

REVISED ENGL 371: Modern British and Irish Literature Spring 2020

Professor Weihman

MWF 1:30-2:20 pm 302 Brooks Hall

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Office Hours: Mondays and Wednesdays 2:30-3:30 and by appointment

CRN 17962

“The Centre Cannot Hold”: Modernist Literature and the Dislocation of the Self

This course will offer a focused study of how the Great War altered literary representations of the self in England and Ireland, with specific reflections on constructions of gender and nation. Included will be a variety of texts from different genres by modernist authors including Sassoon, Owen, Rosenberg, Yeats, Eliot, Woolf, Joyce, and Mansfield. Students will learn advanced skills in literary research, write one short paper (5-6 pp.) and one 10+ pp research paper, with time devoted in and out of class to the process of writing literary research papers and to the art of revision.



This class supports the Eberly College of Arts and Sciences’s commitment to fostering students’ effective communication skills. The SpeakWrite Studio in Colson Hall offers opportunities to work one-on-one with a trained peer consultant on writing and presentation techniques. Please visit SpeakWrite.wvu.edu for more information.

Learning Outcomes

- ◆ Understand the critical, formal and intellectual movement we call Modernism
- ◆ Practice the critical reading of texts
- ◆ Analyze and interpret literature within its historical context and evaluate how literature reflects and effects social, political, and economic forces in its period
- ◆ Improve your writing and editing skills through written assignments
- ◆ Employ your oral communications skills through class discussion and formal presentations
- ◆ Organize and compose research projects using a variety of source materials
 - Understand the structure of information within the field of literary research
 - Identify and use key literary research tools to locate relevant information
 - Plan effective search strategies
 - Recognize and make appropriate use of library services in the research process
 - Understand that some information sources are more authoritative than others and demonstrate critical thinking in the research process

Required Texts:

Virginia Woolf, *Mrs. Dalloway*

All other texts will be available in eCampus or for purchase in hard copy.

Assignment Descriptions:

Reading Responses: 150-250 words minimum on the previous week’s reading. This is informal writing, worth up to 10 points each.

Quizzes: There will be two quizzes, each worth 50 points. These quizzes will cover the material read up to that point and will take an entire class period. There will be one opportunity to make up a missed quiz during the final week of the semester, and that quiz will be cumulative. Quizzes will be a mix of identification and short answer questions.

Small Group Poetry Presentation: You and your small group will be responsible for introducing the class to a World War I poet and selected poems. Each group will create a presentation (usually a PowerPoint) to present biographical and publication details about the poet, then each person in the group will lead discussion of a poem and introduce the class to a work of scholarship about the poet (which will be the subject of your Source Report). If there are three people in your group, you each need to pick a different poem from the packet in eCampus to research, and you each need a DIFFERENT scholarly source. You can and should work collaboratively to understand the key points about each poem, but each individual is responsible for their own poem. We will create a working bibliography for the class in eCampus of these sources. Each person in the group also needs to report back to me (in an email) about who did what for each group. I put the points for the group presentation into the grade roster once I receive this email, so just showing up with your group does not earn you the points. The presentation is informal.

Source Report: 400-500 words on the source you read for your group presentation.

- 1) Find and carefully read a peer-reviewed secondary source (an argument-driven book chapter or essay from a literary journal that is at least 12+ pages long) relating to the poet and/or poem you are working with as part of your small group presentation.
- 2) Give a full, correct citation for the source
- 3) Provide a summary of the source that includes the following:
 - a. the author of the essay
 - b. Clear identification and explication of the author’s primary thesis
 - c. A direct quotation of the author’s thesis statement.
 - d. Summary or paraphrase of key supporting points from the essay

Source Report Rubric	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Explication of Thesis				
Analysis of key supporting points				
Direct Quotation				
Full, correct citation				
Meets standard usage conventions				
TOTAL: /25				

Mrs. Dalloway Short Paper: This thesis-driven paper must be at least 5pp. long (1,250 words minimum), and cite at least one peer-reviewed, secondary critical source. You will write about Virginia Woolf’s Mrs. Dalloway. You will be allowed to extend and expand on this short paper for your research paper, if you choose to do so.

Mrs. Dalloway Paper Rubric	Poor 0-4	Satisfactory 5-6	Good 7-8	Excellent 9-10
Thesis				
Close Reading of Text				
Use of Secondary Source				
Synthesis of Ideas				
Grammar/Mechanics				
TOTAL: /50				

Workshop and Conference Drafts: you will frequently earn points for showing up and participating in writing workshops, and there is one required individual conference with me to give you feedback on your paper.

The Research Paper: 10-12pp. (2,500 – 3,000 words) You will choose a topic relating to one of the authors or texts we are reading together this semester and develop an argumentative thesis statement or question. You must cite at least two peer-reviewed, authoritative sources on your topic in this paper.

Rubric for Final Paper	Poor 0-13	Satisfactory 14-15	Good 16-17	Excellent 18-20
Thesis Statement				
Close Reading of Text(s)				
Use of Secondary Sources				
Synthesis of Ideas				
Consideration of Audience/Conventions				
TOTAL: / 100				

Participation: At approximately 4-week intervals (four total; 5 points each) students will earn participation grades based on a combination of attendance, preparation, meaningful contribution to classroom discussion and in-class activities, and absence of disruptive behavior.

If you miss more than six classes for any reason during the semester, you may forfeit all participation points you have earned in the class.

Feedback: On informal assignments, I will often provide feedback to the class as a whole to note strengths to maintain and trouble spots to avoid as you continue to improve your abilities to explain and apply key course concepts. Knowledge is cumulative. Understanding your strengths and challenges will help you do better as you continue to articulate what you know. You are also welcome to meet during office hours or by appointment for additional feedback.

Classroom Policies:

1. All written assignments must be TYPED, double-spaced, with 1" margins, in a standard font (Times, Cambria, etc., in 12 pt type). It must be submitted as a WORD document.
2. MLA citation methodology is our default method in English, but you should use what is most familiar to you. Consistency and accuracy are necessary.
3. SUBMIT ALL WORK as a WORD attachment (NOT A PDF or PAGES or Google Doc links) to lgweihman@mail.wvu.edu. All work is due at the beginning of the class period on the day indicated on the class schedule, and you are responsible for delivery of the work.
4. All work must be clearly labeled and identified. When sending an electronic document, please give it a name that uses your name in the title, such as "Sally Jones Waste Land Reading Response ENGL 371 S20" rather than "first paper" or "final draft."
5. Keep copies of all your work. The cloud is your friend; remember to hit save often and keep copies of your work in multiple locations.
6. The length is a suggestion, not a mandate, but you should hit the minimum word requirements for each assignment. Secondary critical research is required for your papers. Your work should reflect careful reading and thinking about your subject. Do not summarize the plot of a work or rephrase your class notes in your paper.
7. Hand in work on time. Late submissions will lose 5 pts per day, including weekends. In other words, a 25-point assignment that is 5 days late will not receive any credit. If you run into trouble and need an extension, talk to me before the assignment is due. All work is due at the beginning of our class period on the day it is due; if you hand it in during or after class, you will lose five points for being late. Most of our small assignments are very easy to complete, but they require keeping up with the assigned reading.
8. TAKE NOTES and come prepared with good discussion questions.
9. If you are absent it is your responsibility to get the day's notes from a classmate or consult with me.

10. If you are getting a D or an F in the class by mid-semester, you should talk with me about how to improve your performance and/or have a conversation with your advisor about whether it makes more sense for you to drop or to fail the class.
11. DO NOT PLAGIARIZE or otherwise cheat in this class. If you do not know proper citation methods, you need to learn them, and I will help you. I am very strict about this and will flunk you for the semester if I catch you plagiarizing or cheating on an assignment.
12. Be kind to one another and be respectful of opinions that differ from your own.

GRADE DESCRIPTIONS:

A – Excellent Work. The assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, quiz, or in an essay. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant support materials.

B – Good Work. The assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, invoking weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones. Oral work is well-researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

C – Average Work. The assignments for this course have been completed, but not necessarily in a timely or professional manner. The written assignments show effort by the student, but the analysis is incomplete, evidence is inappropriate or there is a lack of evidence, or there is significant difficulty with organization. Written work, whether on a test, essay, or quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

D – Less than average work. The assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student's ability to explain the subject of his/her presentation to the class.

F – Inadequate work. The assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or to organize the research necessary for oral presentation.

Grades of Incomplete will ONLY be given if you have completed at least 75% of our class work, and only at my discretion. You must give me an action plan for completing the work and file the necessary paperwork with the English Department.

Attendance Policy

I expect you to attend class regularly, and significant absences will negatively impact your final grade. If you are contagious, STAY HOME. Attendance will be taken at every class, usually via a sign in sheet. You do not need to email or call if you miss a day, but it is wise to do so if you are going to miss more than two classes in a row for any reason (or if you are going to miss a presentation). I reserve the right to give you an "F" for the semester if you miss a total of nine classes (three weeks) over the course of the semester. You will also not pass the class if you are missing either of the major assignments (short paper/research paper), regardless of your point total.

If a circumstance arises that drastically impacts your attendance, perhaps in all of your classes (serious illness, family tragedy, etc.), I strongly encourage you to contact Kim Mosby, Sr. Associate Dean of Student Life, at 293-5611 or Kim.Mosby@mail.wvu.edu.

Academic Integrity Syllabus Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please visit <https://provost.wvu.edu/governance/academic-standards-resources>

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, you must advise me of this fact during the first two weeks of the semester and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (ideally by 9:00 am or earlier), using your official WVU email address, to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Pledge of Support for Undocumented Students

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations.

Weapons Policy: Possession or storage of a deadly weapon, destructive device, or fireworks in any form (as defined by West Virginia State Code) is prohibited on the West Virginia University campus in University-leased facilities and in University vehicles.

Any University faculty member, staff member, or student who has been found in violation of this policy shall be subject to disciplinary action for misconduct which may include termination or expulsion as well as criminal prosecution. Individuals not affiliated with the University shall be subject to criminal prosecution.

<https://strategicinitiatives.wvu.edu/policies/university-policies-policies/deadly-weapons-destructive-devices-policy>

ROCK THE VOTE! If you are eligible to vote in the United States, but haven't registered, check out this link for information on how to register at home or here in West Virginia: <https://www.rockthevote.org>

English Department Program Goals

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

TRACKING YOUR PROGRESS: In order to preserve your privacy, I do not use eCampus to tally grades; this is also why I have you submit work by email rather than to eCampus or Turnitin.

You can keep track of your grade with this handy chart:

	Date Due	Points Possible	Points Earned	Total Points Possible	Total Points Earned	% Grade
Joyce Reading Response	1/27	10		10		
Presentation Workshop	2/3	10		20		
Participation		5		25		
Poetry Group	TBA	10		35		
Source Report	2/12	25		60		
<i>Mrs. Dalloway</i> Workshop	2/24	5		65		
Conference Draft	TBA	10		75		
<i>Mrs. Dalloway</i> Paper	2/21	50		125		
Participation		5		130		
Quiz #1	3/2	50		180		
Participation		5		185		
Eliot Reading Response	3/9	10		195		
Mansfield Reading Response	3/27	10		205		
Quiz #2	4/8	50		255		
Participation		5		260		
Writers Workshop	4/17	5		265		
Conference Draft	TBA	10		275		
Research Presentation	TBA	25		300		
Research Paper	5/4	100		400		

Shaded area represents work graded in time for midterm reporting on 3/6; approximately 45% of the class grade is determined before the midterm, with 55% remaining before the end of the semester. I want you to do well in this class. If you get stuck in any way, please let me know. I can't grade what you don't turn in, and I can't help you if I don't know there's a problem.

GRADES:

- 372 – 400: A
 360 – 371: A-
 352 – 359: B+
 332 – 351: B
 320 – 331: B-
 312 – 319: C+
 292 – 311: C
 280 – 291: C-
 272 – 279: D+
 252 – 271: D
 240 – 251: D-
 0 – 239: F

WEEK	DATE	Discussion Topics	What's Due & Where It Is
1	M 1/13	Introductions	
	W 1/15	What is Modernism?	"Introduction" and "Cultural Forces" (links in the Modernism folder in eCampus)
	F 1/17	T.S. Eliot, "The Love Song of J. Alfred Prufrock"	"Prufrock" (Eliot folder)
2	M 1/20	NO CLASS; MLK, Jr. Day	
	W 1/22	James Joyce, "Araby", "Eveline"	(Joyce folder)
	F 1/24	James Joyce, "The Dead"	
3	M 1/27	James Joyce, "The Dead"	Joyce Reading Response
	W 1/29	LIBRARY INSTRUCTION SESSION	Downtown Library Rm. 2036
	F 1/31	The Great War/WWI Web Archives	World War I Poems (Great War folder)
4	M 2/3	Presentation Workshop	
	W 2/5	Wilfred Owen Group Presentation	Owen poems (Owen folder)
	F 2/7	Siegfried Sassoon Group Presentation	Sassoon Poems (Sassoon folder)
5	M 2/10	Isaac Rosenberg Group Presentation	Rosenberg Poems (Rosenberg folder)
	W 2/12	Virginia Woolf, <i>Mrs. Dalloway</i>	Source Report Due
	F 2/14	Virginia Woolf, <i>Mrs. Dalloway</i>	
6	M 2/17	Virginia Woolf, <i>Mrs. Dalloway</i>	
	W 2/19	Virginia Woolf, <i>Mrs. Dalloway</i>	
	F 2/21	Virginia Woolf, <i>Mrs. Dalloway</i>	
7	M 2/24	<i>Mrs. Dalloway</i> Short Paper Draft Workshop	First draft for workshop
	W 2/26	CONFERENCES – sign up for time	Revised draft for conference
	F 2/28	Quiz Review/Catch Up Day	<i>Mrs. Dalloway</i> Short Paper Due
8	M 3/2	QUIZ 1	
	W 3/4	T.S. Eliot, <i>The Waste Land</i>	(Eliot folder)
	F 3/6	T.S. Eliot, <i>The Waste Land</i>	
9	M 3/9	T.S. Eliot, <i>The Waste Land</i>	Eliot Reading Response
	W 3/11	W.B. Yeats, Selected Poems	(Yeats folder)
	F 3/13	W.B. Yeats, Selected Poems	
10	M 3/16	SPRING BREAK	
	W 3/18		
	F 3/20		
11	M 3/23	Katherine Mansfield, "Bliss"; "Miss Brill"	(Mansfield folder)
	W 3/25	Mansfield, "Daughters of the Late Colonel"	
	F 3/27	Mansfield, "The Garden Party"	Mansfield Reading Response
12	M 3/30	Elizabeth Bowen, "The Demon Lover"	(Bowen folder)
	W 4/1	No Class	<i>Work on your research paper</i>
	F 4/3	No Class	<i>Study for Quiz 2</i>
13	M 4/6	Quiz Review/Elizabeth Bowen, "Mysterious Kor"	
	W 4/8	QUIZ 2	
	F 4/10	Spring Holiday	
14	M 4/13	Research Day	Meet in Downtown Library
	W 4/15	Works in Progress Day	Bring Draft of Work in Progress
	F 4/17	Writer's Workshop	Bring First Draft (Withdraw/Drop deadline)
15	M 4/20	Individual Conferences (no class)	Bring Revised Draft to conference
	W 4/22	Individual Conferences (no class)	
	F 4/24	RESEARCH PRESENTATIONS	
16	M 4/27	RESEARCH PRESENTATIONS	
	W 4/29	RESEARCH PRESENTATIONS	
	F 5/1	RESEARCH PRESENTATIONS	
17	M 5/4	Research Paper Due by 5:00pm	