

	<p>School of Arts & Science ENGLISH DEPARTMENT 290 (01) Special Topics in Literature: Sexuality and Gender in Victorian Literature Winter 2013 (Jan-April)</p>
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COURSE OUTLINE

The course description is online @
<http://camosun.ca/learn/calendar/current/web/engl.html>

1. Instructor Information

(a)	Instructor:	Bronwen Welch
(b)	290 Class Hours and Locations	Mondays 10-11:20 / Ewing Bldg, Room 201 Wednesdays 10:00 – 11:20 / Fisher Bldg, Room 212
()	Office Hours:	Mondays 8:30 to 9:30 or by appointment
()	Office Location:	Ewing 218
()	Phone:	250-370-3342
()	Email	WelchB@Camosun.bc.ca
()	Website:	http://camosun.ca/about/research/directory/bronwen-welch.html

2. Intended Learning Outcomes

Each term, this course will present a focus on one specialized area of study in English literature or culture. Students will become familiar with one period, genre, topic, author or other aspect of literature or culture through reading of selected works or viewing of media such as film. Critical essays and a final exam will be required. Completed assignments will total approximately 5000 words and range in length from 500 to 2500 words.

This course examines the Victorians not just in Britain but in Europe and the wider world. 'Victorian' has come to stand for a particular set of values, perceptions and experiences, many of which were shared by people in a variety of different countries, and reflected in the literature and culture of the nineteenth century, up to the outbreak of the First World War.

In this course, you will be encouraged to make connections and evaluate works that clearly represent an overview of gender and sexuality in Victorian literature.

You will:

- Analyze literature or other media such as film for elements such as theme, structure and rhetorical devices according to established critical criteria.
- Evaluate works for component elements that clearly represent a literary movement, author, medium or style.

When discussing literature, I encourage you to develop your own interpretations of the works using a variety of critical methods and resources:

- Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.
- Identify and account for recurring themes in the spectrum of works evaluated in the course.

- Compare and contrast the stylistic elements of various works by one or more authors within the context of the topic discussed.
- Where applicable, evaluate the importance of literary theory in both the creation and interpretation of texts.

When writing about literature, you will be expected to demonstrate your understanding of the above issues and to explain, support and illustrate your interpretations of literature in essays and a final exam. You must also have competent and correct understanding of utilizing textual evidence and documenting your sources using standard MLA conventions.

3. Required Materials

- The Norton Anthology of Victorian Literature: Eighth Edition*
- Tess of the d'Urbervilles* by Thomas Hardy
- supplementary handouts

4. Tentative Course Content and Schedule

Jan. 8	Lecture: Introduction to class; hand out syllabus Readings: Introduction <i>The Norton Anthology of English Literature: The Victorian Age</i> (Pages 979-999)
Jan. 10	Lecture – Sexuality and Gender Readings: “The Angel of the House,” Coventry Patmore (1585-1587) “From Of Queen’s Gardens,” John Ruskin (1587-1588)
Jan. 15	Lecture — Separate Spheres Readings: “The Lotus Eaters,” Alfred Lord Tennyson (1119-1123)
Jan. 17	Lecture: Tennyson and Victorian masculinity Readings: “Two Loves,” Lord Alfred Douglas (handout)
Jan. 22	Lecture: Masculinity Cont. Readings: “It was deep April, and the morn,” Michael Field (1639-1640) “The Sleeping Venus,” Michael Field (handout)
Jan. 24	Lecture: Michael Field and female sexuality Readings: “The Picture of Dorian Gray,” Oscar Wilde -- you can find this online at http://www.gutenberg.org/ebooks/174
Jan. 29	Lecture: Michael Field cont.
Jan. 31	Lecture: “The Picture of Dorian Gray”

Feb. 5	Lecture: “The Picture of Dorian Gray”
Feb. 5	Reading: “The Woman Question,” (1581-1583) “From The Women of England” Sarah Stickney Ellis (1583-1585) “A Cross Line,” George Egerton (handout)
Feb. 7	Lecture: New Women Readings: “Theodora: A Fragment,” Victoria Cross (handout) “The Undefinable,” Sarah Grand (handout)
Feb. 12	Lecture: New Women cont.
Feb. 14	Lecture: New Women Readings: “The Strange Case of Dr. Jekyll and Mr. Hyde,” Robert Louise Stevenson (1643-1685)
Feb. 19	Finish New Women Begin: “The Strange Case of Dr. Jekyll and Mr. Hyde,”
Feb. 21	Lecture: <i>Jekyll and Hyde</i>
Feb. 26	Lecture: <i>Jekyll and Hyde</i>
Feb. 28	Lecture: <i>Jekyll and Hyde</i> Readings: <i>The Functions and Disorders of the Reproductive Organs, in Childhood, Youth, Adult Age, and Advanced Life, Considered in the Physiological, Social, and Moral Relation</i> Dr. William Acton (handout)
Lecture:	The Science of Sex and Sexuality Readings: <i>Tess of the d'Urbervilles</i> , by Thomas Hardy
March 5	Lecture: <i>Tess</i>
March 7	Lecture: <i>Tess</i>
March 12	Lecture: <i>Tess</i>
March 14	Lecture: <i>Tess</i>
March 19	Lecture: <i>Tess</i>
March 21	Lecture: <i>Tess</i>
March 26	Lecture: <i>Tess</i>
March 28	Lecture: <i>Tess</i>
April 2	Prep for Exam

April 4

April 9

April 11

5. Basis of Student Assessment (Weighting)

Assignment # 1 (1,500-1,800 words)	25%
Assignment # 2 (1,800-2,000 words)	25%
Three pop (350-500 word) response papers 5% each (for a total of 15%)	15%
Final Exam	35%

Attention!

Essays:

- Essays are due at the **beginning** of class on the dates specified.
- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- You must complete **all assignments** in order to pass this course.

Missed Tests:

- Unless you can prove a medical emergency with a doctor's note, all tests or quizzes must be written in class on the date specified.
- A missed test without a medical note will result in a grade of zero for that test.
- If you already know that you are going to be unable to sit for a test on the date scheduled, please come and see me A.S.A.P. If your absence is justifiable, we will schedule you a re-write.

Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class. I will also be giving random reading assignments to insure you have done the reading. Since our class time will consist of a lot of group discussion, you must also have read the assigned works *thoroughly* enough to be able to intelligently participate in that discussion.

Participation and Attendance:

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.

- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**
- **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**
- **There will be a final exam in the class. DO NOT not schedule any travel during the exam period.**

Grading

All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:

A Range (80 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-79%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported

- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately

CRITERIA FOR SCORING ESSAYS

1. CONTENT, DEVELOPMENT AND ORGANIZATION

High (Ranked 9, 8, or 7). The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, focused, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. MLA citation guidelines are utilized effectively and with no errors.

Middle (Ranked 6, 5, or 4). Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy : restricted to generalizations and commonplaces. The arguments may be overly simplistic or one-sided. MLA citation is utilized, but with minor errors.

Low (Ranked 3, 2 or 1). No central idea governs. Obvious points are repeated. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. MLA citation is rife with errors or is non-existent.

2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)

High (Ranked 9, 8, or 7). The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences.

Middle (Ranked 6, 5 or 4). The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

Low (Ranked 3, 2, or 1). There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas. Transitional devices are either lacking or mechanical.

3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)

High (Ranked 9, 8, or 7). Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general.

Middle (Ranked 6, 5, or 4). The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident.

Low (Ranked 3, 2, or 1). Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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 the College web site in the Policy Section.

