



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: ENGL 326 British Literature III: Victorian through Contemporary**

**Course CRN # and Section: CRN 20328; section 01**

**Semester Taught (including year): Spring 2019**

**Credit Hours: 3**

**Prerequisites: ENGL 301 with a C or better**

**Course Time: MWF 12-12:50**

**Building and Room Number: Admin 308**

**Professor: Dr. Gompf**

**Office Location: Admin 327**

**Office Hours: MWF 1-2; TR 12-2;  
and by appointment**

**Email: [mgompf@concord.edu](mailto:mgompf@concord.edu)**

**Phone: x6085**

**Office Fax: N/A**

**College/Department Website  
[www.concord.edu/humanities](http://www.concord.edu/humanities)**

**Course Description/Rationale:** Through class discussion, informal and formal writing assignments, and essay exams students will demonstrate knowledge of literary history and convention, authors' styles, and variety of possible interpretations. In addition, assignments will reveal an ability to interpret literature, think critically, conduct research, and correctly use MLA format and style. In addition to the written texts examined students will also work on analyzing visual texts (engravings/illustrations and films) and learning to critically "read" visual texts.

**Course Management System** (Blackboard/Moodle or other systems): None

**Hardware/Software Needed** (include privacy policies, if applicable): None

**Text requirements:** *The Norton Anthology of English Literature, Vol. E The Victorian Age  
Century*

(Editor: Greenblatt) 10<sup>th</sup> edition

W.W. Norton

ISBN: 978-0-393-60306-4

*The Norton Anthology of English Literature, Vol. F The Twentieth Century and After*  
 (Editor: Greenblatt) 10<sup>th</sup> edition  
 W.W. Norton  
 ISBN: 978-0-393-60307-1

Wilde *The Picture of Dorian Gray*  
 Longman Cultural Edition; Pearson/Longman  
 ISBN: 978-0-321-42713-7

Byatt *Possession*  
 Vintage  
 ISBN: 978-0-679-73590-8

**Concord University Educational Goal(s); National Standards; Specific Learning Outcomes**

**Alignment between English 326 Learning Outcomes, CU Educational Goals, and NCTE Standards:**

<b>Learning Outcomes for English 326: British Literature III</b>	<b>Concord University Educational Goals (Advanced Course Level)</b>	<b>2012 National Council of Teachers of English (NCTE) Standards</b>
1. Students will demonstrate their ability to <ul style="list-style-type: none"> <li>• draw inferences from close readings</li> <li>• demonstrate understanding of interrelationships among textual elements</li> </ul>	CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <b>reading</b> . . .	NCTE Content Knowledge I.1: Candidates are knowledgeable about texts . . . [including] print and non-print texts [and] media texts . . .
2. Students will demonstrate their ability to <ul style="list-style-type: none"> <li>• write critically, supporting inferences drawn from close reading by citing and interpreting specific textual evidence</li> <li>• write proficiently at a level of “adequate” or above, as defined by the Department’s criteria for evaluation of essays</li> </ul>	CU Skills Goal #1 b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [ including] <b>writing</b> . . .	NCTE Content Knowledge II.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose . . .
3. Students will demonstrate their ability to apply critical thinking skills (analysis, synthesis, evaluation) to literary texts.	CU Skills Goal #2: An ability to employ appropriate observational, logical, analytical, computational,	

Learning Outcomes for English 326: British Literature III	Concord University Educational Goals (Advanced Course Level)	2012 National Council of Teachers of English (NCTE) Standards
	creative, and critical thinking skills in problem solving	
4. Students will demonstrate competency in analyzing and synthesizing textual elements; and in integrating these elements within a unified discussion.	CU Skills Goal #4: An ability to analyze, synthesize, and integrate elements, information and ideas	
5. Students will demonstrate an ability to interpret selected <b>texts from the British Victorian period to the present in their historical contexts.</b>	CU Knowledge Goal #3: An ability to <b>interpret events and trends within historical contexts</b>	NCTE Professional Knowledge and Skills Standard I.1: Candidates are knowledgeable about <b>texts . . . [including] classic texts . . . that represent a range of world literatures [and] historical traditions . . .</b>
6. Students will demonstrate acquaintance with aesthetic principles, methods, materials, and methods that <b>empower works of literature to reinforce or challenge societal values and assumptions.</b>	CU Knowledge Goal #6: Awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and in <b>the creation of works of art and literature.</b>	NCTE Content Knowledge Standard II.2: Candidates . . . <b>understand the impact of language on society.</b>
7. Through close reading of literary texts presenting moral dilemmas, the students will demonstrate competency in <b>recognizing and evaluating underlying assumptions based on ethical or moral values.</b>	CU Attitudes Goal #1: Habitual <b>reflection on ethical/moral implications of actions</b> when weighing decisions and evaluating outcomes	NCTE Professional Knowledge and Skills VII.1: Candidates . . . <b>model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</b>
8. <b>Through close reading and class discussion of texts that reflect the world views reflected in British literature from the Victorian period to the present,</b> the students will develop a capacity for <b>respectful attentiveness to and recognition of commonalities and differences among varying perspectives.</b>	CU Attitudes Goal #3: <b>Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences</b> in order to seek mutual understanding and equitable conflict resolution	NCTE Professional Knowledge and Skills VII.2: Candidates engage in and reflect on a variety of experiences related to ELA that <b>demonstrate understanding of and readiness for . . . collaboration. . . and community engagement.</b>

## Course Requirements

### Grading Policy and Scale, Make-up Policy, Late Work

#### Grading:

Class Participation 5%  
Responses 10%  
Midterm Exam 20%  
Close Reading Paper 15%  
Research Paper 25%  
Final Exam 25%

#### Grading Scale:

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

#### General Policies and Further Information:

**Participation:** Although there will be times when I lecture in order to provide background/factual details, this is essentially and ideally a discussion class. Each day I will expect to hear your reactions to and questions about the readings. Coming to class prepared also counts towards your class participation grade.

**Responses:** Response due dates are listed on the schedule. Each response should be 1-2 typed pages long. You may discuss any of the readings completed between the previous response and the one due. I will suggest topics for you to consider as you read that you may use as the basis for your response. You do not, however, need to write on these suggestions. Your response may be a close reading of one or more of the works, a connection between one of the readings for this class and work read in another class (not limited to English classes), critical personal responses, etc. Whatever you choose to write about the response should be well written, specific, and reveal an engagement with the readings. Additional in class responses may be assigned. Each response will be given a letter grade based upon quality of writing and response. All will then be averaged at the end of the semester. ***These will not be accepted late; however, you may use make up assignments to replace missing reading responses.***

**Close Reading Paper:** You will be given more details regarding this later. This is a short paper in which you closely examine one poem and will not consult outside sources. You will have a choice of topics.

**Midterm Exam:** You will be given a study guide prior to the exam. This will be an essay exam.

**Research Paper:** You will receive more details on this paper later. This paper requires use of scholarly secondary sources. It is due at the end of the semester. You will have a choice of topics.

**Final Exam:** As with the midterm, you will be given a study guide. This exam will be comprehensive and will consist of essay questions.

**Make up Assignments:** Make up assignments will be available to make up for missed responses or excessive absences. You will get a handout detailing the possible assignments.

**Plagiarism:** Please read Concord's policies. The penalties vary depending on the degree; however, intentional plagiarism on an assignment results in a "0" for that assignment. More than one instance of plagiarism will result in an F for the class.

**Attendance:** Please read Concord's policies regarding class attendance included in the catalog. Since this is a discussion class and we will be moving at a rapid pace, it is imperative that you come to class regularly. Assignments and reading, as well as changes or additions to the schedule, will be discussed in class. If you do miss class, either check with a classmate or contact me about what you missed. If you know you will miss class, inform me in advance. If you miss due to a college related activity or an illness, please provide documentation so I may mark the absence as excused. **Three absences equal a week of class; after 3 absences you will need to meet with me to discuss attendance. After 6 absences your course grade will be affected, dropping half a letter grade for each absence over 6.**

*If you want to drop the class, make sure you do so. Merely not showing up does not drop you from the class. If you just stop coming you will continue to accrue absences and zeros on missed assignments.*

**Email:** I will sometimes need to contact you or send additional readings and will do so via your Concord email address. Please check this address regularly. In addition, when you email me please keep a copy of the sent email. If you do not get a response from me within 24 hours (during the week) please check in with me to see if I did indeed get the email. Any attachments you send must be in a readable format (Word or Rich Text is best).

**Office Hours:** The purpose of office hours is to provide a time dedicated to answering student questions and working with students. You do not need an appointment during these hours – just drop by. If my office hours do not work with your schedule, please talk to me about arranging another time to meet.

**Cell phone/Technology policy:** Please turn off all phones while in class. Remember, I can see you texting. Any in class use of technology (i.e. taking notes on a laptop) must be done in such a way as to not disrupt or disturb others in the class. If you are distracted by another student's use of technology, please let me know.

### **Course Timeline (Schedule of Assignments/Assessments/Presentations)**

M 1/14 Introduction

W 1/16 Victorian Lecture

F 1/18 **Response 1 due**

**Carlyle**

*from Sartor Resartus* (pp. 33-53); from *Past and Present* (pp.53-62)

M 1/21 MLK day No Class

W 1/23 **Newman**

from The Idea of a University: Discourse 5. Knowledge Its own End (pp. 64-65), Discourse 7. Knowledge Viewed in Relationship to Professional Skill (pp. 66-70), Discourse 8. Knowledge Viewed in Relation to Religion (pp. 70-72)

from Apologia Pro Vita Sua: “History of My Religious Opinions from 1839 to 1841” (available online at <http://newmanreader.org/works/apologia/part5.html> ) and “Liberalism” (available online at <http://newmanreader.org/works/apologia/liberalism.html> )

F 1/25 **Response 2 due**

**Barrett Browning**

“The Cry of the Children” (pp. 110-114)

“To George Sand: A Desire” (p. 114)

“To George Sand: A Recognition” (pp. 114- 115)

from Sonnets from the Portuguese (pp. 115-116)

from Aurora Leigh (pp. 124-138)

**Browning**

“Porphyria’s Lover” (pp. 324-325)

“My Last Duchess” (pp. 328-329)

“The Lost Leader” ( pp. 329-330)

“The Bishop Orders his Tomb” (pp. 332-335)

“Love Among the Ruins” (pp. 338-340)

“Childe Roland to the Dark Tower Came” (pp. 340-346)

“Fra Lippo Lippi” (pp. 346--355)

M 1/28 **Tennyson**

“Mariana” (pp. 145-147)

“The Lady of Shalott” (pp. 147-152)

“The Lotos-Eaters” (pp. 152-156)

“Ulysses” (pp. 156-158)

“Break, Break, Break” (p. 160)

from In Memoriam (pp. 173-221)

W 1/30 **Dickens**

“A Visit to Newgate” available online at [http://charlesdickenspage.com/visit\\_newgate.html](http://charlesdickenspage.com/visit_newgate.html) “

“The Haves...and the Have Nots” available online at <http://charlesdickenspage.com/haves-havenots.html>

“The Hospital Patient” available online at

[http://charlesdickenspage.com/the\\_hospital\\_patient.html](http://charlesdickenspage.com/the_hospital_patient.html)

from Hard Times [Coketown] (pp. 645-646)

from Old Lamps for New Ones (511-512)

F 2/1 **Response 3 due**

**Arnold**

“The Buried Life” (pp. 421-423)

“The Scholar Gypsy” (pp. 426-433)

“Dover Beach” (pp. 433-434)

from The Function of Criticism at the Present Time (pp. 450-464)

from Culture and Anarchy (pp. 464-471)

M 2/4 **Ruskin**

“The Awkakening Conscience” (pp. 512-514)

from Pre-Raphaelitism (pp. 514-516)

**W.M. Rossetti**

“The Pre-Raphaelite Manifesto” (pp. 516-517)

**Pre-Raphaelite Paintings:** Color insets in book and

<http://www.rossettiarchive.org/racs/pictures.rac.html>

<http://artuk.org/discover/artworks/search/actor:millais-john-everett-18291896/page/2>

**D.G. Rossetti**

“The Blessed Damozel” (pp. 518-522)

“Jenny” (pp. 524-533)

Poems from The House of Life (pp. 533-535)

**C. Rossetti**

“Song” (p. 536)

“Song” (p. 536-537)

“After Death” (p. 537)

“Dead Before Death” (pp. 537-538)

“In an Artist’s Studio” (p.539)

“An Apple-Gathering” (p. 540)

“Winter: My Secret” (pp. 540-541)

“Goblin Market” (pp. 542-554)

“No, Thank You, John” (pp.554-555)

“Promises Like Pie-Crust” (pp. 555)

W 2/6 **Hopkins**

All poems (pp. 594-603)

from Journal (pp. 603-605)

F 2/8 **Response 4 due**

**Stevenson**

*The Strange Case of Dr. Jekyll and Mr. Hyde* (pp. 767-809)

“Thrawn Janet” available online at

[https://ebooks.adelaide.edu.au/s/stevenson/robert\\_louis/s848th/](https://ebooks.adelaide.edu.au/s/stevenson/robert_louis/s848th/)

M 2/11 **Wilde**

*The Importance of Being Earnest* (pp. 823-867)

W 2/13 **Wilde**

*The Picture of Dorian Gray*

F 2/15 **Response 5 due**

*The Picture of Dorian Gray*

M 2/18 *The Picture of Dorian Gray*

W 2/20 *The Picture of Dorian Gray*

F 2/22 **Response 6 due**

**Shaw**

*Mrs. Warren’s Profession* (pp. 873-919)

M 2/25 Modernism/ Twentieth C. Lecture

W 2/27 **Hardy**

All poems (pp. 52-67)

F 3/1 **Close Reading Paper due**

M 3/4 **Midterm Exam**

W 3/6 **Conrad**

Preface to *The Nigger of the "Narcissus"* (pp. 69-71)  
*Heart of Darkness* (pp. 71-131)

F 3/8 **Brooke**

"The Soldier" (p. 139)

**Sassoon**

All poems (pp. 149-152)

**Owen**

All poems (pp. 161-168)

**Pound**

"A Few Don'ts by an Imagiste" (pp. 192-195)

An Imagist Cluster: poems (pp. 196-197)

M 3/11-F 3/15: Spring Break

M 3/18 **Yeats**

All poems (pp. 212-242)

from Introduction (pp. 242-247)

W 3/20 Film: Hitchcock *The 39 Steps*

F 3/22 **Response 7 due**

Finish watching *The 39 Steps*

M 3/25 **Woolf**

"Modern Fiction" (pp. 277-282)

from A Room of One's Own (pp. 392-400)

"Professions for Women" (pp. 400-404)

from Three Guineas (pp. 836-840)

W 3/27 **Joyce**

"Araby" (pp. 407-411)

"The Dead" (pp. 411-440)

from Ulysses (p. 602-610)

F 3/29 **Response 8 due**

**Eliot**

"The Love Song of J. Alfred Prufrock" (pp. 654-657)

"The Waste Land" (pp. 659-673)

"Tradition and the Individual Talent" (pp. 684-689)

M 4/1 **Beckett**

*Waiting for Godot* (pp. 751-807)

W 4/3 **Rhys**

"The Day they Burned the Books" (pp. 722-726)

"On Not Shooting Birds" (pp. 726-728)

**Lessing**

"To Room Nineteen" (pp. 901-922)

F 4/5 **Response 9 due**

**Auden**

All poems (pp. 808-824)

**Thomas**

All poems (pp. 828-833)

M 4/8 **Pinter**

*The Dumb Waiter* (pp. 958-978)  
W 4/10 **Larkin**  
All poems (pp. 924-931)  
**Hughes**  
All poems (pp. 951-957)  
F 4/12 **Response 10 due**  
**Stoppard**  
*Rosencrantz and Guildenstern are Dead* (PDF will be emailed)

M 4/15 **Stoppard**  
*Arcadia* (pp. 1022-1090)  
W 4/17 **Heaney**  
All poems (pp. 1095-1110)  
F 4/19 **Response 11 due**  
**Byatt**  
*Possession*

M 4/22 *Possession*  
W 4/24 *Possession*  
F 4/26 *Possession*

M 4/29 *Possession*  
W 5/1 *Possession*  
F 5/3 Last day of class; Prep for final exam; **Final Paper due**

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:  
<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

## **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

## **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

## **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

## **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**