

English 282 Major Works in English Literature
Restoration To Modern
Winter 2003

Instructor: Thom Bland

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Electronic Version Outline other links:

<http://deserv1.camosun.bc.ca:8950/webct/public/home.pl>

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Office hours: Monday and Wednesday 11:30-1:00 Tuesday and Thursday 2:30 to 4:00 or by appointment

Texts: *The Norton Anthology of English Literature; Major Authors Edition*
Sheridan's *School for Scandal*
Jane Austen's *Pride and Prejudice*
Charles Dickens' *Hard Times*

Optional Texts: Some sort of MLA style guide such as *College Style Sheet*, (Vancouver City College, 1986)
Prentice Hall Canada Reference Guide to Grammar and Usage: Brief Edition, Harris and Pilz, (Prentice Hall)

Course Objectives: When you are finished with this course you should

- know the names of the major authors of the Neo-Classical, Romantic and Victorian periods in English literature, have some experience of their writing, and some understanding of their place in history
- have expressed in both writing and speech something of your own opinions on some of the literature studied in class.
- have worked on your skills at doing academic research.
- be aware of some of the language changes going on during the period studied.

Evaluation and Workload:

First essay	Feb 19	25
Mid-term Exam	Feb 26	25
Second essay	Apr 09	25
Participation	(continuous)	20
Journal	(continuous)	10
Final Exam	(Exam Week)	<u>30</u>
	Total	135

Due Dates: All work **MUST** be submitted and is due on the dates specified. 10% will be deducted for **EACH** of the first two days a paper is late. (**Total = -20%**) After this period, the work will not be accepted.

Essay Format: Please follow the examples and advice presented in the College Style Guide or other MLA style guide; do not submit work in folders.

Attendance: It is impossible to pass this course without at least 80% attendance. Note that this has a direct and significant influence on your participation grade.

Plagiarism: This is putting someone else's writings (or ideas) into your work and not saying where you got these materials. You thereby imply that the other person's work is your own. This is a serious offence and will be dealt with accordingly.

Evaluation Guide: As you can see, this does not match the College's grading system. However, I hope it will give you a general idea about my expectations and show you how these translate into rough grade equivalencies.

- F** Lack of clear expression makes failure automatic. Subject being discussed is obviously not understood or is obviously inaccurately presented.
- D** Several errors in spelling, punctuation, or difficult language expressions. Subject not thoroughly discussed and/or thoroughly understood.
- C** Occasional weakness in expression. The basic material is obviously understood, but the sentences are not varied and consistently simple.
- C+** Very few mechanical errors. The basic material is understood. Some attempt at sentence variety and original expression. Not much creative imagination is involved in trying to put the subject into a new light.
- B** No errors in expression are present; that is, all is very clear. Subject is thoroughly studied and understood. Some degree of originality is involved in the unified fashion.
- A** The kind of work that might be expected at the next level up. Complete and clear understanding with a high degree of originality. Logical, clear development; no mechanical errors.

My Philosophy: your academic well being is one of my responsibilities. If you have **ANY** academic problems during your studies at Camosun College, come and see me. If I cannot help you myself, I will direct you to people who can.

Camosun College's Percentages and Letter Grade Equivalents:

A+ 95 - 100	B- 70 - 74
A 90 - 94	C+ 65 - 69
A- 85 - 89	C 60 - 64
B+ 80 - 84	D 50 - 59
B 75 - 79	F 0 - 49

A Few Notes About Your Journal: Perhaps the best place to start is to say what the journal is not. It is **not** a set of class notes, a record of homework assignments, or a diary of your personal activities. It is a collection of your reactions to the literature you have been reading and discussing in class. It is a place to explore your questions and ideas without the worry of proper form etc. Regular use of your journal will help you get more from your classes and supply helpful ideas for your essays. Get into the habit of writing in your journal daily and write about the material on the reading list **BEFORE** and **AFTER** you come to class. I will be going over some techniques that will help you with this writing. If you go to a play, read a novel, or see a movie that you would like to write about in your journal, do so. I will collect these journals on a regular basis—**not** necessarily weekly. Please have your journal ready for submission on the first day of class each week; if I take it in that week, I will read them and then return them during the second class of the same week.

Participation: You are not expected to make constantly brilliant, insightful remarks in class (although this is allowed); you are merely asked to think about and react to what is going on around you in the classroom. Some people may be a little reluctant to speak out in class. In this case, I count your questions and comments **OUTSIDE** of class as an indication of your participation. Your **ATTENDANCE** has a **DIRECT** influence on this grade as well.

Exams: The midterm exam will cover all of the material discussed to date and the final exam will cover all of the works, but the greatest emphasis will be on the last half of the course. The exam itself will be written during the exam week. Both the midterm and the final will include short essays, recognition and short answer questions.

Tentative Timetable and Reading List

WEEK	AUTHOR	WORKS
1	Thom& Dryden	Outline of Course. Intro to Satire and "MacFlecknoe" "Discourse...of Satire"
2	Swift	Gulliver's Travels (books 2 & 4)
3	Swift	Gulliver's Travels (books 2 & 4) "A Modest Proposal"

4	Pope	"Rape of the Lock" "Eloisa to Abelard" (not in text)
5	Sheridan	<i>The School for Scandal</i>
6	Blake	Selections from "Songs of Experience" and "Songs of Innocence"
7	Wordsworth	"We Are Seven" "Tintern Abbey" Preface to The Lyrical Ballads "Lucy" poems "Resolution and Independence" "Intimations of Immortality" "London 1802" "The world is too much with us" "The Solitary Reaper" Essay One: February 19th
8	Coleridge	"Rime of the Ancient Mariner" "Kubla Khan" MIDTERM February 26th.
9	Jane Austen	<i>Pride and Prejudice</i>
10	Byron	"She Walks in Beauty" "Darkness" "When a man hath no freedom to fight for at home" "Childe Harold's Pilgrimage—Canto 1 --Canto 3 Verses 17-28. "The Eolian Harp" "Don Juan" Canto 1 verses 1-117
11	P. Shelley	"Ozymandias" "A Song of Men of England" "England in 1819" "Ode to the West Wind" "To a Skylark" "When the Lamp is Shattered"
12	Keats	"The Eve of Saint Agnes" odes (various) "To Autumn"
13	Dickens	<i>Hard Times</i>
14	Tennyson	"Mariana" "The Lady of Shallot" "Ulysses" "Break, Break, Break" "The Kraken"
14	Browning	"My Last Duchess" "Porphyria's Lover" Essay Number Two for April 09th.

EXAM WEEK YOU Final Exam