

ENGL 2319-005: British Literature
“Landscape, Environment, and Ecology”
Fall 2020



Photo: British Heritage Travel

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Class Meetings: M/W/F 11:00 am – 11:50 am

Description of Course Content: Beginning with the swampy fens of the earliest literature in the English corpus, *Beowulf*, this course will explore the various landscapes and environments that inhabit British literature, up through the Romantic and Victorian periods until present day. Our readings will include poems, ballads, plays, short stories, novels, and even one proto-novel, *The Interesting Narrative of the Life of Olaudah Equiano Or Gustavus Vassa, The African: Written by Himself* (1745), which includes vistas of Equiano’s native Africa as well as his accounts of England after he is captured by Englishmen and taken as a slave. Throughout the semester, we will brave the greenwood hideout of Robin Hood tales, the intriguing islandscapes and forests of Shakespearean drama, and the scary gothic environments of horror stories and “weird” fiction, including Mary Shelley’s *Frankenstein*. We will conclude our journey through Great Britain’s landscapes with Emily Bronte’s *Wuthering Heights*, a Victorian novel that takes place in the moorlands of northern England, a setting that seems to become a character of its own. As we visit all of these locations via literary portrayals, our class will discuss how such depictions of nature and the environment have changed through time and how they might or might not have effects on the way people think about and interact with the land.

Student Learning Outcomes: By the end of the semester, students who have successfully completed the assignments should:

1. read a variety of texts that incorporate ruins as a thematic or structural element and respond to these texts in using critical thinking skills such as innovation, inquiry, analysis, evaluation and synthesis

2. respond ethically to these texts by considering the perspectives of the author, community, and others by practicing and demonstrating communication skills and developing effective interpretation and expression of ideas in written, oral, and visual form
3. consider how various literary forms, concepts of audience, environments, and personal, economic, and cultural backgrounds operate as architectonic elements in the work by practicing and demonstrating personal responsibility in their ability to connect choices, actions, and their consequences to ethical decision making
4. examine the ways in which the literature serves (or undermines) the building of nationalism, urban spaces, and environmental programs and demonstrate social responsibility by practicing and demonstrating intercultural competence, knowledge of civil responsibility and engaging in community

ENGL 2309 Sophomore Literature: This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the "Signature Assignment" (see below). The Departmental guidelines for sophomore literature can be found by typing "sophomore literature" in the "Search UT Arlington" box on the University website: <http://www.uta.edu/uta>.

Required Textbooks and Other Course Materials:

The Tempest by William Shakespeare (Folger ed.)

ISBN-10: 074348486X

As You Like It by William Shakespeare (Folger ed.)

ISBN-10: 9780743482837

The Interesting Narrative of the Life of Olaudah Equiano (Broadview ed.)

ISBN-10: 1551112620

Frankenstein by Mary Shelley (Norton ed.)

ISBN-10: 0393927938

Wuthering Heights by Emily Bronte (Norton ed.)

ISBN-10: 0393284999

These materials can be purchased separately or as a bundle through the on and off campus bookstores.

Critical Essays and Other Readings: Occasionally we will have articles or other readings that are not available in the bookstore. These will be made available on Canvas in PDF or link form.

Descriptions of major assignments and examinations:

Exams: Each exam will cover the previous untested material. Each exam will contain a 1-3 page essay portion in addition to short answer questions. *Grading criteria* for the essay portion will be an assessment of the paper's ability to (1) focus arguments on the exam questions, (2) construct logical arguments, and (3) support claims with relevant examples from the text(s). Although your "mechanical/editorial" writing skills will be taken into account, they will be examined more closely on the critical analysis papers and the signature assignment than on the in-class essays.

Signature Assignment: The signature assignment addresses all four of the University prescribed objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. In addition, the construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome. See Assignment Sheet at the end of this syllabus, after the course schedule (will also be posted to Canvas). Students will submit a proposal and an annotated bibliography in association with this assignment as well.

Reading Responses: There will be two papers assigned throughout the semester in addition to the Signature Assignment. Each of these papers will be approximately 2-3 pages in length. See Canvas for specific instructions on these reading response essays.

Class Participation: You will receive a grade based on your participation during class time as well as any online discussions assigned throughout the semester. This includes being prepared to answer questions about the text, discuss key points or interpretations, or in-class writing and group work. Quizzes will also be averaged into this grade category.

Major Assignments/Grade Distribution:

Class Participation/Quizzes	10%
Paper #1	5%
Exam #1 (midterm)	20%
Signature Assignment Proposal	5%
Paper #2	10%
Annotated Bibliography	5%
Signature Assignment Paper	25%
Exam #2 (final)	20%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, F=69.4% and below; Z=see the Z grade policy above.

Grades. Grades are A, B, C, D, and F. All projects must be submitted to Canvas before the project's stated deadline. **Keep all papers** until you receive your final grade from the university (this is also how you will keep track of your grade throughout the course). You cannot challenge a grade without evidence.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not participate actively in class, and/or do not complete assigned work.

Please note that the signature assignment must be completed to pass the course. If you fail to complete the signature assignment, you will fail the course, regardless of your average. *Completion means that something is turned in as a “final draft.” I will not accept late papers, but I will accept an “incomplete” or “unfinished” paper if submitted by deadline. It is better to submit something and receive a poor grade than nothing and receive a zero.*

Turning in Assignments to Canvas: Your major assignment (signature assignment), and other writing assignments for this course will be submitted to Canvas. **I will not accept any assignments via e-mail.** All assignments submitted to Canvas must be saved as a .doc, .docx, or PDF file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this class should expect to spend at least an additional 9 hours a week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Late Enrollment Policy: Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

Late Assignments. I do not accept late assignments. Exams will begin (whether online or in class) promptly. Do not arrive late or you may not be permitted to sit for the exam. In-class work – including small discussion groups – will constitute your daily grade/participation grade. Students **cannot** make this work up so regular attendance is strongly advised.

Paper Reuse Policy – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

Attendance: At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance each class period at the beginning of each class period. During the semester you are permitted **six (6)** absences. Doctor’s visits, surgeries, meetings with advisors, friends’ weddings, etc. will be taken from your absence total. I will only excuse university related absences (sports trips if you are on the team and military duty) that are fully documented. Other absences do not require documentation. **Each absence after the sixth one will result in a 2 point penalty per absence off your final grade.** If you miss more than six class periods, you will have effectively missed three weeks of class. This is unacceptable and will adversely affect your grade. If you are absent from class, you are responsible for getting notes from a classmate, completing the work you have missed, and for being on schedule when you return. I will not provide my lecture notes to you if you miss class. Quizzes cannot be made up.

Excused absences include official university activities, military service, and/or religious holidays. ***Students must inform the instructor in writing at least one week in advance of an excused absence in order to receive***

an alternative daily grade/participation grade assignment. Should you be eligible for an excused absence (i.e. athletic event, religious holiday), please **submit it to me in writing at least one week prior to the planned absence** so that we can make alternative arrangements for you to fulfill the assignment.

Participation Policy. Although there is no “attendance” grade in this course, students will be given a participation grade. These daily grades **cannot** be made up, so again, attendance and participation is important. Failure to attend class may affect the overall grade as students may fail to complete and/or submit class activities and assignments. Improvement in reading and writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Not only do I expect you to contribute to class discussion I will utilize those discussions to test your knowledge and understanding, in lieu of regular quizzes.

In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

UTA Face-Covering Protocol (IMPORTANT!)

Any student not wearing the mask/face covering may be asked to leave the building, office, classroom, or event immediately. The official policy of the university is that if a student refuses to wear a mask, instructors can cancel class. Students who have a condition that precludes the wearing of a mask should follow the procedures for obtaining an accommodation by working with the Office for Students with Disabilities. For more details on UTA Face-Covering Protocol visit

<https://www.uta.edu/announcements/coronavirus/campus-updates/face-covering-protocol>

Also note: while the modality of this course at the beginning of the semester is “face-to-face,” we may need to switch to an online modality if the university mandates such a change, as a result of the Coronavirus. In the event that this modality change happens, students should be prepared to work in an asynchronous online environment with occasional synchronous (live, in real time) virtual meetings as the need arises.

Classroom Behavior. Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, “students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

Grade Grievances: An appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

Classroom Visitors: Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2,

suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. You are responsible for checking this email and for using this email account to communicate with me. I will not answer emails that come from any account except your student account.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5 p.m. Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 minutes at the student's discretion. Be judicious! For instance, 20 minute Quick Hits appointments are specifically for "quick" or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

Librarian to Contact: For research assistance, visit or contact the English subject librarian, Diane Shepelwich. Subject Librarian information located at <http://www.uta.edu/library/help/subject-librarians.php>

Course Schedule. See daily schedule. Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

	Date	Themes/Topics	Readings	Assignments Due
1	8/26 WED	Introduction to the Course Syllabus		
	8/28 FRI	“What is literature?” and other framing questions Cultural context – Old English poetry	Beowulf Read to Section VIII (Lines 1-498)	
2	8/31 MON	Fens, wilderness	<i>Beowulf</i> (cont.) Read Lines 499-852 The Wife’s Lament	
	9/2 WED	Forests Robin Hood ballads	“Robin Hood and Little John” “Robin Hood Rescues Three Young Men” Keats, John. “To a Friend”	In-Class Quiz (anticipate a quiz most Wednesdays)
	9/4 FRI	Forests English Renaissance drama	William Shakespeare. <i>As You Like It</i> Read Act I	
3	9/7 MON	Labor Day Holiday	NO CLASS	
	9/9 WED		<i>As You Like It</i> Read Act II-IV	
	9/11 FRI		<i>As You Like It</i> Read Act V	
4	9/14 MON	Islands and seascapes Colonialism	William Shakespeare, <i>The Tempest</i> Read Act I-II	
	9/16 WED		<i>The Tempest</i> Read Act III	
	9/18 FRI		<i>The Tempest</i> Read Act IV	
5	9/21 MON		<i>The Tempest</i> Read Act V	
	9/23 WED	Proto-novels Autobiography Slavery	<i>Olaudah Equiano</i> Read Ch.1	
	9/25 FRI		<i>Olaudah Equiano</i> Read Ch.2	
6	9/28		<i>Olaudah Equiano</i>	

	MON		Read Ch.3-4	
	9/30 WED		<i>Olaudah Equiano</i> Read Ch.5	
	10/2 FRI		<i>Olaudah Equiano</i> Read Ch.6	
7	10/5 MON	Romantic Movement Poetry	Samuel Taylor Coleridge. "Ryme of the Ancient Mariner"	
	10/7 WED		Lord Byron. "Darkness" John Clare. "Autumn" "The Dying Child"	Paper #1 due On <i>AYLI</i> , <i>Tempest</i> , or <i>Olaudah Equiano</i>
	10/9 FRI		William Wordsworth. "Tintern Abbey" "I wandered lonely" "Westminster Bridge" Dorothy Wordsworth "Floating Island"	
8	10/12 MON		Review for exam	
	10/14 WED			Midterm Exam
	10/16 FRI	Novels Urban landscapes The Limits of Science/Knowledge	Mary Shelley. <i>Frankenstein</i> Read Vol. 1, Letter 1-Letter 4	
9	10/19 MON		<i>Frankenstein</i> (cont.) Read Vol. 1, Ch.1-Ch.7	
	10/21 WED		<i>Frankenstein</i> (cont.) Read Vol. 2, Ch.1-Ch.3	
	10/23 FRI		<i>Frankenstein</i> (cont.) Read Vol. 2, Ch.4-Ch.6	
10	10/26 MON		<i>Frankenstein</i> (cont.) Read Vol. 2, Ch.7-Ch.9	Proposal Due
	10/28 WED		<i>Frankenstein</i> (cont.) Read Vol. 3, Ch.1-Ch.3	
	10/30 FRI		<i>Frankenstein</i> (cont.) Read Vol. 3, Ch.4-Ch.7	
11	11/2 MON	20 th -21st Century British Literature Short Stories	Algernon Blackwood. "The Willows" (on Canvas)	
	11/4 WED		Mieville "Polynia" (on Canvas)	
	11/6 FRI	Last day to drop classes	Roald Dahl. "The Hitchhiker" (on Canvas)	Paper #2 Due On <i>Frankenstein</i>
12	11/9 MON	Victorian period	<i>Wuthering Heights</i> Read Ch.1-6	

	11/11 WED		<i>Wuthering Heights</i> Read Ch.7-10	
	11/13 FRI		<i>Wuthering Heights</i> Read Ch.11-13	
1 3	11/16 MON		<i>Wuthering Heights</i> Read Ch.14-19	
	11/18 WED		<i>Wuthering Heights</i> Read Ch.20-23	
	11/20 FRI		<i>Wuthering Heights</i> Read Ch.24-27	
1 4	11/23 MON		<i>Wuthering Heights</i> Read Ch.28-34	
	11/25 WED 11/27 FRI	Thanksgiving Holiday	NO CLASS *Also, no face-to-face class meetings after Thanksgiving break	
1 5	11/30 MON		Video conferences	
	12/2 WED		Video conferences	
	12/4 FRI		Video conferences	Annotated Bib Due
1 6	12/7 MON	Last Day of Semester		
				Signature Assignment Due 12/8 by 10 pm
	Final Exams		Dec. 10-16	

Signature Assignment
Overview
<p>The signature assignment addresses all four of the course objectives. Personal responsibility: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates critical thinking and communication skills. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the social responsibility outcome.</p>
Specific Requirements
<p>Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.</p>
Possible Areas of Focus:
<p>We will develop a list of topics as the semester goes along, related to the course theme of "outlaws and outcasts" in British literature.</p>
Responsible Integration of Sources:
<p>Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.</p>
Secondary Sources:
Students should use their secondary sources to help support their arguments.

Here is a list of credible sources:					
National newspapers (e.g., <i>New York Times</i> , <i>Washington Post</i> , <i>USA Today</i> , <i>Dallas Morning News</i> , <i>Fort Worth Star Telegram</i>)					
Print magazines (e.g., <i>The Atlantic</i> , <i>Harper's</i> , <i>New Yorker</i> , <i>Time</i> , <i>Newsweek</i>)					
Online magazines (e.g., <i>Slate</i> , <i>Salon</i>)					
Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)					
Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)					
Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)					
Students interested in using a source that isn't listed here should check with their instructor.					
Minimum Requirements:					
Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA's recommendations for formatting, citation, and style.					
In order to receive a passing grade on the signature assignment, students are expected to:					
write an essay that is at least 3 pages long, but no more than 5. [<i>modifiable</i>]					
integrate two appropriate sources.					
have a thesis.					
have a title.					
incorporate evidence (i.e., quotations) from the literary text.					
have a Works Cited page.					
Rubric:					

Requirement	standing	Good	Fair	Poor	acceptable
Demonstrates critical thinking skills					
Provides a clearly articulated argument.					

includes a specific, detailed hesis					