Instructor name: Cynthia S. Williams, Ph.D.
Office location: Beatty 308
Office telephone number: x4732
Office hours and Location: Beatty 308: Tues. 10-12 and by appointment
Email address: williamscc6@wit.edu
Credits/Hours: 4

COURSE DESCRIPTION:
ENGL 2200 ENGLISH II: INTRODUCTION TO WESTERN CULTURAL MOVEMENTS

A sequel to English 100, this is a course in which students will continue to develop their writing and research skills and will study four specific cultural movements: the Enlightenment, Romanticism, Modernism and Postmodernism. This engagement will provide students with the cultural and historical framework necessary for beginning their humanities and social science electives. Students will explore these movements through the critical reading of a range of texts, including fiction, poetry, drama, philosophy, political theory, cultural history and theory, aesthetic criticism and theory, and the personal essay. Prerequisite: English 100

REQUIRED TEXTBOOK(s):
Most readings for this course will be posted on Blackboard. You must acquire the following texts, and they are available from the College Bookstore. We’ll discuss whether other editions are acceptable.


RECOMMENDED LEARNING MATERIALS:
Occasionally I will hand out other readings, in addition to the required purchases and the Blackboard postings. These should also be considered required.

COURSE LEARNING OUTCOMES
At the completion of this course, the student should be able to:

Compose works of academic writing of good quality, with attention to organization, clarity, and conventions of writing, with at least one full research paper;

Develop and deploy practices of planning, drafting, and revising on several short papers and one longer writing assignment;

Read and response critically to primary and secondary print, visual, and digital sources through the practices of annotation, analysis, and synthesis;

Gather, evaluate, and effectively integrate appropriate research sources and demonstrate proficiency in MLA-style documentation;

Demonstrate, through written and oral response, an understanding of the characteristic ideas, themes, and artistic styles of each cultural movement;

Demonstrate an understanding of historical and cultural contexts of the four movements.

INSTRUCTIONAL METHODOLOGIES:
This is a discussion-based course. Significant classroom time will be devoted to full-class and small-group conversation; reading, writing, and research exercises; and peer-editing sessions.

You will write three formal essays. Two will be three to four pages long, and one will be six to eight pages long. You should expect your rough drafts to be reviewed by other members of the class in peer-editing sessions. All three formal essays will engage in close analysis of the course readings, using textual references to illustrate and support your analysis. They may also require the use of primary and secondary sources beyond those assigned in this syllabus. All essay sources, whether assigned or not, must be documented with in-text parenthetical citations and a Works Cited page. Please note the word count whenever you turn in a writing assignment.
Writing assignments will also include Response Papers. These are short pieces written in response to reading assignments, and you will write six over the course of the semester. They must be word-processed and must be at least 250 words long. (Please note the word count whenever you turn in a writing assignment.) Please be aware that generally I will not accept late response papers. They are due at the beginning of class.

You will also make at least one group presentation during the semester, to assist your fellow students in understanding a text. It will count as a Response Paper grade.

I will occasionally give quizzes that will ask you to describe and explain readings and information contained therein. Quizzes will be averaged, and collectively they will be equivalent to one Response Paper. I may also occasionally give homework assignments intended to help you digest reading material. Homework is equal to one Response Paper.

Your contributions in class are a vital part of your learning experience. When you participate in class discussions, you are far more likely to absorb the course material and develop your analytical skills. Therefore, participation and engagement are expected.

ATTENDANCE POLICY:
Your attendance will enhance our class experience, and your absence will diminish it. You are expected to attend every class. More than three absences will result in a reduction in your final grade. Being more than five minutes late will count as at least one-third of an absence. Perfect attendance will garner you one extra point at the end of the semester.

If you miss a class, it will be your responsibility to seek out information you need, either by consulting a fellow student or by attending office hours and speaking with me in person. Reasons for an excused absence include participation in a school-sponsored trip and illness documented with a doctor’s note.

CLASS EXPECTATIONS:

Leopard’s Oath

Act with compassion and respect.
Withhold judgment and seek learning.
Bring civility and integrity into every environment.
Embrace our history and lead our future.
Part of my job will be to create an environment conducive to participation. Your job will be to arrive on time, having completed the expected work, and ready to contribute. We will hold ourselves to high standards of mutual respect, open-mindedness, and shared inquiry.

Cell phones must be turned off through the entirety of the class session. Laptops may be out if we are using them for a group activity; otherwise, they must be off and stowed. Students working on their laptops in a way that is unrelated to our class will be regarded as absent.

**THE USE OF EMAIL:**
I hope you will feel free to email me to set up a time to talk in person or to inform me of an anticipated absence. Please do not, however, send work via email unless I have specifically requested that you do so. I need to receive hard copies from you.

**GRADING POLICY:**

| Essay 1 | 15% |
| Essay 2 | 30% |
| Essay 3 | 15% |
| Response Papers, homework, quizzes | 30% |
| Class participation | 10% |

**Wentworth Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Weight</th>
<th>Numerical Definition</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Student learning and accomplishment far exceeds published objectives for the course/test/assignment and student work is distinguished consistently by its high level of competency and/or innovation.</td>
<td>4.00</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>Student learning and accomplishment goes beyond what is expected in the published objectives for the course/test/assignment and student work is frequently characterized by its special depth of understanding, development, and/or innovative experimentation.</td>
<td>3.67</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>Student learning and accomplishment meets all published objectives for the course/test/assignment and the student work demonstrates the expected level of understanding and application of concepts introduced.</td>
<td>3.33</td>
<td>87-89</td>
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<td>B</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were met with minimum passing achievement.</td>
<td>3.00</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed nor met.</td>
<td>2.67</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were met with minimum passing achievement.</td>
<td>2.33</td>
<td>77-79</td>
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<td>C</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed nor met.</td>
<td>2.00</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed nor met.</td>
<td>1.67</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were met with minimum passing achievement.</td>
<td>1.33</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed nor met.</td>
<td>1.00</td>
<td>60-66</td>
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<tr>
<td>F</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed nor met.</td>
<td>0.00</td>
<td>Less than 60</td>
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DROP/ADD:
Students should check the academic calendar to confirm the add/drop deadline. Dropping and/or adding courses is done online. Courses dropped in this period are removed from the student’s record.

Non-attendance does not constitute dropping a course. If a student has registered for a course and subsequently withdraws or receives a failing grade in its prerequisite, then the student must drop that course. In some cases, the student will be dropped from that course by the Registrar. However, it is the student’s responsibility to make sure that he or she meets the course prerequisites and to drop a course if the student has not successfully completed the prerequisite. The student must see his or her academic advisor or academic department chair for schedule revision and to discuss the impact of the failed or withdrawn course on the student’s degree status.

MAKE-UP POLICY:
Please keep me informed of any special circumstances that occur during the semester. I will accept late formal essays, but no one should expect to receive full credit for a late essay. If dire circumstances prevent you from turning in a paper on time, I will consider accepting it without deduction only if I am informed in advance and if I deem the circumstances to be extenuating.

ACADEMIC SUPPORT:
The Center for Academic Excellence facilitates Wentworth students’ academic success and helps them to achieve their full learning potential. Students may choose to receive individual assistance through one-on-one tutoring in many subjects, including math, science, writing, and major classes. In addition, the Center for Academic Excellence offers Facilitated Study Groups (FSGs), tutor-led study tables, academic workshops, and learning-strategy consultations. The peer-tutoring program is certified by the College Reading and Learning Association’s International Tutor Training Certification program. To make an appointment or to review our drop-in offerings, please visit www.wit.edu/cae. For additional assistance or support on subjects not listed, please reach out via email at cae@wit.edu.

ACADEMIC HONESTY STATEMENT:
Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, prohibited collaboration, coercion, inventing false information or citations, plagiarism, tampering with computers, destroying other people’s coursework or lab or studio property, theft of course materials, or other academic misconduct. If you have any questions, contact your professor prior to submitting an assignment for
evaluation. See your academic catalogue for a full list of definitions and the WIT Academic Honesty website for the procedures: wit.edu/academic-honesty.

**STUDENT ACCOUNTABILITY STATEMENT:**
Please familiarize yourself with Wentworth’s Academic Honesty and Conduct Code. We will review plagiarism in class. Intentional plagiarism is quite a serious offense, and it has severe consequences.

**DISABILITY SERVICES STATEMENT:**
College can be challenging, and it is common to feel overwhelmed or stressed at times. If these feelings are related to course work or academic performance, please talk to me. For more significant mental health concerns, the **Center for Wellness and Disability Services (003 Watson Hall, 617-989-4390)** provides free and confidential mental health counseling.

If you or someone you know needs support around thoughts of suicide, the following resources are available:
- Center for Wellness and Disability Services, Watson 003, 617-989-4390, M-F 8:15-4:45
- Campus Police, First level of 610 Huntington Avenue, 617-989-4444, 24/7
- Samaritans, call or text 1-877-870-4673
- Crisis Text Line, text “start” to 741-741
- National Suicide Prevention Lifeline, call 1-800-273-8255
- GLBT Youth Hotline, call 1-866-488-7386
- Beth Israel Deaconess Emergency Room, 190 Pilgrim Rd Boston, MA

Students requiring academic accommodations must provide an official accommodation memo from the **Center for Wellness and Disability Services** and contact me privately to discuss logistics.

**COLLEGE OF THE FENWAY STUDENTS:**
If you are enrolled in this course through COF Cross Registration, notify me as soon as possible and provide me with your email address so you can receive course information in a timely way. You should also discuss how to access online applications that might be used in the course.
# CLASS SCHEDULE (SUBJECT TO REVISION AND ADDITION)

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Work to be done before you come to class that day</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed., Jan. 9</td>
<td>CLASS WILL NOT MEET TODAY</td>
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<tr>
<td>2</td>
<td>Fri., Jan. 11</td>
<td>Welcome and introduction to the course</td>
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<td>4</td>
<td>Fri., Jan. 18</td>
<td>Read on Blackboard, excerpted as noted:</td>
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<td>Franklin’s letter to Joseph Banks</td>
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<td>“The Declaration of Independence”</td>
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<td>In class, read (posted on Blackboard):</td>
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<td>Pope’s couplet on Newton</td>
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<td>5</td>
<td>Wed., Jan. 23</td>
<td>Read these texts on Blackboard, excerpted as noted:</td>
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<td>Equiano, The Interesting Narrative</td>
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<td>Wollstonecraft, A Vindication of the Rights of Woman</td>
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<td>Response Paper #1 due</td>
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<td>In class, read this poem posted on Blackboard:</td>
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<td>Barbauld, “The Mouse’s Petition”</td>
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<td>6</td>
<td>Fri., Jan. 25</td>
<td>Complete exercise on Enlightenment quotations</td>
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<td>In class, read these texts posted on Blackboard:</td>
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<td></td>
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<td>P. B. Shelley, “Ozymandias”</td>
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<td>Wordsworth, “The World Is Too Much With Us”</td>
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<td>Group Presentation #1: the core text on Romanticism</td>
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<td>In class, read these texts posted on Blackboard</td>
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<td>John Keats, Letter to George and Thomas Keats (“negative capability”)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Events</td>
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| 8    | Fri., Feb. 1 | Read these texts on Blackboard, excerpted as noted:  
Wordsworth, “Preface to *Lyrical Ballads*”  
---. *The Recluse* (Home at Grasmere)  
Group Presentation #2: *Lyrical Ballads* |
| 9    | Wed., Feb. 6 | Read M. W. Shelley, *Frankenstein* Book One  
Response Paper #2 due |
| 10   | Fri., Feb. 8 | Read *Frankenstein* Book Two  
Response Paper #3 due |
| 11   | Wed., Feb. 13 | Finish *Frankenstein* |
| 12   | Fri., Feb. 15 | Draft of Essay #1 due, printed, at beginning of class |
| 13   | Wed., Feb. 20 | Essay #1 due at the beginning of class |
| 14   | Fri., Feb. 22 | Read core text: “The Twentieth Century: Modernisms and Modernity” (Blackboard)  
Group presentation #3 on core text  
In class, read on Blackboard:  
Yeats, “The Second Coming” |
| 15   | Wed., Feb. 27 | Read on Blackboard:  
Woolf, “Modern Fiction”  
Response Paper #4 due  
Group presentation #4 on “Modern Fiction”  
In class, listen to excerpts from *Mrs. Dalloway* |
Fri., March 1
Begin to read Hemingway, *In Our Time*

CLASS WILL MEET IN LIBRARY PROGRAM ROOM

MARCH 5 and 7
NO CLASS
SPRING BREAK

***************YOU SHOULD FINISH HEMINGWAY’S *IN OUR TIME* OVER BREAK!***************

Wed., March 13
Finish Hemingway, *In Our Time*
Response Paper #5 due

Fri., March 15
Portions of Essay #2 due at beginning of class:
The Supplementary Material. Bring in a document that lists the four items and also *a paragraph per item* explaining why they should be included in the volume.

Wed., March 20
Work continues on Essay #2

Fri., March 22
Portions of Essay #2 due at beginning of class:
Your opening paragraph AND the paragraph about your cover art

Mon., March 25
Essay #2 due by *NOON*: details tba

In class, read on Blackboard:
poems of World War I

Wed., March 27
“Reviews” of other students’ work should be posted before class meets

Fri., March 29
Read core text: “Postmodernism” by Peter Barry
Group presentation #5 on core text
Dramatic readings volunteers to be identified

Wed., April 3
Read DeLillo, *White Noise* (3-4; 12-13; 22-24; 46; 105-145; 306-310)
Dramatic readings
<table>
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<tr>
<th>Date</th>
<th>Day, Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>24</td>
<td>Fri., April 5</td>
<td>tbd</td>
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<tr>
<td>25</td>
<td>Wed., April 10</td>
<td>Response Paper #6 to be completed in class</td>
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<tr>
<td>26</td>
<td>Fri., April 12</td>
<td>Essay #3 due, printed, at the beginning of class</td>
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</table>
| FINAL  | Mon., April 22       | Revision of Essay #2 due    
12:30-2:30  
Dobbs 306  
along with original graded version, including the assessment cover sheet |