*\*\*Instructors, remove all italicized directions after adding the information required. The syllabus below follows the standardized syllabus for all Hinds classes. It also includes Hinds English policies new Hinds teachers often have questions about. You may reformat the information and add additional materials including personal classroom details and explanations, but all the items below need to be included in your document. See the Canvas shell for example(s) if available.*

**ENG 2333 British Literature II**

*\*\*Add identifying information for Instructor and Course Information below with the information for your specific course. Some information is already provided.*

**Instructor Information:**  
Instructor’s name:   
Office building and number: \*\**(if applicable)*  
Office phone number or other contact number: \*\**(if applicable)*  
Hinds email address:  
Office hours:

**Course Information:**British Literature II: ENG 2333: Three credit hours  
Section:  
Meeting day, time and location: \*\**(if applicable)*  
Prerequisite level: ENG 1123   
Literature courses are not sequential. This means you can take a literature two before a literature one, or any combination of literature courses. However, some transfer colleges and degrees may prefer or require certain courses.  
Co-Requisite level: none   
Course Description: ENG 2333 British literature from the Romantic Period to the present

Student Learning Outcomes:

A. Read representative works from various genres

B. Identify characteristics of literary periods

C. Demonstrate an understanding of the significance of genres, works, and writers

D. Analyze and interpret literary texts

Course withdrawal dates:

**Text and Course Materials:**

*\*\*Provide the appropriate text information for your course here. Since texts change frequently, the most current information will be available on one updated document in the ENG/MFL Canvas shell labeled as Current Textbooks or on the home page. If any additional materials are required, list them here.*

Textbook name, edition, authors or Instant Access information:

Additional materials/supplies:  
Online Resources: HCC Canvas course shell

**Instructional Methods:** \*\**Give a brief description here of basic instructional delivery methods. Examples: lecture, workshop, hybrid, online asynchronous discussion boards, etc.*

**Grading Plan:**

*\*\*Give information on the number and types of assignments and the weight of categories. District English Requirements are as follows:  
For each unit of study, students must be evaluated by a test. Furthermore, students must write at least one paper requiring research and/or critical thinking OR students must be required to write critical responses to essay questions on all unit tests. Additional assessment tools may be reading logs, oral presentations, homework assignments, additional papers, reading quizzes, or collaborative activities. Students will take a comprehensive final exam which must include essay questions. Major assessments including the final exam must total at least 70% of the final grade.*

***UNITS OF STUDY—units may be broken into more than one testing period:***

* Romantic Period (1798-1832)
* Victorian Period (1832-1901)
* Modernist Period (1901-1945)
* Contemporary Period (1945-Present)

*One Example of a student version that meets the requirements above:*

*Four Unit tests 60% (15% each test)*

*One essay 10%  
“Daily” work 10%  
Comprehensive Final Exam (20%)*

**Grading and Grammar Proficiency Requirements:** Students should use appropriate, standard American English through their submissions for this course. They should always be mindful that the classroom is a formal setting, and their writing should demonstrate that awareness and meet that standard unless the assignment specifically asks for a different tone or presentation.

*\*\*A note on grading: Complete grading consistency for subjective materials will never be possible. However, it is the intent of the Hinds English Department to develop consistent and fair grading practices, and this is only possible to the extent that everyone follows established policies. The English department has standard rubrics for grading composition course paragraphs and essays, and these rubrics may also be used as a guide for grading literature essays. However, though students should be held to an appropriate standard for both content and grammatical correctness, strict adherence to the mandatory grammatical deductions required for composition courses is not required for literature courses in order to reward higher levels of critical thinking that may be present.*

*Extra credit, if any, should be limited to small rewards for exemplary work and not used to bolster a student’s grade to a passing level. An opportunity given to one must be given to all who meet the same criteria. This includes both retakes of exams or acceptance of late work.*

*\*\*Include the following plagiarism policy in your syllabus as part of this section.*

**English Department Policy on Plagiarism and Cheating: (see the Official College statements for more information)**

No use of source material or group work on an assignment is allowed unless they are part of the specific assignment directions. This includes use of student’s original work previously submitted to another class unless the current teacher gives specific permission. Violation of this policy is considered part of the larger plagiarism and cheating policy designated by Hinds. Instructors have latitude in determining if any extenuating circumstances might allow for a lesser penalty, but the penalty for any plagiarism or cheating, as defined here and by Hinds policy, on a major assignment or for a second offense on any assignment in an English class is removal from and failure of the course. The first offense penalty for plagiarism or cheating on a minor assignment is a zero.

**Grading Scale:**

**A** 90-100  
**B** 80-89 **C** 70-79  
**D** 60-69  
**F** Below 60

**Make-up work and exam policy:***\*\*Give these policies as they apply to your class. English department policy is that make-up/late work, if allowed by the instructor, must be completed within one week of an assignment’s due date unless there are extenuating circumstances. English department policy states final exam exemptions are only allowed for students who are on the Hinds graduation list for the semester they are enrolled in the course and who have a B or better average in the course. Alternatively, instructors may also choose to give no exemptions in a course. Please check with your department chair to verify this information on your campus.*

**Exams:** *\*\*Provide the date, and time and location (if known) of the final exam for the course. Include proctored exam information if applicable. Include any special testing information here if needed. The final exam schedule will be posted in the ENG/MFL Canvas shell when available.*

**Assignments: \*\****Include a daily list of assignments, weekly plan, or any other schedule plan for your students. This should also include a list of readings and page numbers or other source locations for them. This may include both graded and ungraded activities. All graded activities should have a corresponding and correctly weighted entry in the Canvas gradebook.*

*What comes next is a lot of information that you will use to develop the assignments section of your syllabus. This note is here to point out that after you have completed this, you still have one more section of required information to copy into your syllabus.*

*\*\*Below is information about units of study and objectives for British Literature II as decided by the Hinds English Department. Use the Grading Plan requirements above and the material provided below in planning your course. The material below does not have to be provided to students in this format, but should be incorporated into your assignment materials and used as the basis for any assignments you include in your course.*

*Hinds courses are required to assign work and submit data for measuring a Student Learning Outcome. The English department has created these assignments for each course, and they are all available for review in the ENG/MFL Canvas shell. Directions for submitting the data are also available in the shell. Be sure to incorporate this assignment in your planning and submit the required data as directed.*

*Additionally, the department must also measure Institutional Program Effectiveness. Requirements for collection of and reporting data are also in the ENG/MFL shell.*

**UNIT 1: THE ROMANTIC PERIOD (1798-1832)**

**ENGLISH 2333: BRITISH LITERATURE II**

**UNIT OBJECTIVE:** The student will be able to explain the geographical, historical, and philosophical influences that shaped the literature of the Romantic Period and will have an understanding of major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. define and identify the characteristics of Romanticism
2. explain the significance of the publication of *Lyrical Ballads*
3. explain Wordsworth’s theory of poetry in *Lyrical Ballads*
4. study selected works by Romantic authors, which may include:

|  |  |  |
| --- | --- | --- |
| William Blake | Robert Burns | William Wordsworth |
| Samuel Taylor Coleridge | George Gordon, Lord Byron | Percy Bysshe Shelley |
| John Keats | Mary Wollstonecraft | Mary Shelley |
| Anna Barbauld | Jane Austen |  |

1. define “ode” and discuss its conventions
2. define “ballad” and discuss its conventions
3. define “sonnet” and discuss its conventions
4. explain Neoclassical and Romantic qualities of Byron’s work
5. define the “Byronic hero” and cite examples from Byron’s work

**UNIT 2: THE VICTORIAN AGE (1832-1901)**

**ENGLISH 2333: BRITISH LITERATURE II**

**UNIT OBJECTIVE:** The student will be able to explain the geographical, historical, and philosophical influences that shaped English literature during the rule of Queen Victoria

and have an understanding of the major Victorian writers and their contributions to British literature.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. characterize the Victorian Age
2. examine the influences of politics, science, philosophy, and economics on the literature of the age
3. study selected works by Alfred, Lord Tennyson
4. study selected works by other Victorian authors, which may include:

|  |  |  |
| --- | --- | --- |
| Elizabeth Barrett Browning | Robert Browning | Dante Gabriel Rossetti |
| Christina Rossetti | Matthew Arnold | Thomas Carlyle |
| John Henry Cardinal Newman | Thomas Henry Huxley | Gerard Manley Hopkins |
| Charles Dickens | Robert Louis Stevenson | Oscar Wilde |

1. define “dramatic monologue” and discuss its conventions
2. examine the importance of the major Victorian novelists

**UNIT 3: THE MODERNIST PERIOD (1901-1945)**

**ENGLISH 2333: BRITISH LITERATURE II**

**UNIT OBJECTIVE:** The student will be able to explain the geographical, historical, and philosophical influences that shaped the literature in the period of transition from the Victorian Age to the Modernist Age and will have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. examine political, philosophical, and economic influences on the literature of this period
2. define “modernism” and identify its characteristics
3. examine writers’ growing dissatisfaction with the middle class or bourgeoisie
4. define “stream-of-consciousness”
5. define “short story” and understand its growing importance in the early 20th century
6. discuss Irish Nationalism
7. study selected works by early 20th century authors, which may include:

|  |  |  |
| --- | --- | --- |
| Thomas Hardy | A. E. Housman | William Butler Yeats |
| James Joyce | T. S. Eliot | D. H. Lawrence |
| Virginia Woolf | Joseph Conrad | Katherine Mansfield |

**UNIT 4: THE CONTEMPORARY PERIOD (1945-PRESENT)**

**ENGLISH 2333: BRITISH LITERATURE II**

**UNIT OBJECTIVE:** The student will be able to explain the geographical, historical, and philosophical influences that shaped the literature in the period of transition from the Modernist Age to the present and will have an understanding of the major authors and their writings.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major test.

**LEARNING OBJECTIVES:**

The student will

1. examine political, philosophical, and economic influences on the literature of this period
2. define “postmodernism” and identify its characteristics
3. define “absurdist drama” and “minimalism” and identify their characteristics
4. identify characteristics of the poetry movements “New Apocalypse” and “The Movement”
5. understand multiculturalism and the Commonwealth and their roles and influences
6. study selected works by contemporary authors, which may include:

|  |  |  |
| --- | --- | --- |
| Samuel Beckett | W. H. Auden | Philip Larkin |
| Seamus Heaney | Nadine Gordimer | Chinua Achebe |
| Alice Munro | Margaret Atwood | Salman Rushdie |
| Derek Walcott | J. M. Coetzee |  |

**Official Hinds Community College District Policy Statements:**

*\*\*Required Hinds notifications: Include the information found in the Canvas shell labeled:* ***Information to be included in all Hinds syllabi****. As this includes contact information that is subject to change, an updated version will be available in the shell, and marked with a revision date if the information has changed, so please check for updates each semester.*

***\*\*And finally, a note on using Canvas:*** *Hinds Community College has mandated the following items be available to students in their Canvas course shell regardless of the actual delivery method or location of the course.*

*These components are addressed in a self-paced Canvas course (Canvas Essentials) (*[*https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials*](https://hindscc.catalog.instructure.com/browse/elearning/courses/canvas-essentials)*) which is open to all faculty through the Aquila eLearning Catalog (*[*https://hindscc.catalog.instructure.com/*](https://hindscc.catalog.instructure.com/)*). Please review these materials and incorporate the required information into your course shells. If you need help with this requirement, you can contact the Center for Teaching and Learning for assistance:* [*CTL@hindscc.edu*](mailto:CTL@hindscc.edu)

* *Post Syllabus under syllabus button*
* *Post any digital lecture or learning material (PowerPoints, Word notes, handouts, video or audio lectures).  This can be done on pages (by units) or linked directly into weekly modules*
* *Use Announcements to communicate with students*
* *Post contact information including office hours under the Syllabus Button*
* *Use the calendar to keep students aware of due dates*
* *Keep grade book current with all assignments*

*If you have questions regarding this syllabus or Hinds policies, please contact your supervising department chair or the curriculum coordinator.*