

	<p style="text-align: center;">School of Arts & Science ENGLISH DEPARTMENT</p> <p style="text-align: center;">ENGL 282-section British Literature 1700-1850 Semester/Year, eg, 2007F or 2007Q1</p>
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COURSE OUTLINE

English 282: Survey of 18th and 19th Century British Literature

Class time: Tuesdays and Thursdays/ Fisher Room 220/ 1:00-2:20

Office: Paul building Room 322

Office Hours: TBA

Email: callint@camosun.bc.ca

Required Texts: *The Norton Anthology of English Literature* (Eighth Edition/ Major Authors) / *Sense and Sensibility* Jane Austen (both located in the bookstore)

1. General Shandyisms:

“There are no texts, only ourselves.”

The thing about centers - at least the apparently stable ones - is that they rarely, if ever, manage to hold; eventually they form a wobble, and things go from a semblance of order to chaos, like a jig in the swing of the pendulum or the allusion to the winding of the clock in the opening chapter of *Tristram Shandy*. Our stable centre - what we will focus on mostly in **English 282** - can be loosely described as *the study of being*, or what reading tells us and occasionally teaches us about ourselves and our experience of being in the world. The topic is pleasantly narcissist: that we make the object of what we study and criticize ourselves is an all inclusive activity that should appeal to everyone. What, we will ask, do these authors have to say about the nature of being human? What are these writers saying about the experience of being in the world? What words describe the visions that they speak of, and is what they say actually true?

The wobble will be everything else.

2. Method:

Close Reading: I have been selective in the choice of material we will cover in the course. We will read slowly to develop themes for each of the texts studied.

Close Reading and Misreading and the production of meaning: The study of being is the study of conflict. Misreading is the study of creative conflict involving two different groups of combatants: first, the writer and his/her strongest predecessor, and second, between reader and text, wherein the reader attempts to generate a reading or misreading to argue a meaning. There is no hidden meaning in the text.

3. Participation:

You will be graded on attendance and positive participation in class. You will be expected to do your readings and to have some ideas or topics that you would like to discuss. Participation also means **respect for individuals and difference of opinion**. There are many different perspectives on an object; each is potentially true depending on where you stand. I am interested in facilitating and fostering as many of these perspectives as possible.

4. Various Points of Note:

- 1. Plagiarism:** Any essay containing plagiarized (undocumented) information will receive an automatic zero with no option for rewrite.
- 2. Courtesy and Respect:** Be on time for class (including assignment days).
- 3. Attendance:** you will not pass if you do not attend.
- 4. Completion of course:** All essays and in-class quizzes must be written to pass the course.
- 5. Missed class:** Get notes from someone in class.
- 6. Late assignments:** ten percent penalty for each day late, or portion of day late.
- 7. Extensions:** will always be considered but only granted with prior discussion and proper documentation.
- 8. Questions:** If you are having trouble come talk to me so I can help.

5. Breakdown of Assignments:

First Essay 15%: Argument Essay 850 word maximum due February 3, 2009

In-class Quiz 20%: The first Romantics February 24, 2009

Second Essay 20%: The second Romantics due March 17, 2009

In-class Quiz 15%: The Victorians April 2, 2009

Participation and Attendance: 5%

Final exam 25%: TBA

6. Grading: See p. 33 of Camosun College Calendar for more Information

90 and up	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
65-69	C+
60-64	C
50-59	D
49-	F/NC

7. Grading System

Evaluation Guide: A general idea about my expectations and 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 expression. Subject not thoroughly discussed and/or thoroughly understood.

- C Occasional weakness in expression. The basic material is obviously understood, but the sentences are unvaried and 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 Virtually 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 way the subject is seen and understood.
- A The kind of work that might be expected at the next level. Complete and clear understanding with a high degree of originality. Attention to detail no mechanical errors, the essence of the idea.

Below is the course outline. The organization of texts and projected coverage are tentative. Additions and subtractions could occur.

1. Introductions

Jan 6: Introduction and schedule
Assignment: Blake "The Proverbs of Hell"/Begin Pope's *The Rape of the Lock* (1714): Canto One

2. Misreading

Jan 8: What is Misreading?
 Defining the Western Canon
 Italo Calvino: "Why Read The Classics?"
 The Organization of the Ages (Abrams)
 The Elements of Deep Reading
 Blake: Proverbs and Misreading
Assignment: Complete *The Rape of the Lock*: Cantos One and Two/ Complete first terminology page handout

3. The Augustan Age 1700-1745

- Jan 13:** Bloom on Pope
A brief overview of the life of Pope
Completed Terminology Page
Discussion: A close reading of themes in Canto One
Assignment: *The Rape of the Lock*: Cantos Two and Three
- Jan 15:** **Class Discussion:** *The Rape of the Lock* Canto Two
Group work: Canto three
Assignment: *The Rape of the Lock*: Cantos Four and Five
- Jan 20:** **Assign First Essay: 850 -1000 word five paragraph argument due February 5, 2009**
The Rape of the Lock: Cantos Four and Five
Assignment: *Gulliver's Travels* (1726) Begin Voyage Four/
Second terminology page
- Jan 22:** Carry over of *The Rape of the Lock* Canto five
Essay writing expectations/ the essence of the idea
Discussion: Second terminology page
The Life and Death of Swift/ Bloom on Swift
The other voyages of Gulliver
Overview: *Gulliver's Travels* Voyage Four
Assignment: *Gulliver's Travels* Voyage Four
- Jan 27:** Group Work *Gulliver's Travels* Voyage Four
Assignment: *Gulliver's Travels* Voyage Four
- Jan 29:** *Gulliver's Travels* Voyage Four
Assignment: Finish first essay due next class
- Feb 3:** **First Essay Due beginning of class**
A Stop At the Inn
Parody/ Sentimentality and Sensibility

The Gothic/ Picaresque/ Comedy and Tragedy
The Rise of the English Novel: *Tom Jones*
Assignment: Blake's *Songs of Innocence and Experience* (1789-1805)

4. The First Romantics: 1785-1830

- Feb 5:** The Life and Death of Blake
Plates of Blake
Songs of Innocence and Experience:
Group Work: "The Sick Rose" "The Tyger" "The Chimney Sweeper" "The Poison Tree" "London"
Assignment: Terminology sheet/ Wordsworth *We Are Seven*
(1798) *The World Is Too Much With Us* (1807)
- Feb 10:** First Romantics: Wordsworth
Terminology sheet
The Life and Death of Wordsworth
Bloom on Wordsworth
Close Reading: Wordsworth: *We Are Seven* (1798) / *The World is too Much with Us*
Assignment: Wordsworth: *Tintern Abbey* (1798)
- Feb 12:** Group work: Wordsworth: *Tintern Abbey*
Assignment: Coleridge *Kubla Khan* (1816)
- Feb 17:** ... *Tintern Abbey* continued (if necessary).
The Life and death of Coleridge
Coleridge on Pope/ Bloom on Coleridge
Class discussion: *Kubla Khan*
Brief Discussion of Quiz
Assignment: Prepare for Quiz
- Feb 19:** Reading Break
- Feb 24:** **In-class Quiz (full class)**
Assignment: Byron: *Darkness* (1816)/ Terminology

5. The Second Phase of Romantics: The Negative Sublime

Feb 26: **Assign Second Argument Essay 850-1000 words: Due March 17, 2009**

A terminology page

The Life and Death of Byron

Bloom on Byron

Close reading of *Darkness*

Assignment: Shelley *Ode to the West Wind* (1820)

March 3: The Life and Death of Shelley

Note: A Defense of Poetry

Shelley *Ode to the West Wind*

Assignment: Keats *Ode to a Nightingale* (1819) and

Ode To

Melancholy (1820)

March 5: Keats: The Life and Death of Keats

Ode to a Nightingale/ Ode to Melancholy

Assignment: Tennyson: *The Lady of Shalott* (1831)

6. Victorian Literature 1830-1901

March 10: Historical Context/ Terminology sheet
Tennyson: *The Lady of Shalot*
Assignment: Tennyson: *The Lady of Shalot*
(1831)

March 12: Tennyson: *The Lady of Shalot*
Assignment: Robert Browning *My Last Duchess*
(1842)/ Elizabeth Barrett Browning *How Do I Love Thee?* (1850)

March 17: Second Essay Due beginning of class
Elizabeth Barrett Browning: *How Do I Love Thee?*
Robert Browning *My Last Duchess*
Assignment: Rossetti: *Song/ Cobwebs/ Up-Hill*

March 19: Rossetti: Class discussion: *Song* (1862)/ *Cobwebs*
(1896)/ *Up-Hill* (1862)
Assignment: Jane Austen: *Sense and Sensibility*
(1811)

7. The Novel

March 24: Austen: *Sense and Sensibility*

March 26: Austen: *Sense and Sensibility*

March 31: Austen: *Sense and Sensibility*

April 2: In-class Quiz

April 7: Austen: *Sense and Sensibility*

April 9: Austen: *Sense and Sensibility*/ Return In-Class
Quiz/ Information for the Final

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:		
(b)	Office Hours:		
(c)	Location:		
(d)	Phone:		Alternative Phone:
(e)	Email:		
(f)	Website:		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

When reading the works of these periods, students will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of a literary movement and the characteristics of an author's style within the context of the period. At the end of the course the student will be able to:

1. Analyze literature from 1700 to 1900. Readings may be presented historically or by theme.
2. Evaluate from a variety of genres, which will include poetry, extended narrative, drama, and novels. Readings may include other prose forms such as essays and diaries.
3. Compare authors such as Dryden, Swift, Pope, Sheridan, Blake, Wordsworth, Coleridge, Austen, Bronte, Byron, P Shelley, M Shelley, Keats, Dickens, Tennyson and Browning. Note that individual instructors may put a slight change of focus in this course by choosing one author over another, but the general tenor of the course will remain the same.

When discussing the literature of this period, students will be encouraged to develop their own interpretations of the works using a variety of critical methods and resources. At the end of the course the student will be able to:

4. Acknowledge the socio-historical context of the works.
5. Identify and account for recurring themes in the literature from ca 1700 to 1900.
6. Relate this period's literature and its relevance to the continuum of literary works.
7. Compare and contrast various works, authors and styles.
8. Distinguish between the subjective and objective aspects of works.
9. Identify the influence of dominant critical theories or movements in the contexts of the literature studied.

When writing about the literature of this period, students will be expected to demonstrate their understanding of the above issues by explaining, supporting and illustrating their interpretations of literature in essays and a final exam. At the end of the course the student will be able to:

10. Use relevant textual evidence.
11. Document sources using current MLA conventions.

3. Required Materials

- (a) Texts
- (b) Other

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED