of the class period on the final due date. Also, students who come to me on the due date with stories of last-minute printer problems must still electronically submit the essay to Turnitin on the due date, submitting a printed hard-copy of that exact paper at the next class meeting in order for the essay to be considered for credit. E-mail submission will not be accepted. All papers will be kept on file.

I will not proofread written work. Students who wish to discuss their ideas should feel free to come to my office so that we can critically appraise the viability of their proposed lines of thinking. On the other hand, students who want help organizing their essays or who need aid with some of the finer points of grammar, mechanics, punctuation, diction, spelling, and style

should go to the Writing Center, located in H. L. Griffin 107 and 108. There they will find trained tutors who can assist with the writing process. Students should not expect the tutors to “fix” their papers, but rather, should go to the Writing Center with drafts, prepared to work on their writing, going early enough to allow themselves time for revision. Additionally, the Writing Center has computers on which students can write their papers.

Let me urge students to see the discussion of Academic Honesty in the Undergraduate Catalog 2013–2015 (Vol. 86), 396 and note the University of Louisiana at Lafayette policy on plagiarism. First, as defined by the University, “Plagiarism ... a specific type of cheating ... occurs when a student passes off as his or her own the ideas or words of another person, when s/he presents as a new and original idea or product anything which in fact is derived from an existing work, or when s/he makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments.” Anyone at all uncertain about the definition of plagiarism should feel free to ask me for clarification. Take heed that “The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of ‘zero’ for the assignment in question. The maximum penalty is dismissal from the University.” Plagiarism is an egregious violation of a student’s academic duty and integrity, and I will pursue severe punishment, beyond failure of the course, for plagiarism.

EXPECTATIONS & POLICIES

Students are expected to keep up with the readings, which denotes having read the material scheduled for discussion at each class meeting. The length of readings will vary, but shorter readings can frequently represent more difficult material. Students should simply follow the schedule to keep current, unless/until they are informed of a change.

All cellular telephones and pagers should be turned off before class to avoid disturbance. Students needing to communicate with the outside world should unobtrusively leave for the day, forfeiting credit for attendance.

When attempting to communicate with me outside of class, students must include the course in the subject line of any e-mail sent to me, and they must also provide their names in the body of their messages and be clear about their questions/concerns, for I will not respond to anonymous or vague e-mail messages. Also note that after the final class meeting, students will need to wait until the following semester to communicate with me: that is, the last day of class is the last day to call or e-mail me in expectation of a response.

Reading the introductory and supplementary materials found in the textbook is highly beneficial, aiding general understanding of the literature and perhaps providing answers for quizzes. I will expect students to have read them. Students might also go to the Norton Anthology of English Literature: Norton Topics Online (<http://www.wwnorton.com/nael>), which is an excellent resource for contextualizing literature within social movements or for relating works with one another.

Finally, students are urged to visit both the course Web site (<http://www.ucslouisiana.edu/~cah2547/britlit2main.html>)—which has not only this current information, but also links to related supplemental pages—and to see the Moodle site for this course, where I will distribute any handouts and where students can discuss topics in forums.

DISABILITY ACCOMMODATION POLICY

In accordance with the Americans with Disabilities Act, the University of Louisiana at Lafayette makes accommodations for students with disabilities. If you have a documented disability, please contact the Office of Disability Services (ODS) at 482-5252 or ods@louisiana.edu during the first week of classes. ODS will assist you with an accommodation plan. The university also has a Supported Education Program (SEP), which provides free confidential help on campus for students with psychological disabilities (Bipolar Disorder, Depression, Anxiety, etc.). Please contact Kim A. Warren, MSW, PhD, LCSW, Supported Education Advisor, at 482-5252 or kimawarren@louisiana.edu. Her office is located in the Conference Center, room 126. Also, if you have a disability or special needs, please let me know as soon as possible.

EMERGENCY PROCEDURES

- University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize yourself with this document. Students who might need assistance should identify themselves to the teaching faculty.
- In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator—look for the illuminated Exit Signs to direct you to safety.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
- The university utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to <http://www.ul.mobilecampus.com>.
- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.
- During times of emergency, information may be available on the University's Emergency Hotline: 482-2222. This number is printed on the back of your ID card.
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- If you have a disability, special needs, or a medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar person.

Tentative Schedule

Date	Topic/Reading Assignment
1/12	
1/14	Introduction to the course
1/16	Romantic Period – Introduction (3–30) Balladry and Ballad Revival (31–32), “Lord Randall” (32), “The Three Ravens” (36–35), “The Twa Corbies” (Moodle), “Sir Patrick Spens” (36–37)
1/19	Martin Luther King Day
1/21	William Blake (112–16), “Introduction” (118–19), “The Lamb” (120), “The Little Black Boy” (120–21), “The Chimney Sweeper” (121–22), “Holy Thursday” (122–23) “The Nurse’s Song” (123)
1/23	Blake , “Introduction” (125), “Holy Thursday,” (127), “The Chimney Sweeper” (128), “The Nurse’s Song” (128), “The Sick Rose” (128), “The Tyger” (129–130), “The Garden of Love” (131), “London” (132–33), “A Poison Tree” (134)
1/26	Anna Letitia Barbauld (38–40), “The Rights of Woman” (48–49), “Washing Day” (50–52) Mary Wollstonecraft (208–11), From <i>A Vindication of the Rights of Woman</i> , Introduction (213–17), Chap. 2 (217–32)
1/28	William Wordsworth (270–72), “Lines Composed a Few Miles above Tintern Abbey” (288–92), Preface to <i>Lyrical Ballads</i> (1802) (292–304), “She dwelt among the untrodden ways” (305–06), “I wandered lonely as a cloud” (334–35), “Ode: Intimations of Immortality” (337–41), “The Solitary Reaper” (342), “The world is too much with us”(347)
1/30	Samuel Taylor Coleridge (437–39), “The Eolian Harp” (439–41), “This Lime-Tree Bower My Prison” (441–43) “The Rime of the Ancient Mariner” (443–59), “Kubla Khan” (449–62), “Christabel” (462–77), “Dejection: An Ode” (479–83)
2/2	George Gordon, Lord Byron (612–16), “She walks in beauty” (617–18), <i>Don Juan</i> (672–73), From Canto I (673–703)
2/4	Percy Bysshe Shelley (748–51), “Mont Blanc” (770–73), “Ozymandias” (776), “Ode to the West Wind” (791–93), From <i>A Defence of Poetry</i> (856–69)
2/6	John Keats (901–03), “On First Looking into Chapman’s Homer” (904), “When I have fears that I may cease to be” (911), “Bright star, would I were stedfast as thou art” (922–23), “La Belle Dame sans Merci: A Ballad” (923–24), “Ode to a Nightingale” (927–29), “Ode on a Grecian Urn” (930–31), “To Autumn” (951), “O Solitude” (),
2/9	TBA

2/11	Test 1
2/13	Elizabeth Barrett Browning (1123–24), <i>Sonnets from the Portuguese</i> 14 (“If thou must love me, let it be for nought”) (Moodle), 43 (“How do I love thee? Let me count the ways”) (1130) Alfred, Lord Tennyson (1156–59), “Ulysses” (1170–72), “Break, break, break” (1174), “The Eagle: A Fragment” (Moodle), “Crossing the Bar” (1259), Tithonus
2/16	Mardi Gras
2/18	Mardi Gras
2/20	Robert Browning (1275–78), “Porphyria's Lover” (1278–79), “Soliloquy of the Spanish Cloister” (1280–82), “My Last Duchess” (1282–83), “Meeting at Night” (Moodle), “Parting at Morning” (Moodle)
2/23	Matthew Arnold (1369–73), “To Marguerite—Continued” (1374–75), “Dover Beach” (1387) Christina Rossetti (1489–90), “Song (When I am dead, my dearest)” (1490–91), “Goblin Market” (1496–1508) Lewis Carrol , “Jabberwocky” (Moodle), [Humpty Dumpty's Explication of “Jabberwocky”] (Moodle)
2/25	Gerard Manley Hopkins (1546–48), “God’s Grandeur” (1548), “Spring” (1550), “Pied Beauty” (1551), “Spring and Fall: to a young child” (1553–54), “No Worst, There Is None” (1555)
2/27	Oscar Wilde (1720–21), <i>The Importance of being Earnest</i> (1733–77)
3/2	<i>The Importance of being Earnest</i> (cont.)
3/4	<i>The Importance of being Earnest</i> (cont.)
3/6	<i>The Importance of being Earnest</i> (cont.)
3/9	TBA
3/11	Test 2
3/13	Bernard Shaw (1780–83), <i>Mrs. Warren's Profession</i> (1810–56)
3/16	<i>Mrs. Warren's Profession</i> (cont.)
3/18	<i>Mrs. Warren's Profession</i> (cont.)
3/20	Thomas Hardy (1914–15), “Hap” (1932), “The Darkling Thrush” (1933–34), “Channel Firing” (1939–40), “The Convergence of the Twain” (1940–42)
3/23	Joseph Conrad (1947–48), “Heart of Darkness” (1953–2011)

3/25	A. E. Housman (2011–12), “Loveliest of Trees” (2012), “When I Was One-and-Twenty” (2012–13), “To an Athlete Dying Young” (2013), “Terrence, this is stupid stuff” (2014–16), “Epitaph on an Army of Mercenaries” (2015)
3/27	Wilfred Owen (2034), “Anthem for Doomed Youth” (2034–35), “Dulce et Decorum Est” (2037)
3/30	William Butler Yeats (2082–85), “The Lake Isle of Innisfree” (2087–88), “When You Are Old” (2088), “The Wild Swans at Coole” (2095–96), “The Second Coming” (2099), “Sailing to Byzantium” (2102), “Leda and the Swan” (2102)
4/1	James Joyce (2276–78), “Araby” (2278–82), “The Dead” (2282–311)
4/3	Easter/Spring Break
4/6	Easter/Spring Break
4/8	Easter/Spring Break
4/10	Easter/Spring Break
4/13	T. S. Eliot (2521–24), “The Love Song of J. Alfred Prufrock” (2524–27), “Journey of the Magi” (2546–47)
4/15	Stevie Smith (2598–99), “Not Waving but Drowning” (2601) W. H. Auden (2677–78), “Musée des Beaux Arts” (2685)
4/17	Samuel Beckett (2619–21), <i>Waiting for Godot</i> (2621–77)
4/20	Dylan Thomas (2697–98), “Fern Hill” (2702–03), “Do Not Go Gentle into That Good Night” (2703)
4/22	Henry Reed (2714–15), From <i>Lessons of the War</i> , “1. Naming of Parts” (2715), “2. Judging Distances” (Moodle) Keith Douglas (2716), “Vergissmeinnicht” (2716–17)
4/24	Philip Larkin (2781), “Church Going” (2782–83), “Aubade” (2788–89) Seamus Heaney (2951–52), “The Forge” (2952)
4/27	Harold Pinter (2815), <i>The Dumb Waiter</i> (2816–36)
4/29	TBA
5/1	TBA

Final Examination
(Test 3)

Friday, May 8 — 11:00 a.m.–1:30 p.m.