

ENGL 2323: English Literature from 1780 to the Present
Spring 2025 Syllabus

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School: UT Tyler University Academy - Tyler Campus
Course: ENGL 2323: English Literature from 1780 to the Present
Semester: Spring 2025
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Textbooks: The Norton Anthology of English Literature Vols. D., E., F. Edited by Stephen Greenblatt. Norton. ISBN: 9780393913019. 9th Edition

Note: Per the UT Tyler syllabus policy, “The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.”

Description: To facilitate a complete understanding of the writings and poetry, we study the historical events that coincide and inform the texts, such as the French Revolution, the Industrial Revolution, the rise and fall of the British Empire, world wars, and the evolving perspectives on society as reflected in literature.

Learning Outcomes:

- Become familiar with English literature written between 1780 and the present in terms of specific movements, genres, authors, and styles.
- Understand differences and draw connections between different historical periods and cultural communities that are represented in English literature.
- Heighten skills of critical thinking based on textual analysis.
- Improve ability to effectively communicate ideas orally and in writing.
- Gain awareness of ethical and philosophical questions as they are explored in literature and classroom discussions.

These outcomes will be demonstrated in a series of in-class group discussions, short writing assignments, quizzes, and examinations that will include questions requiring both objective responses and substantive essay responses.

Grading Categories and Point Values

1. Exams (30%)

- **Midterm Exam (15%):** The midterm is a multiple-choice exam covering the Romantic Period. Students have a set amount of time during class to synthesize key themes, historical contexts, and literary techniques discussed during the first half of the semester. The midterm assesses critical thinking under pressure and independent writing skills.
- **Final Exam (15%):** The final exam will be an exam focusing on all three periods studied in the course.

3. Socratic Seminars (25%)

- Graded on preparation, active participation, and post-seminar reflections. Imperative for delving deeply into the readings. Most quiz and exam questions stem from Socratic seminars. Students peer review and score each other. Instructor gives the final grade. Seminar feedback is available upon request.

4. Quizzes (20%)

- Quizzes, one or two each week, include objective questions based on the Socratic seminars and lectures.
- These quizzes ensure reading completion and comprehension while also serving as study guides for exams.

6. Literary Analyses (25%)

- Includes 3 in-depth writing assignments, such as close readings or thematic analyses.

Grading Scale

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points and below

Essay Formatting: All essays and written assignments will be completed in MLA formatting, which requires:

- 12-point font in Times New Roman
- Double spacing
- 1" margins
- A heading that starts on page two
- A Works Cited page

Use the Purdue OWL resource for MLA formatting:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide.html

Participation: It is imperative that students log in regularly to stay informed and ensure successful completion of the course. Missing assignments greatly affects a student's chance of success. Please stay abreast of all discussion board posts, quizzes, and exams. See the syllabus for information regarding religious or school-sponsored absences.

Late Work: No late work will be accepted unless there are extenuating circumstances. Communicate ahead of deadlines if there will be an issue. Waiting until the last minute increases the likelihood of complications.

Dishonesty and Cheating: The nature of this course allows for the use of books and notes during quizzes and exams. However, collusion with other students regarding quizzes or exams is not allowed. Every writing assignment will be submitted through Turnitin to check for

plagiarism, which will result in a grade of zero if detected. Any essay that results in a 20% or more similarity report will be referred to the academic dishonesty committee at the University for plagiarism review. Make sure you cite your sources properly and that you do not use artificial intelligence to write your written responses.

- [Video 1: Understanding the Turnitin Similarity Report](#)
 - [Guide: Understanding the Turnitin Similarity Report](#)
- [Video 2: Understanding text similarity for students](#)

University Policies and Additional Information:

- **UT Tyler Honor Code:** Every member of the UT Tyler community joins together to embrace honor and integrity.
- **Student Rights and Responsibilities:**
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>
- **Campus Carry Policy:** <http://www.uttyler.edu/about/campus-carry/index.php>
- **Tobacco-Free Campus:** www.uttyler.edu/tobacco-free
- **Student Accessibility and Resources:** Contact the SAR office for accommodations: 903-566-7079 or cstaples@uttyler.edu.
- **Emergency Procedures:** Exit the building during alarms and follow safety instructions.

15-Week Course Schedule

Week 1: Introduction to Romanticism (January 13–17, 2025)

Lectures:

- [Introduction to the Romantic Period \(1785-1832\)](#)
- [Exploring Romanticism Through the Poetry of William Blake](#)

Readings (from *The Romantic Period (1785–1832)*):

- [“Introduction to the Romantic Period,” \(pp. 3–27\)](#)
- [BBC Romantics, Part I: Liberty](#)
- [Poetry by William Blake:](#)
 - from Songs of Innocence (p. 118)
 - “The Lamb,” (p. 120)
 - “The Chimney Sweeper,” (p. 128)
 - from Songs of Experience, (p. 125)
 - “The Chimney Sweeper,” (p. 128)
 - “The Sick Rose,” (p. 128)
 - “The Tyger,” (p. 129)
 - “London,” (p. 132)
 - “The Marriage of Heaven and Hell,” (p.148)

Activities:

- Discuss key Romantic themes: imagination, nature, and the individual.
 - [Socratic Seminar Questions - William Blake](#)
 - [William Blake's Poetry Socratic Seminar Analysis](#)
- **Quiz #1** on Romanticism’s historical and cultural context.
- **Quiz #2** on William Blake’s Songs of Innocence and Experience

Extra-Credit Opportunity (Optional);

- [Romanticism MindMap](#) (due at the end of the Romantic Period of study)
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Week 2: Wordsworth and Nature (January 21–24, 2025)

(Note: No class January 20, Martin Luther King Jr. Holiday)

Lectures:

- [Nature as a Moral Guide in William Wordsworth's Poetry](#)

Readings (from *The Romantic Period (1785–1832)*):

- [BBC Romantics, Part II: Nature](#)
- [Poetry from William Wordsworth:](#)
 - [“Lines Composed a Few Miles Above Tintern Abbey \(1798\),”](#) (p. 288)
 - Preface to [Lyrical Ballads \(1802\)](#) (p. 292)
 - “The Subject and Language of Poetry,” (p. 293)
 - “What is a Poet?” (p. 299)
 - “Emotion Recollected in Tranquility,” (p. 303)
 - [“I wandered lonely as a cloud,”](#) (p. 334)
 - [“Ode: Intimations of Immortality,”](#) (p. 335)
 - [“The Solitary Reaper,”](#) (p. 342)

Activities:

- Analyze Wordsworth's view of nature as a moral guide.
 - [Socratic Seminar Question - William Wordsworth](#)
 - [William Wordsworth's Poetry Socratic Seminar Analysis](#)
 - **Quiz #3** on imagery and themes in Wordsworth's poetry.
 - **Quiz #4** on Wordsworth's ideas on poetry.
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Week 3: Coleridge and the Supernatural (January 27–31, 2025)

Lectures:

- [The Philosopher of the Imagination: An In-Depth Exploration of *Biographia Literaria*](#)

Readings (from *The Romantic Period (1785–1832)*)

- [BBC Romantics, Part III: Eternity](#)
- [Poetry from Samuel Taylor Coleridge:](#)
 - [“The Rime of the Ancient Mariner,”](#) (p. 443)
 - [“Kubla Khan,”](#) (p. 459)
- [from Biographia Literaria \(p. 488\)](#)
 - [“Chapter 4,”](#) (p. 488)
 - [“Mr. Wordsworth's earlier poems,”](#) (p. 488)
 - [“On fancy and imagination....,”](#) (p. 490)
 - [“Chapter 13: On the imagination,”](#) (p. 491)
 - [“The Satanic Hero,”](#) (p. 504)
 - [“Difference between stories of dreams and ghosts,”](#) (p. 505)

Activities:

- Discuss Romantic fascination with the supernatural and the imagination.
 - [Socratic Seminar Questions for Samuel Taylor Coleridge's poetry](#)
 - [Socratic Seminar Analysis for Coleridge's Poetry](#)
- **Quiz #5** on Coleridge's poetry.
- **Quiz #6** on Coleridge's essays on poetry.



Week 4: Individualism in Byron and Shelley (February 3–7, 2025)

Lectures:

- [The Byronic Hero: Byron, Shelley, and the Romantic Hero](#)

Readings (from *The Romantic Period (1785–1832)*)

- [Poetry of Lord Byron:](#)
 - [“She Walks in Beauty,”](#) (p. 617)
 - [“Darkness,”](#) (p. 618)
- [Poetry of Percy Bysshe Shelley:](#)
 - [“Ozymandias,”](#) (p. 776)
 - [“Ode to the West Wind,”](#) (p. 791)
 - [“A Defense of Poetry,”](#) (p. 856)

Activities:

- [Socratic Seminar Questions on Power, Change & the Role of the Poet](#)
- [Socratic Seminar Analysis of Byron and Shelley’s Poetry & Prose](#)
- **Quiz #7** Shelley’s poetry & prose

Week 5: Keats and the Sublime (February 10–14, 2025)

Lectures:

- [Beauty, Suffering, and the Poet’s Paradox: Keats’s Letters and the Art of Uncertainty](#)

Readings (from *The Romantic Period (1785–1832)*):

- [Poetry from John Keats:](#)
 - [“When I have fears that I may cease to be,”](#) (p. 911)
 - [“Bright Star,”](#) (p. 922)
 - [“La Belle Dame Sans Merci,”](#) (p. 923)
 - [“Ode to a Nightingale,”](#) (p. 927)
 - [“Ode on a Grecian Urn,”](#) (p. 930)
 - [“To Autumn,”](#) (p. 951)
- Letters: “The authenticity of the Imagination,” (p. 965)
 - “Negative Capability,” (p. 967)
 - [“A Poet Has No Identity,”](#) (p. 972)
 - “Fanny Brawne as Keats’s “Bright Star,” (p. 978)

Activities:

- [Socratic seminar questions for the poetry of John Keats](#)
- **Quiz #9** on the poetry and letters of John Keats
- [Literary Analysis #1: Romanticism and Its Dimensions](#)

Week 6: MidTerm Exam (February 24–28, 2025)

- (Note: February 17, Mid-Term Grade Rosters Open)

Lectures:

- [“Revolution, Imagination, and the Sublime,”](#) (Mid-Term Exam Lecture)

Activities:

- [Mid-Term Lecture Notes Handout](#)

Week 7: Introduction to the Victorian Age (March 3–7, 2025)

Lectures:

- [The Victorian Age: Literature, Industry, and Empire](#)

Readings (from *The Victorian Age (1830–1901)*)

- [“Introduction to the Victorian Age,”](#) (pp. 1017-1043)
- [Poetry of Alfred, Lord Tennyson:](#)
 - [“Mariana,”](#) (p. 1159)
 - [“The Lady of Shalott,”](#) (p. 1161)
 - [“Ulysses,”](#) (p. 1170)
 - [“The Charge of the Light Brigade,”](#) (p. 1235)

Activities:

- [Socratic Seminar Questions over Alfred, Lord Tennyson’s poetry](#)
 - **Quiz #10** on Alfred, Lord Tennyson’s poetry
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Week 8: Victorian Poetry - Dramatic Monologues (March 10–14, 2025)

(Note: Spring Break is March 17–21)

Lectures:

- The Dramatic Monologue Form

Readings (from *The Victorian Age (1830–1901)*)

- Poetry of Robert Browning:
 - [“My Last Duchess,”](#) (p. 1282)
 - [“Porphyria’s Lover,”](#) (p. 1278)

Activities:

- Explore themes of power and obsession in dramatic monologues.
 - **Quiz** on poetic techniques in Victorian poetry.
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Week 9: The Victorian Ethos and Moral Resilience (March 24–28, 2025)

- **Lectures:** Exploring Victorian ideals of perseverance, duty, and character
 - **Readings:**
 - Rudyard Kipling: [“If”](#) (p. 1882)
 - **Activities:**
 - Analyze Kipling’s vision of moral strength and self-discipline in [“If”](#)
 - Discuss the poem’s relevance to Victorian values and its lasting impact today
 - Quiz on themes of resilience, leadership, and virtue in Victorian literature
 - [Literary Analysis Essay #2: Analysis of Victorian ideals \(Due: March 28, 2025\)](#)
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Week 10: Transition to Modernism (March 31–April 4, 2025)

Lectures:

- Victorian Decline and Modernist Beginnings

Readings (from *The Twentieth Century and After*):

- [“Introduction to the Modern Period,”](#) (pp. 1887-1912)
- Poetry of William Butler Yeats
- Poetry of Thomas Hardy: [“The Darkling Thrush,”](#) (p. 1933)
- Joseph Conrad: Excerpt from [Heart of Darkness](#) (p. 1951)

Activities:

- Discuss the transition from Victorian optimism to Modernist disillusionment.
 - **Quiz** on Modernist disillusionment.
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Week 11: The Great War and Poetry of Disillusionment (April 7–11, 2025)

Lectures:

- Great War, Great Poetry

Readings (from *The Twentieth Century and After*):

- Siegfried Sassoon: “The General,” (p. 2024)
- Wilfred Owen: “Anthem for Doomed Youth,” (p. 2034)
- “Dulce Et Decorum Est” (p. 2037)

Activities:

- Examine war’s impact on British poetry.
 - **Quiz** on themes of loss and futility in WWI poetry.
-

Week 12: Modernist Experimentation (April 14–18, 2025)

Lectures:

- Eliot and the Fragmentation of Meaning

Readings (from *The Twentieth Century and After*):

- Poetry of T. S. Eliot:
 - “The Love Song of J. Alfred Prufrock,” (p. 2524)
 - “The Waste Land,” (p. 2529)

Activities:

- Explore Modernist techniques: fragmentation, allusion, and irony.
 - **Quiz** on Eliot’s reinvention of poetic form.
-

Week 13: Modernist Perspectives on Individuality (April 21–25, 2025)

Lectures:

- Woolf and Joyce—Stream of Consciousness

Readings (from *The Twentieth Century and After*):

- Virginia Woolf: “A Room of One’s Own,” (excerpt, p. 2264)
- James Joyce: “Araby,” (p. 2278)

Activities:

- Analyze how Modernist writers experimented with narrative structure and the concept of individuality.
 - **Quiz** on gender and identity in Modernist prose.
-

Week 14: Literature and the Legacy of Empire (April 28–May 2, 2025)

Lectures:

- British Fiction: Rushdie

Readings (from *The Twentieth Century and After*):

- Salman Rushdie: “British Indian Writer and a Dream-England,” (p. 2746);
- “The Prophet’s Hair,” (p. 3002).
- Seamus Heaney: “Digging,” (p. 2953)

Activities:

- Analyze themes of empire, race, and identity.

- **Quiz** on postcolonial critiques in British literature.
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Week 15: Final Reflections (May 5–9, 2025)

Literary Analysis Essay #3: Reflect on the evolution of British literature's treatment of identity and societal change across the three periods.

Final Exam: Cumulative exam covering Romanticism, Victorian, and Twentieth Century periods.

- **Part 1:** 30 multiple-choice questions.
- **Part 2:** 1 essay question addressing how British literature evolved in its treatment of societal issues, identity, or modernist techniques over the three periods.