

Survey of British Literature II: Nineteenth Century through the Present

Fall 2009

ENGL 2323-40 CID 0856
Turnitin.com ID: 2835717

MWF 9:38 – 10:28 a.m.
Navasota High School

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English 2323: The Literature of England of the Nineteenth and Twentieth Centuries introduces the student to the principal authors, works, and trends that comprise the canon of British literature from the Romantic Period, the Victorian Age, and the Twentieth Century. Papers required. Prerequisites: ENGL 1301 and ENGL 1302. Three class hours per week. Credit: Three semester hours.

Student Learning Objectives

The student will, in general, recognize

- representative authors whose works offer an insight into and an understanding of the cultural and historical conditions, especially the political, social, and religious ones, that influenced both the writers and the literature of each of the periods delineated in the course description;
- the characteristics of the literary genres associated with specific literary periods;
- distinctive and/or representative aspects of the writer that make his or her work significant in the development of British literature in particular and literary expression in general;
- the importance of the writing skills learned in English 1301 and English 1302, especially those associated with writing and literary analysis.

More specifically, the student's investigation of British literature involves the study of several divisions of literary history arbitrarily but conveniently labeled periods and ages—The Romantic Period, including the Romantic Age and the Early Victorian Age, The Realistic Period, including the Late Victorian Age and the Edwardian Age, and the Modern Period, comprised of the Modernist Period and the Post-Modernist or Contemporary Period. Students will become familiar with the cultural and historical circumstances—especially the political, social, and religious circumstances—that influenced both the writers and the literature of each of these periods; students will begin to recognize the characteristics of each of the literary genres that have become synonymous with specific literary periods; and they will learn to appreciate the distinctive and/or representative aspects of an individual and his or her work that make that work significant in the development of British literature in particular and of literary expression in general.

Texts

Abrams, M. H., et al., eds. The Norton Anthology of English Literature. 8th ed. Vol. 2. New York: Norton, 2006.
Fowler, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook. 10th ed. New York: Pearson-Longman, 2007.
Personal copies of primary source(s) read for documented researched projects.
Standard college-level dictionary.

N.B.: Literary terms with full definitions and explanations, as well as brief discussions of broader literary topics, are found in Harmon and Holman's A Handbook to Literature 6e-11e, several copies of which can be found in the libraries.

Course Requirements

The student is required to bring the anthology and the dictionary to class.

The student will compose and submit

- one MLA-format working bibliography (associated with the research paper);
- one MLA-format annotated bibliography (associated with the research paper);
- one 2000+ word (text) minimum documented research paper; and
- a cumulative in-class essay as part of the final examination.

In addition to preparing for scheduled major exams, the student should prepare him- or herself for a few unannounced quizzes.

NB: All writing assignments must be submitted in order for the student to earn credit for the course; the 2000+ word documented research paper must reflect a sincere effort in order for the student to earn credit for the course. The anthology, a college-level dictionary, a highlighter, and appropriate writing materials must be brought to class.

In that enrollment in English 2323 is predicated on the student's having successfully completed English 1301 and English 1302 and on his or her ability both to follow directions and to use a writing handbook, careless proofreading, indifferent editing, or non-compliance with the MLA format for documenting research papers—as presented in class—will not earn the student a passing grade for the assignment marred by any of these failings. The paper's content alone will not serve to carry a poor presentation. See Grading Standards.

NB: Writing assignments should be idiomatically and grammatically correct; spelling and punctuation errors should not appear in final drafts. See Grading Standards. Literary analyses should be presented in the third-person and in the present tense; papers using first- and second-person pronouns will receive a significant grade reduction.

NB: Any assignment not meeting minimum requirements will not be read and will earn a zero.

Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means one letter grade off for each calendar day the assignment is late. Assignments not meeting minimum requirements will not be read and will earn a zero.

Participation

Students are encouraged, indeed expected, to actively engage the subject matter—an engagement that reflects the student's interest in academics and his willingness to join in productive discussion.

Grade Determination

note-taking, participation, and conferences: date: _____ date: _____	10%
major examinations	35%
working bibliographies	10%
annotated bibliography	10%
documented researched paper <i>passing grade on researched paper required to pass course</i>	20%
final examination	15%

Tentative Due Dates

25 September	first major examination
7 October	first working bibliography
12 October	second major examination
4 November	second major bibliography
2 November	third major examination
23 November	annotated bibliography
2 December	researched paper
TBA December	final examination

Class Attendance: Class Attendance and Participation Are Expected

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college. Class participation shall constitute at least ten percent of the final course grade. It is the responsibility of each faculty member, in consultation with the division chairperson, to determine how participation is achieved in his or her class. Faculty will require students to regularly attend class and will keep record of attendance from the first day of class or the first day the student's name appears on the roster through the final examination meeting. If a student has one week's worth of unexcused absences during the semester, he or she will be sent an e-mail by the College requiring the student to contact his or her instructor and schedule a conference immediately to discuss his or her attendance issues. If the student subsequently accumulates two weeks' worth of unexcused absences, he or she will be administratively withdrawn from the class. ([2009-2010 Blinn College Catalog](#), 70)

NB: The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his or her failing the course.

NB: This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable. A student should not expect to successfully complete the course if he or she chooses not to attend class. Arriving late is grossly inconsiderate and inappropriate. Repeated tardiness can negatively affect a student's performance in this class. Leaving the room before class is dismissed—except in extremely dire circumstances—is also grossly inconsiderate and inappropriate and can negatively affect a student's performance in this class.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he or she might have missed—should come by to discuss viable options.

Make-Up Policy

The student is responsible for all assignments, including those made during any class meeting from which the student has absented him- or herself. Any clarification of directions, etc. for any assigned work will take place during the instructor's conference hours. All assigned work is due before or on the designated day and time. Unless indicated otherwise, all assignments are due at the beginning of class on the day designated. If a student is unable to attend class on the day that an assignment is due, he or she should nevertheless ensure that the instructor receives the assignment by the designated time. In-class essays and daily quizzes can be made up only if the student's absence is excused in accordance with Blinn attendance policy. No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Severe penalty means one letter grade off for each calendar day the assignment is late.

Manuscript Form

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper—one side only—in accordance with the MLA format as outlined in the [MLA Handbook for Writers of Research Papers](#), 6th or 7th edition. (See [LBH](#) and handouts.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. English 1301 is not a course in creative writing: Be certain that the paper's title indicates fully the paper's contents.

----- No staples; use a paper clip. Do not align right. -----

Decorum / Civility Statement / Civility Notification Statement

Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behaving in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student's responsibility to arrange for this conference.

Scholastic Integrity

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system. College policy maintains that it is "the responsibility of instructors to maintain scholastic integrity at Blinn College by refusing to tolerate any form of scholastic dishonesty. [. . .] If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor should assume responsibility and address the infraction" (2009-2010 Blinn College Student Handbook 57-58).

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The 2009-2010 Blinn College Student Handbook states that "sanctions may be imposed by the instructor and the division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course" (60). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 6th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 10e, chapter 45. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper. Note that a "student receiving an F in a course because of scholastic dishonesty may not withdraw from that course" (60).

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work" (58). All students should be aware of the several different types—not levels—of plagiarism, including the failure to properly indicate directly quoted passages, phrasings, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is. Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements" (58).

NB: In an effort to both discourage and detect plagiarism and, simultaneously, to show respect for the honest, diligent student, the English Department is subscribing to Turnitin.com, an on-line plagiarism prevention service. Early in the semester, after receiving a class ID number and a class enrollment password from the instructor, each student will be required to go to <http://www.turnitin.com> in order to create a user profile, to enroll in this class's section, and to submit the final copy of each major assignment—the researched papers and the annotated bibliography. **Papers that are not submitted to Turnitin first will not be graded, resulting in automatic grades of zero.**

Other Considerations

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be allowed; therefore, **no mechanical recording of class meetings is allowed.** See instructor.

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course unless it has been cleared with the instructor well beforehand.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading.

The student should bring to the classroom setting notebook paper, highlighter(s), functioning pen, dictionary, the anthology, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill preparedness, which, in turn, affects the student's participation grade.

Consumption of food and drinks is not allowed in Blinn College's library, classrooms, and labs.

Please allow for the passage of ten days' time (or its short-semester equivalent) before expecting the return of major written assignments.

NB: The College will use e-mail to contact students about any and all important issues and concerns, including attendance issues. Students should check their Blinn College e-mail accounts on a regular basis, especially if they are wondering whether they have been administratively dropped from a class for non-attendance. For additional information about student e-mail accounts, refer to <http://www.blinn.edu/acadtech/studentemail/index.htm>.

Students with Disabilities

Students with documented disabilities may seek support from Blinn College's Office of Disability Services. Students are encouraged to contact this office as early as possible to initiate services. The ODS provides direct services and makes appropriate referrals to resources on and off campus. Students with documented disabilities requiring academic accommodations in the classroom or in testing situations must self-identify and provide current, appropriate documentation of the disability to the ODS. Information, education, and consultation about specific disabilities are available to interested parties on request. For answers to specific questions or to request an information packet contact ODS at 979 830-4157.

Electronic Device Policy

The [2008-2009 Blinn College Student Handbook Online](#) states that "[a]ll the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in all Blinn College classrooms and associated laboratories. Any noncompliance with this policy will be addressed in accordance with the Blinn College civility policy (Administrative Policy). Additionally, any communication understood by the instructor to be in the nature of cheating will have consequences in accordance with this Blinn College policy section regarding academic dishonesty [FLB (Local)]. Students exempted from this policy section include active members of firefighting organizations, emergency medical services organizations, commissioned police officers, on-call employees of any political subdivision of the state of Texas, or agencies of the federal government. Exempted students are expected to set the emergency-use devices on silent or vibrate mode only. [. . .] Any student violating this policy shall be subject to discipline, including suspension, in accordance with [Blinn College Board Policy] FM" (51).

In-class testing will be handwritten; **no laptops for testing**. The all-essay final examination may be word-processed.

Grading Symbols for Compositions and In-Class Essays

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in [The Little, Brown Handbook](#), tenth edition. The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 15a	-	15b
ap	= apostrophe needed or misused	30a	-	30d
cs	= comma splice	18a	-	18b
frag	= sentence fragment	17a	-	17d
fs; i-o; ro	= fused sentence; run-on sentence	18c	and	28; 29
huh?	= garbled, incoherent, or illogical grouping of words			
ref	= error in pronoun reference and/or shift, including the "indefinite you"	19a	-	19f
SLN	= see lecture notes! (for which you are always responsible)			
sp	= misspelled word	41		
vb	= error in verb form or verb tense	14a	-	14h
ww	= wrong word	38		
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!			

Grading Criteria for Papers and In-Class Essays

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments--that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his or her time and attention were of little concern to the writer.

NB: A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimum standards for college-level literacy, the **F** paper shows a lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

A	95	B+	88	C	75	D+	68	F	50
A-	91	B	85	C=	69	D-	61	F-	25

The Term Paper: A Brief Overview

The assignment calls for a final product that exhibits a familiarity with research methods and the MLA format. The final product, a typed 2000+ word critical investigation of a representative literary work, should reflect an understanding of a **single** aspect of an author's work, e.g., his or her characterization technique, his or her use of setting, irony, etc. as it contributes to the presentation of the work's thematic concern(s). The authors and works eligible are not restricted to those found in the Norton anthology. The paper must reflect the student's use of library-housed scholarly journals (not reference volumes), as outlined below and as explained during lecture. The 2000+ word text of the paper and its works-cited page should meet the following criteria. The paper

- must be argued in the third-person and in the literary present tense;
- must have a clearly stated thesis within a well-constructed, informative introduction;
- should be free from fragments, awkward sentencings, comma errors, misspellings, errors in subject-verb agreement and pronoun-antecedent agreement, and other egregious errors in mechanics and grammar;
- should have an average of two or three documented supporting passages (primary or secondary) per typed page;
- must exhibit a sixty-forty—**favoring the PRIMARY source**—balance of documented support passages;
- should not rely—to any extent--on information gleaned from the Internet;
- should not rely on excessively long quoted passages;
- should exhibit the correct use and placement of ellipsis points ([. . .]): note that they are spaced;
- must have a conclusion of adequate length and content, one that successfully sums up the argument;
- must have a works-cited page that, along with the text of the paper, reflects the effective use of no fewer than four critical articles from journals or from collections of articles and essays; however, biographical and/or critical overviews and selected criticism such as those found in reference volumes published by Magill's and Gale **ARE NOT ELIGIBLE**; full-text downloads from databases are discouraged. (See instructor on these delimiters.);
- must have a works-cited page that exhibits the correct bibliographic form for journal articles and essays that have been reprinted: See handouts for models (LBH does not offer sufficient modeling); and
- must have a minimum of six entries in the list of works cited, including primary source; no cross-referencing.

Please refrain from submitting cover sheets and folders of any type. Do not staple final product; please use a paper clip. The MLA Handbook for Writers of Research Papers and the MLA Style Manual are very clear on these matters.

A passing grade on the second 2000+ word researched paper is required for the student to earn credit for the course.

Note and note very well: The student will submit an annotated copy of each of the primary sources being investigated (to be returned to the student). The paper will not be read unless an annotated copy of the primary source is submitted along with each researched paper.

Tentative Course Outline and List of Readings

NB: The student is responsible for not only the actual text of each assigned reading but also for any introductory material associated with the reading; the student is also responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute a particular author's written expression.

	to be read and responded to during the course of the semester	John Henry Cardinal Newman 1801-1890 <i>from</i> <u>The Idea of a University</u> : Discourse 5 :Knowledge Its Own End and Discourse 7: Knowledge Viewed in Relation to Professional Skill	1119-21 1121-24
		Mary Wollstonecraft 1759-1797 <i>from</i> <u>A Vindication of the Rights of Woman</u>	167-70 170-88
M 31	August	Samuel Taylor Coleridge 1772-1834 "The Rime of the Ancient Mariner"	424-26 430-46
W 2	September	Joseph Conrad 1857-1924 Preface to <u>The Nigger of the Narcissus</u> <u>Heart of Darkness</u>	1885-87 1887-89 1890-1947
F 4	September	<u>Heart of Darkness</u>	1890-1947
M 7	September	George Orwell 1903-1950 "Shooting an Elephant" Nadine Gordimer 1923- "The Moment before the Gun Went Off"	2378-79 2379-84 2574-75 2575-78
W 9	September	Doris Lessing 1919- "To Room Nineteen"	2543-44 2544-65
		Norton introduction to The Romantic Period	1-24
F 11	September	Robert Burns 1759-1796 "To a Mouse" "To a Louse" "A Red, Red Rose"	129-31 135-36 136-37 145-46
M 14	September	William Blake 1757-1827 <i>from</i> <u>Songs of Innocence</u> (all selections) <i>from</i> <u>Songs of Experience</u> (all selections)	76-79 81-87 8797
W 16	September	Samuel Taylor Coleridge "The Eolian Harp" "Kubla Kahn; Or, A Vision in a Dream. A Fragment" <i>from</i> <u>Biographia Literaria</u> (from chapters 4 and 13: [On Fancy and Imagination] and [On the Imagination, or Esemplastic Power])	424-26 426-28 446-48 474-78
F 18	September	William Wordsworth 1770-1850 <i>from</i> Preface to <u>Lyrical Ballads</u> 1802 (introduction, ["What Is a Poet?"], and ["Emotion Recollected in Tranquillity"]) "Expostulation and Reply" "The Tables Turned"	243-45 262~74 250-51 251-52
M 21	September	"I wandered lonely as a cloud" "Lines" ["Tintern Abbey"] "The Solitary Reaper" "Strange fits of passion have I known" "She dwelt among the untrodden ways" "A slumber did my spirit seal" "Lucy Gray"	305-06 258-62 314-15 274-75 275 276-77 277-79
W 23	September	"Ode: Intimations of Immortality . . ."	308-12
F 25	September	major examination	

M 28 September	Percy Bysshe Shelley 1792-1822	741-44
	"Mutability"	744
	"Ozymandias"	768
	"A Song: 'Men of England'"	770-71
	"England in 1819"	771
W 30 September	"Ode to the West Wind"	772-75
	"To a Skylark"	817-19
F 2 October	John Keats 1795-1821	878-80
	"On First Looking into Chapman's Homer"	880-81
	"On Seeing the Elgin Marbles"	883
	"When I have fears that I may cease to be"	888
	"La Belle Dame sans Merci: A Ballad"	899-900
M 5 October	"Ode to a Nightingale"	903-05
	"Ode on a Grecian Urn"	905-06
	George Gordon, Lord Byron 1788-1824	607-11
	"Written after Swimming from Sestos to Abydos"	611-12
	"She walks in beauty"	612
	"Stanzas for Music"	614
	"So, we'll go no more a roving"	616
W 7 October	<i>from Don Juan</i> (introduction and Canto 1)	669-97
F 9 October	<i>from Don Juan</i> (introduction and Canto 1)	669-97
M 12 October	major examination	
W 14 October	Introduction to The Victorian Age	979-1001
	John Stewart Mill 1806-1873	1043-44
	<i>from The Subjection of Women</i>	1060-70
	The Woman Question	1581-83
F 16 October	Elizabeth Barrett Browning 1806-1861	1077-79
	<i>from Sonnets from the Portuguese</i>	1084-85
M 19 October	Alfred, Lord Tennyson 1809-1892	1109-12
	"The Lady of Shalott"	1114-18
W 21 October	"The Charge of the Light Brigade"	1188-89
	<i>from In Memoriam A. H. H.</i>	1138~89
F 23 October	"Ulysses"	1123-25
	"Tithonus"	1125-26
M 26 October	Robert Browning 1812-1889	1248-52
	"Porphyria's Lover"	1252-53
	"Soliloquy of the Spanish Cloister"	1253-55
	"My Last Duchess"	1255-56
W 28 October	Matthew Arnold 1822-1888	1350-54
	"Dover Beach"	1368-69
	"The Buried Life"	1356-58
F 30 October	Gerard Manley Hopkins 1844-1889	1513-16
	"God's Grandeur"	1516
	"Pied Beauty"	1518
	"Felix Randal"	1520-21
	Lewis Carroll 1832-1898	1529-30
	"Jabberwocky" and [Humpty Dumpty's Explication of "Jabberwocky"]	1530-31
M 2 November	major examination	

W	4 November	Evolution	1538-55
F	6 November	Bernard Shaw 1856-1950 the preface to <u>Mrs. Warren's Profession</u> Oscar Wilde 1854-1900 Preface to <u>The Picture of Dorian Gray</u> The Twentieth Century and After	1743-46 WWW 1686-87 1697-98 1827-50
M	9 November	Thomas Hardy 1840-1928 "Drummer Hodge" "The Darkling Thrush" "Channel Firing" "The Convergence of the Twain" "Ah, Are You Digging on My Grave?"	1851-52 1870 1871 1877-78 1878-80 1879-80
W	11 November	Voices from World War I Rupert Brooke 1887-1915 "The Soldier" Siegfried Sassoon 1886-1967 "They" "The Rear-Guard"	1954-55 1955 1955-56 1960 1960-61 1961
F	13 November	Isaac Rosenberg 1890-1918 "Break of Day in the Trenches" "Louse Hunting" Wilfred Owen 1893-1918 "Anthem for Doomed Youth" "Miners" "Dulce et Decorem Est"	1966-67 1967 1967-68 1971 1971-72 1973-74 1974
M	16 November	William Butler Yeats 1865-1939 "Down by Salley Gardens" "The Fascination of What's Difficult" "A Coat" "Easter 1916" "Leda and the Swan" "Among School Children" "Long-Legged Fly" Virginia Woolf 1882-1941 "Modern Fiction"	2019-22 2024 2029 2029-30 2031-33 2039 2041-42 WWW 2080-82 2087-92
W	18 November	James Joyce 1882-1941 "Araby"	2163-68 2168-72
F	20 November	James Joyce 1882-1941 "The Dead"	2163-69 2172-99
M	23 November	D. H. Lawrence 1885-1930 "Why the Novel Matters" "Piano" "Tortoise Shout" W. H. Auden 1907-1973 "Musée de Beaux Art" "Spain 1937"	2243-45 2269-73 2275 2275-77 2421-22 2428-29 2424-27
M	30 November	Robert Graves 1895-1985 "The Dead Fox Hunter" "Recalling War" Stevie Smith 1902-1971 "Our Bog Is Dood" "Not Waving but Drowning" Nation and Language	1984-85 1987-88 1988-89 2372-73 2374 2374-75 2461-62
W	2 December	T. S. Eliot 1888-1965 "The Love Song of J. Alfred Prufrock"	2286-89 2289-93

F	4 December	Dylan Thomas 1914-1953 "Do Not Go Gentle into That Good Night"	2444-45 2450
		Henry Reed 1914-1986 <i>from Lessons of the War</i> : "Naming of Parts"	2454-55 2455-56
M	7 December	Derek Walcott 1930- "A Far Cry from Africa"	25-86-87 2587-88
		Ted Hughes 1930-1198 "Wind"	2594 2594-95
		"Theology"	2598
		Harold Pinter 1930-2008 Nobel Prize Acceptance Speech	2601 WWW
W	9 December	Seamus Heaney 1939- "Digging"	2822-24 2824-25
		"The Forge"	2825
		"Punishment"	2826-28
		"Casualty"	2828-30
TBA	December	final examination	