

English 2540 OB (CRN 3418)
Survey of English Literature II
Summer 2019
Online Course

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J.M.W. Turner, *Dudley, Worcestershire* (1832)

Course Description and Objectives

In this course we will study eighteenth-, nineteenth-, and twentieth-century British literature and culture. This course is supposed to cover over 200 years of literature, so it's an impossible course, really: we can't cover everything in eight weeks, but what we can do is read some of the most influential and interesting works of literature from this period—and read them deeply and intensely. The modern society in which we now live began around 1800 with the rise of industrialization, fossil capitalism, democratic politics, and a global, interconnected world. So, by reading this literature, we'll also be thinking about contemporary ideas, cultures, politics, aesthetics, and literature. Hopefully, we'll be able to understand in a more sophisticated way our current historical moment, who we are, and how we think.

Course prerequisites: C or better in English 1010/English 1020

Course Objectives

After completing this course, students will:

- Acquire broad knowledge of important texts and/or authors
- Understand literary eras and/or movements and their historical and cultural contexts
- Identify and apply basic literary genres, terms, and concepts
- Analyze and discuss thematic concerns in literature

- Develop ability to read literary works closely in order to analyze and interpret them
- Practice analysis of literary texts in well-written assignments

Course Website

<https://britlit2.weebly.com>

Academic Support

All students have the opportunity to receive free academic support at AUM. Visit the Learning Center (LC) in the WASC on second floor Library or the Instructional Support Lab (ISL) in 203 Goodwyn Hall. The LC/ISL offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 334-244-3470 (call or walk-in for a session), and the ISL may be reached at 334-244-3265. ISL tutoring is first-come-first-served. Current operating hours can be found at www.aum.edu/learningcenter.

IT Support

Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu.

Accommodations

Students who need accommodations are asked to contact me by email to discuss your accommodations. If you have not registered for accommodation services through the Center for Disability Services (CDS), but need accommodations, make an appointment with DCS, 147 Taylor Center, or call 334-244-3631 or email CDS at cds@aum.edu.

Expectations

You will do a lot of reading in this course. Summer semester is only eight weeks long, but we need to cover the same amount of material as a regular fourteen-week semester. I expect you to keep up on the readings. Indeed, I'm approaching this course as a kind of "summer reading club," with formal assignments, of course. Take this time over the summer to immerse yourself in these amazing literary works.

The following are my expectations for the work you do in this course. To succeed in this class, you should follow these guidelines. All students in the class are expected to:

- Check your AUM email at least one time each day
- Spend at least one hour each day on course readings and assignments
- Take notes on the lectures
- Read all of your fellow students' discussion posts before writing your own posts
- Organize your time so that you complete the work throughout the week (rather than on one day)
- Begin working on major assignments at least two weeks in advance of the due date
- Go through multiple rounds of revision of your essay and presentation
- Ask me questions early and often

Required Texts

Frankenstein, by Mary Shelley (1818 Broadview edition)

Readings Online

Reliable Internet Access

Facebook Account

Assignments and Weight Distribution

Homework Assignments (5)	20% @ 4% each
Facebook Discussion Group	10%
Lectures Responses	10%
Essay Exam	20%
Annotated Bibliography	20%
Podcast	20%

Requirements

Homework Assignments: There will be five homework assignments throughout the semester, each worth 4% of your grade. Here are the details (see daily schedule for due dates):

Homework #1: Analytical summary of Terry Eagleton’s “What is Literature?”: Write a two-paragraph summary and response to Eagleton’s essay. In the first paragraph, summarize Eagleton’s main argument: How does he answer the question that titles his essay, and why does he think this is important? In the second paragraph, respond to his argument by explaining how Eagleton’s argument has or has not changed your conception of what “literature” is and what it means.

Homework #2: Response to love poem: Write a two-paragraph analysis and response to one of the love poems assigned during week one. In the first paragraph, explain what the poem is about and how it exemplifies a particular kind of love. In the second paragraph, explain why you chose this poem and how it relates to your own experiences of love.

Homework #3: Create a *Frankenstein* meme: Choose one character from the novel and create a meme that reveals something about that character. Post your meme on our Facebook page.

Homework #4: Write a sonnet: Just what it sounds like. Take some time to write an English or Italian sonnet on any topic you’d like. Try to follow the structure as closely as you can. If you’d like to share your sonnet with the class, please post your poem on our Facebook page. Many of my past students have published their sonnets in AUM’s *Filibuster* magazine.

Homework #5: Music-Literature Comparison: Pick a contemporary song (your choice, of course) and analyze the lyrics as a poem. The song could remind you of something we’ve read this semester, or you can consider it a work of literature on its own. Write one detailed paragraph explaining your choice of song and analyzing the lyrics. Post your paragraph and song on Facebook. If you prefer to have a more direct prompt, here is one (this is what I would write about):

In the past three years, three notable musicians have been awarded highly prestigious awards based on the literary merits of their lyrics: Bob Dylan was awarded the Nobel Prize in Literature in 2016; Jay Z was inducted to the Songwriters Hall of Fame in 2017; and Kendrick Lamar was awarded the Pulitzer Prize in Music in 2018 (for his album *DAMN*). All of these awards were somewhat controversial—a musician had never before won the Nobel Prize in Literature, and a hip-hop artist had never won the Pulitzer (it’s usually given to jazz or classical musicians). These prizes were based on Dylan’s and Jay Z’s and Lamar’s *lyrics*, and not necessarily the music—their work is being recognized as literature. Select one of these artists and explain how their lyrics work as poetry, using one representative example of a song.

Facebook Discussion Group: This is the discussion/participation portion of the course. I have set up a private Facebook group for our class (<https://www.facebook.com/groups/768014060262382/>), and you should write meaningful posts each week. By “meaningful,” I mean a post that is thoughtful, engaged, and shows that you have grappled with the reading for the week. This is a more informal discussion as you make

your way through the readings, similar to what would happen in a face-to-face class over the course of the week. I will provide you with a series of discussion questions for the readings each week, and you can respond directly to those questions, but you are free to post anything you'd like about the readings.

I will assess your discussion posts on quality and quantity. A quality post is one that is meaningful, as defined above, and will generally be around 200 words. A series of shorter responses to your fellow students' posts will also count as meaningful. In order to earn a "C" for your discussion grade, you must post one meaningful post each week. In order to earn a "B," you must post two meaningful posts each week. In order to earn an "A," you must be in the top 10% of students in the class who write the most meaningful posts each week. So, for example, if there are 30 students in the class, only the top 3 students will get an "A."

Lecture Responses: Each week you will watch a series of video lectures on the assigned readings. After viewing the lectures, you will write a response of 200-300 words on the lectures. These responses should take the form of a synthesis and reflection on your major takeaways from the lectures: show me that you've viewed the lectures and comprehended the information. You will write your responses in a private journal on Blackboard. See the rubric for more details.

Essay Exam: There will be one exam for this course. The exam will consist of two short essay questions and one close reading essay. The close reading essay is basically a short final paper, so it will take some time to plan, develop, and write. I will email you the exam well before finals week, and you will have three weeks to complete it.

Annotated Bibliography: Rather than write a final research paper for this course, you will compile an annotated bibliography and create a podcast as your final project. A bibliography is a list of secondary sources you find through research related to a particular text or topic. Annotations are detailed summaries of those sources. So, this is a research project: you'll need to spend time in the library, both in person and online, to find a minimum of five scholarly, peer-reviewed sources on a topic/text of your choice related to this class. These sources should be books, book chapters, or journal articles. For each source, you will write a one-paragraph summary of approximately 250 words. In addition to the bibliography and annotations, you will write a one-paragraph description of your text or topic—basically, an introduction to your annotated bibliography.

So, for example, you might create an annotated bibliography on the topic of "*Frankenstein* and Science." You will search the library for as many sources you can find on this topic, read as many as you can, and pick the five you find most interesting. Then, you will create your project. First, you will write a one-paragraph introduction explaining how science is an important theme in the novel. Then, you will list your five sources in alphabetical order using the citation style of your choice (MLA, APA, or Chicago are the most common). Under each source, you will write a one-paragraph summary of the author's argument: What is their thesis? What evidence do they use? What conclusions do they draw? What specifically do they say about *Frankenstein* and science?

Congratulations! You're now quite knowledgeable on the topic of *Frankenstein* and science.

Podcast: You will use the research you complete for the annotated bibliography in creating a podcast about your topic. This will be a more creative and popular form of your scholarly bibliography. Podcasts are one of the most popular forms of nonfiction storytelling in our society today, and this is how you should approach the assignment: tell a story about your topic and the process of doing your research. Like any successful podcast, your podcast should be entertaining, informative, and well-organized, and you should demonstrate a thoughtful use of sound: your voice will be the primary sound, of course, but there should also be some music and other sounds as appropriate (you may even consider interviewing an AUM faculty member who specializes in your topic). Listen to some of your favorite podcasts as examples.

For podcast editing and compilation software, I recommend GarageBand or [Audacity](#). Both are free and easy to use. If you use a Mac or Apple device, GarageBand comes fully loaded on your computer/smart device. If you are a non-Mac user, you can download Audacity for free online. You can also use Audacity if you are a Mac user.

If you would like to collaborate with another student (or students), that is fine, but please let me know in advance who is in your group. You will all receive one grade for the assignment. If working alone, your podcast should be around fifteen minutes. If working as a group, the podcast should be approximately ten minutes longer per additional group member. See the rubric for more details.

Make-up Policy: I allow make-ups for excused absences. In those cases, we will meet to schedule alternate dates/times to submit missed work. I will schedule make-ups on a case-by-case basis. The details of AUM's attendance policy are [here](#).

Plagiarism is the unauthorized use of the words or ideas of another person. All writing submitted for this class must be your own writing and must be written exclusively for this class. Any use of quotations, paraphrases, or ideas from outside sources, including Internet sources, must be properly documented (in this case an "outside source" means anything other than your own unique creation). You may not recycle or reuse writing that you wrote for another class, including any other English course at AUM or another university—you also may not use any work from a class previously taken but not passed. While re-using your own text is not improperly using outside sources, it is academic dishonesty because it does not require new work specifically for this class, and it is subject to the penalties described below. In cases where plagiarism or other academic dishonesty is clearly established, you will automatically fail the course, regardless of the value of the assignment. You will also be reported to the Office of the Provost, which may choose to impose additional sanctions. An "F" for plagiarism in a course will be clearly noted on your transcripts. Should students ever need to share their transcripts, to be eligible for employment or for an application to graduate school, there will be no question that they failed because they cheated. If you are confused or uncertain in any way as to whether your paper constitutes plagiarism, come talk to me before submitting your writing. Once you have submitted an assignment, there's nothing I can do. The full policy on academic misconduct can be found in the Student Handbook.

A note here: I have at least one student fail a class each year due to plagiarism. Please don't be this student. If you are struggling to complete an assignment, come talk to me. If you are using outside sources and you're not sure if you're citing correctly, come talk to me. If there's any doubt in your mind at all regarding using outside sources, come talk to me.

Evaluations: You will be allowed to evaluate the course in the last few weeks of the semester. A link will be provided to you via Blackboard and AUM email to complete these voluntary, anonymous course evaluations.

Important Dates: The last day to add classes is June 6; the registration cancellation date is June 7; and the last day to drop is July 12.

Grading

You will need to complete all assignments in order to receive credit for the course. For any assignment, and for the course overall, I do want to stress that I consider **A-work** as exceptional. Such work goes above and beyond the requirements; it shows not only an effort to wrestle with ideas, readings, and writing, but also a successful outcome. **B-work** is good, quality work. Such work pushes beyond the general requirements and shows thoughtfulness and time spent on the ideas, readings, and writing. **C-work** satisfies the requirements of an assignment. It is work that meets all the criteria, yet it does not step beyond those original goals. **C** is an average grade; most work generally falls near this category. **D** and **F** work is work not completed or work that fails to achieve the goals of the assignment.

Daily Schedule

As this is an online course, we don't have a specific meeting day. However, all assignments/readings are due by Thursday of each week. I have structured the course so that you can complete the work on your own schedule throughout the week, Monday through Thursday. However, you should plan accordingly: we're reading a lot each week, you can't really cram it all in on Thursday night. It is important that you do the readings and assignments in order to understand the materials and get the most out of the course. Look at the schedule, plan ahead, and stay on top of the readings. Major assignments are in **HIGHLIGHTED BOLD**.

Week One: June 6: Introduction to the Course

DUE: HOMEWORKS #1 AND #2

Introduction to the course, texts, and syllabus (video on Blackboard): watch the introductory video first
Read: Terry Eagleton's "What is Literature?"; first-week poems; and love poems (online PDFs)

Week Two: June 13: William Blake

Read: William Blake, *Songs of Innocence*: "The Lamb," "The Chimney Sweeper," and "Infant Joy"; *Songs of Experience*: "The Chimney Sweeper," "The Tyger," "London," and "Infant Sorrow"
(www.blakearchive.org)

Week Three: June 20: William and Dorothy Wordsworth

Read: William Wordsworth, Advertisement to *Lyrical Ballads*, "We Are Seven," "Lines Written in Early Spring," "Expostulation and Reply," "The Tables Turned," and "Tintern Abbey"
(www.romantic-circles.org/editions/LB/index.html)

Read: Dorothy Wordsworth, selections from *The Grasmere and Alfoxden Journals*

Read: Mary Shelley, *Frankenstein*, Volume I, and Appendix I

Week Four: June 27: John Keats (and a bit more Wordsworth)

Read: William Wordsworth, "Composed upon Westminster Bridge" and "London, 1802" (find these online)

Read: John Keats, "When I Have Fears that I May Cease to Be," "Bright Star," "Ode to a Nightingale," and "Ode on a Grecian Urn" (find these online)

Read: Mary Shelley, *Frankenstein*, Volume II

*Week Five: July 4: Mary Shelley**

DUE: HOMEWORKS #3 and #4

Read: Mary Shelley, *Frankenstein*, Volume III

* School/campus is closed July 3 and 4, but, as this is an online course, you can submit your assignments on July 4. Or, you can finish the assignments on July 2 and take the holiday off. It's up to you.

Week Six: July 11: Alfred Tennyson and Robert Browning

ESSAY EXAM DISPERSAL

Read: Alfred Tennyson, "Mariana," "The Lady of Shalott," and "Ulysses" (find these online)

Read: Robert Browning, "Porphyria's Lover" and "My Last Duchess" (find these online)

Week Seven: July 18: Dante and Christina Rossetti

Read: Dante Gabriel Rossetti, "The Blessed Damozel" and "Nuptial Sleep" (find these online)

Read: Christina Rossetti, "Goblin Market" and that sonnet (find these online)

Week Eight: July 25: Ezra Pound, H.D., and T.S. Eliot

DUE: ESSAY EXAM

Ezra Pound, “A Retrospect” and “In a Station of the Metro” (online PDF)

H.D., selected poems (online PDF)

T.S. Eliot, “The Love Song of J. Alfred Prufrock” and *The Waste Land* (online PDF)

*Finals Week: July 30**

DUE: HOMEWORK #5

DUE: ANNOTATED BIBLIOGRAPHY

DUE: PODCAST

* Please note that this is a Tuesday, not a Thursday. The semester ends on July 30. And yes, there’s a lot due this week. So, please make sure you plan ahead and know when everything is due.